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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 1st | **Week of:** | | March 9-13, 2015 | |
| **Unit Vocabulary:** | | | AP Vocabulary List 16 and 17 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | video clips, review, discussion, quizlet.com , essays for rating, Think/Pair/Write/Share | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases | | | | | ELACC12SL1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse topics and issues. | | | | | | ELACC12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | ELACC12W7: 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:** | | |
| Are weI ready for List 16 vocabulary quiz? | | | | | Which is the better story in The Life of Pi? | | | | | | How can I sucessfully defend an AP topic in 40 minutes? | | | | What can a webquest teach me about the novel and author of Life of Pi? | | | | | What are the definitions of List 17 vocabulary words, including words from the previous lists? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Study/review words from AP List 16 which is cumulative | | | | | * Prepare for a Socratic Seminar for the book The Life of Pi | | | | | | * Discuss how to handle a timed essay effectively | | | | * Review game prepared by student for Vocabulary List 17 which is cumulative | | | | | * Study words on List 17 vocabulary, including previous lists | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Participate in student prepared game if ready | | | | | * Compile questions for the Socratic Seminar | | | | | | * Get prepared for writing prompt | | | | * Proceed to Lab 230 for webquest | | | | | * Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take List 16 AP vocabulary quiz * **Study and take Life of Pi test** | | | | | * Participate in Socratic Seminar * Assign and begin reading the novel 1984 | | | | | | * Students will be given an AP prompt to write a timed essay in 40 minutes * When finished, read novel 1984 and answer study guide questions * i | | | | * Conduct webquest about the novel 1984 by following the links listed on the webquest and compiling the information gathered | | | | | * Take List 16 AP literature quiz which is cumulative * Read Life of Pi novel * Answer study guide questions | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * AP list 16 quz * quizlet.com * computer * overhead projector | | | | | * questions for Socratic Seminar * novel 1984 | | | | | | * AP prompt * novel Life of Pi * writing materials | | | | * computer lab * student-generated review * computer link for webquest | | | | | * overhead projector * computer * quizlet.com * quiz AP vocabulary List 17 | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: Life of Pi test * List 16 quiz | | | | | * Content:Socratic Seminar | | | | | | * Product: completed essay | | | | * Content: webquest | | | | | * Content: summarizing vocabulary | | |
| ***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?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * quiz | | | | | * Informal | | | | | | * essay rubric | | | | * informal | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | | Observational checklist | | ***Formative:*** | | |  | ***Formative:*** | finished webquest | | | | ***Formative:*** | | observational checklist for vocabulary review |
| ***Summative:*** | List 16 quiz  Life of Pi test | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | essay rubric | ***Summative:*** |  | | | | ***Summative:*** | | List 17 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | | Read 1984i | | | | | | Read 1984 | | | | Read 1984  Study for AP List 17 Quiz which is cumulative | | | | |  | | |
| 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 | | / | 2nd | **Week of:** | | March 9-13, 2015 | |
| **Unit Vocabulary:** | | | Unit 7 and 8 vocabulary, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | test, lecture, textbook, journal, group narrative, quizlet.com | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | | 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. | | | | | | 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. | | | | ELACC12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions | | | | | ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What are the definitions of the words in Unit 7 vocabulary? | | | | | How will I prepare for tomorrow's unit test? | | | | | | What unique social order, government, and literature came from the time period known as The Middle Ages? | | | | What is a ballad, and what are the elements of ballads? | | | | | What are the definitions, spellings, parts of speech, and pronunciations of the words in Unit 8 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Study for Unit 7 vocabulary quiz | | | | | * Complete ex. 1 and 2 of Unit 8 vocabulary quiz | | | | | | * Ask any remaining questions prior to unit test | | | | * Complete all of Unit 8 vocabulary plus puzzle packet for review | | | | | * Study for Unit 8 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Review using quizlet.com | | | | | * Set up group presentations if needed | | | | | | * Set up for unit test | | | | * Play two to three ballads performed by modern performers | | | | | * Review for Unit 6 vocabulary quiz using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take vocabulary quiz Unit 7 * When finished, groups will present final Canterbury Tale * projects * Begin review sheet for the Middle Ages unit test | | | | | * Continue Middle Ages unit review * Go over | | | | | | * Take unit test * when finished complete ex 3 of Unit 8 vocabulary * Begin introduction to The Renaissance | | | | * Read ballads from text and discuss | | | | | * Take Unit 7 vocabulary quiz after review * When finished work on puzzle sheet until all are finished | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * textbook * Journal and survey handout * group handout * vocabulary packet Unit 8 * Puzzle packet for review | | | | | * computer/overhead projector * Textbook * Middle Ages review sheet * Unit 8 vocabulary packet | | | | | | Middle Ages Unit test  Unit 8 vocabulary packet  Introductory sheet to the Renaissance | | | | * Textbook * vocabulary puzzle for review * ballad handout * computer * overhead projector | | | | | * computer/overhead projector * quizlet.com * Unit 8 vocabulary quiz | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: Group prologue and tale | | | | | * Content: unit review | | | | | | * Product: group prologue and tale | | | | * Content: read/listen to ballads | | | | | * Content: vocabulary review for different learning styles | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * mixed ability | | | | |  | | | | | |  | | | | * l | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * l | | | | | |  | | | | * informal | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Journal and survey | | | | ***Formative:*** | | | | review sheet | | ***Formative:*** | | |  | ***Formative:*** | observational checklist | | | | ***Formative:*** | |  |
| ***Summative:*** | group project | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | Unit test | ***Summative:*** |  | | | | ***Summative:*** | | Unit 8 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Study for Unit 6 vocabulary quiz | | | | | Complete ex. 1 of Unit 7 vocabulary if not completed in class | | | | | |  | | | | Study for Unit 8 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:** | | 9-12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | March 9-13, 2015 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | computer program, writing, blogging, journals, scanning | | | | | | | | | | | | | | | | |
| **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)**: | | |
| 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:** | | |
| What story have I created from objects viewed? | | | | | What is the status of magazine submissions, and how can we obtain more writings? | | | | | | What are the attributes of Adobe's InDesign program, and how can we learn it? | | | | What is the status of my weekly blog postings? | | | | | What creative work do I have to share with the class? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Finish sharing stories written when last in school | | | | | * Review status of submissions and strategies for the literary magazine. | | | | | | * Review status of submissions and strategies for the literary magazine. | | | | * Review status of submissions and strategies for the literary magazine. | | | | | * Review status of submissions and strategies for the literary magazine. | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Type submissions | | | | | * Write journal topic of day and post to blog | | | | | | * Write journal topic of day and post to blog | | | | * Write journal topic of day and post to blog | | | | | * Get set to participate in share day | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Complete cliché sheet and share with class * Go to computer lab to type submissions, practice using Adobe InDesign * Write for magazine * Post free blog to blog page | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | * Share with class * Write and post to blog | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * computer lab * objects to write about | | | | | * computer lab * magazine submissions | | | | | | * computer lab | | | | * computer lab | | | | | * Computer lab | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: story | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
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| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * blog checkoff sheet | | | | | | * scoresheet for blog | | | | * scoresheet for blog | | | | | * scoresheet for blog | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Blog checklist | | | | ***Formative:*** | | | | blog checklist | | ***Formative:*** | | | blog scoresheet | ***Formative:*** | blog scoresheet | | | | ***Formative:*** | | blog scoresheet |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | |  | | | | |  | | |
| 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. | | | | | | | | | | | | | | | |