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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | AP English | | | / | 1, 2 | **Week of:** | | March 7-11, 2016 2016 | | |
| **Unit Vocabulary:** | | | | AP List 16 | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | discussion, , reading guide, Grammar Practice, journal, quiz, kahoot.com and quizlet.com | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| 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. | | | | | | ELACC12RL5: Analyze how an author’s choices concerning how to structure specific parts of  a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | | | | | | | ELACC11-12SL1:a. 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. | | | | | ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What are the major components of the Greek play Antigone? | | | | | | How should we read poems? | | | | | | | What poetry element will I present? | | | | | What will I find out about my poetry element through research? | | | | | | What are the definitions of List 16 vocabulary words, including words from the fourteen previous lists? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Present Storybirds for Antigone | | | | | | * Complete grammar exercise | | | | | | | * Tips and strategies to practice for the AP literature exam | | | | | * Tone exercise | | | | | | * Study words on List 16 vocabulary, including previous lists | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Ask any questions before Antigone test | | | | | | * Go over how to analyze poetry | | | | | | |  | | | | | * Respond to tone exercise handout | | | | | | * Review using Quizlet.com and Kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Take test on Greek play Antigone * Read novel 1984 * Answer reading guide questions | | | | | | * Mark two poems and consider tone, theme, author's techniques, etc. in order to determine meaning * "The Secretary's Chant" and "Those Winter Sundays" | | | | | | | * Read novel 1984 * Answer reading guide questions | | | | | * Using chromebooks, conduct research either alone or with a partner on the chosen poetry element. | | | | | | * Take List 16 AP literature quiz which is cumulative * Complete brain teaser or puzzle until all are finished * Continue dramatic reading of Greek play Antigone * Read 1984 * Answer reading guide questions | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * AP list 16 * computer * overhead projecor * video clip of Antigonel | | | | | | * grammar handout * novel 1984 * video clips * computer/overhead projector * grammar exercise: | | | | | | | * Think/Pair/Write/Share * excerpts from multiple-choice tests or AP tests and strategies | | | | | * Tone exersize handout * novel 1984 * reading guide | | | | | | * overhead projector * computer * quizlet.com and kahoot.com * quiz AP vocabulary List 16 * **novel 1984** * reading guide | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content: Review and test of Antigone | | | | | | * Content:reading and marking poetry | | | | | | | * Content: AP activities and dramatic reading of Antigone | | | | | * Content: mini research on poetry elements | | | | | | * Content: vocabulary quiz | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
|  | | | | | |  | | | | | | | * partner or group | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | | * informal | | | | | | | * informal | | | | | * informal | | | | | | * vocabulary quiz | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | |  | | | | ***Formative:*** | | | | | completion of grammar exercise | | ***Formative:*** | | | | ticket out the door - What I have Learned about how to tackle questions for the AP exam | ***Formative:*** | | tone exercise | | | | ***Formative:*** | | | observational checklist for vocabulary review |
| ***Summative:*** | | Antigone test | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | List 16 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read 1984  Answer reading guide questions  i | | | | | | Read 1984  Answer reading guide questions | | | | | | | Read 1984  Answer reading guide questions | | | | | Study for List 16 AP quiz which is cumulative  Read 1984 and answer reading guide questions | | | | | | Read 1984  Answer reading guide questions | | | |
| **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:** | | | 10-12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Creative Writing | | | / | 3rd | **Week of:** | | March 07-11, 2016 | | |
| **Unit Vocabulary:** | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | computer lab, class blog, computer program Adobe In-Design, wordpress.com, create literary magazine , Share Day | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | | ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | | | ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | | ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How many design pages are ready to be proofed? | | | | | | How can we improve the pages that need editing? | | | | | | | Are we tracking all corrections, designs, and layouts for the magazine? | | | | | Have I responded and posted all blog assignments from the class blog to my personal blog, and where do we stand in the production of the magazine? | | | | | | What do I have planned to share with the class for Share Day? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Plan what is needed to further magazine work: advertisements, flyers, class visits, class writings, etc. * Begin layout of magazine | | | | | | * Update status of submissions, planned strategies, training for computer work, etc * Continue layout of magazine. | | | | | | | * Continue layout of magazine * Discuss Adobe InDesign program and get students on computer practicing who want to learn - tutorials | | | | | * Continue work in Adobe In-Design and preparations for literary magazine | | | | | | * Continue preparations for literary magazine | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Students will check class blog topic and post to personal blog | | | | | | * Student will give topic for today's blog | | | | | | | * Plan magazine strategies for the day | | | | | * check individual blogs to make sure they are up to date | | | | | | * Gather and prepare for share day | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Check Class blog for assignment and post to individual blog * work on first submission to the literary magazine The Vision * Complete any work needed for literary magazine production | | | | | | * Go to wordpress blog and write about topic posted * Contine work on The Vision: typing submissions, scanning artwork, collecting submissions, ideas for magazine, etc. | | | | | | | * Go to wordpress.com and read assignment * Complete assignment and post to individual blog * Continue any work on magazine: typing submissions, scanning artwork, collecting submissions, ideas for magazine, etc. | | | | | * Read class b log for assignment and post to individual blog * Continue work on magazine to get submissions by deadline * Continue layout of magazine | | | | | | * Each person will share chosen piece with the class * Post journal entry of choice to blog making sure it is school appropriate | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * computer lab * wordpress.com | | | | | | * computer lab or cart * wordpress blog * materials for flyers if needed | | | | | | | * computer lab or cart * wordpress blog and assignments | | | | | * Class blog * Computer lab or computer carts | | | | | | * items to be shared with class * class blog * computer lab or cart | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Product: magazine submission and layout of magazine | | | | | | * Product: blog assignment posted | | | | | | | * Product: blog posted | | | | | * Content:production of magazine and posting of blogs | | | | | | * product: chosen work to share | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * Informal | | | | | | * Informal | | | | | | | * informal observational checklist of blog completed | | | | | * Informal: observational checklist of completed blogs | | | | | | * informal checklist of sharing | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | | posted blog | | | | ***Formative:*** | | | | | posted blog | | ***Formative:*** | | | | observational checklist | ***Formative:*** | | posted blogs | | | | ***Formative:*** | | | observational checklist |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | Shared work with class  Completed blogs for week |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | |  | | | | | | |  | | | | | Bring in written, art, found work for share day tomorrow | | | | | |  | | | |
| **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 EXPENSE 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. | | | | | | | | | | | | | | | | | | | |