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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | August 11-15, 2014 | |
| **Unit Vocabulary:** | | | Level G, Unit 1 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Socratic Seminar, group work, web based review, discussion | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | **Day 2** | | | | | | **Day 3** | | | | **Day 4** | | | | | **Day 5** | | |
| **Common Core Standard(s)**: | | | | | **Common Core Standard(s)** | | | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | | **Common Core Standard(s)**: | | |
| ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | | ELACC12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | | | | | | ELACC12SL1b:Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas | | | | ELACC12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | | | | | ELACC12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What are my goals as I begin my senior year? | | | | | What are the historical, societal, and cultural contexts in the novels Jane Eyre and Light in August? | | | | | | How can in- depth discussion enhance understanding of selected novel? | | | | Is class still an issue in society today, and what major problems existed in England in the 1800s and in the United States in the post Civil War era? | | | | | What are the definitions, synonyms/antonyms, spelling, and pronunciation of the words in Unit one vocabulary | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Take summer reading test | | | | | * Go over elements of a Socratic Seminar | | | | | | * Observation Quiz | | | | * Edit DGP | | | | | * Study for Unit one vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Picture writing prompt | | | | | * Prepare individual novel questions | | | | | | * Set up for Socratic Seminar | | | | * Discuss response to essential question and cite examples | | | | | * Review using quizlet.com or Study Blue or Vocabulary.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Turn in summer reading * Take summer reading test * Go over syllabus and procedures * Choose picture and write its significance to senior goals and share * **Discuss Socratic Seminar questions** * **Decide vocabulary unit strategy** | | | | | * In groups, select best questions to present to the class (Socratic Seminar) * Socratic Seminar Discussion | | | | | | * Ask questions over selected summer reading novel using the Socratic Seminar method * If we finish first novel, prepare questions individually and in group for second novel seminar | | | | * Continue Socratic Seminar over summer reading novel * Discuss essential themes of the selected novels * Take or schedule test over first summer reading novel or continue seminar if not finished * Vocabulary review if desired | | | | | * Take Unit One vocabulary quiz * When finished work on puzzle * When all are finished, continue discussion or prepare for novel test. | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * summer reading test * policies and procedures/syllabus * overhead/computer * pictures projected for writing | | | | | * Handouts/overhead Socratic Seminar * Novels for discussion | | | | | | * Questions prepared for Socratic Seminar | | | | * Socratic Seminar questions * DGP handout | | | | | * overhead projector * websites * Unit one vocabulary quiz * Socratic Seminar discussion * Novel review | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: choice of picture and interpretation written | | | | | * Content: questions/discussion Socratic Seminar | | | | | | * Content: Socratic Seminar | | | | * Content: Socratic Seminar | | | | | * Content: interative study of vocabulary words | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * Mixed ability | | | | | | * mixed ability | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * informal | | | | | | * informal | | | | * Informal | | | | | * quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | picture journal | | | | ***Formative:*** | | | | observation checklist | | ***Formative:*** | | | Socratic seminar questions and participation | ***Formative:*** | Observational checklist of participation in Socratic Seminar | | | | ***Formative:*** | | Socratic Seminar  discussion |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Unit One vocabulary Quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Assign letter to teacher | | | | |  | | | | | |  | | | | Study for Unit One vocabulary quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | | ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT  IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR  PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A  “TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,  ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS. | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2,4 | **Week of:** | | August 11-15, 2014 | |
| **Unit Vocabulary:** | | | Level G, Unit one | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | writing, audio and visual presentation, web based review, lecture, group work | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | **Day 2** | | | | | | **Day 3** | | | | **Day 4** | | | | | **Day 5** | | |
| **Common Core Standard(s)**: | | | | | **Common Core Standard(s)** | | | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | | **Common Core Standard(s)**: | | |
| ELACC12W3: Write narratives to develop real or imagined experiences or events using effective technique | | | | | ELACC12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data | | | | | | ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | ELACC12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | | | | | ELACC12RL4: Determine the meaning of words and phrases as they are used in the text. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What are the requirements of the class? | | | | | How has the English language evolved? | | | | | | Who was Beowulf and how is he an archetype of the Anglo-Saxon culture? | | | | What is an epic hero? | | | | | What are the definitions, antonyms/synonyms, parts of speech, spelling, and pronunciations of words in Unit One vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Go over syllabus/procedures | | | | | * Complete ex. 2 of Unit 1 vocabulary | | | | | | * Complete ex. 3 ov Unit 1 vocabulary | | | | * Complete all of Unit 1 vocabulary and puzzle packet for review | | | | | * Study for Unit One vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Choose picture and write about senior goals and share with class | | | | | * Listen to Old English recording and compare to modern | | | | | | * Edit DGP | | | | * Edit DGP | | | | | * Review using quizlet.com, studyblue.com, or vocabulary.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Give out vocabulary packet and begin exercise one * **Assign The Colors of My World** | | | | | * In groups complete answers to handout for The Anglo-Saxons * Translate Old English | | | | | | * Complete Anglo-Saxon worksheet in groups * **Begin presentations of The Color of My World** | | | | * Finish presentations of The Color of My World * Begin reading Beowulf | | | | | * Take unit one vocabulary quiz * Continue reading Beowulf * Answer questions over reading | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Syllabus and Procedures handout * overhead pictures * vocabulary packet Unit 1 | | | | | * Unit One Vocabulary packet * Anglo-Saxon handout * overhead Anglo-Saxon recording | | | | | | * Unit One vocabulary packet * Anglo-Saxon handout * DGP Handout | | | | * Unit one vocabulary packet * Individual presentations * DGP handout * Beowulf online | | | | | * overhead projecter * computer * online vocabulary review * Unit 1 vocabulary quiz | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: choice of picture and writing | | | | | * Content:visual and auditory view of material | | | | | | * Product: Present The Colors of My World | | | | * Product: Present The Colors of My Worldd | | | | | * Content: vocabulary review | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * mixed ability | | | | | | * mixed ability | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * informal | | | | | * informal | | | | | | * Informal and formal | | | | * informal | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | present picture journal | | | | ***Formative:*** | | | | checklist | | ***Formative:*** | | | Checklist vocabulary | ***Formative:*** | vocabulary exercise | | | | ***Formative:*** | | vocabulary review |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | The Color of my World | ***Summative:*** |  | | | | ***Summative:*** | | Unit 1 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for unit one vocabulary quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | | ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT  IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR  PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A  “TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,  ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS. | | | | | | | | | | | | | | | |