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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | Nov 10-14, 2014 | |
| **Unit Vocabulary:** | | | Unit 14, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | discussions, quizlet.com, overhead projector, video, | | | | | | | | | | | | | | | | |
| **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. | | | | | 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.) | | | | | | ELACC12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | ELACC12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.) | | | | | ELACC12L4: 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 were the favored genres of the Renaissance time period? | | | | | What is the definition of carpe diem poetry? | | | | | | How will I answer the prompt of the essay from Hamlet? | | | | What is metaphysical poetry? | | | | | What are the definitions of Unit 14 vocabulary words? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Write words and determine their meter by sounding them out to see if you get the right meter | | | | | * watch video clips about pastoral and carpe diem poems | | | | | | * Discuss elements of a good essay | | | | * Discuss what does it mean by metaphysical | | | | | * Study for Unit 14 quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Define what is a sonnet | | | | | * Review by question and answer | | | | | | * read prompt and begin writing | | | | * read poems by John Donne | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Read sonnets from text and determine type of sonnet * watch Hamlet movie | | | | | * Read four pastoral poems inf textbook * Write reflection on each poem * Analyze four poems * Watch Hamlet movie | | | | | | * Give prompt and time students to write for one hour * Watch Hamlet movie | | | | * Watch Hamlet the movie * Compare/Contrast to play | | | | | * Take quiz on Unit 14 vocabulary * Continue watching movie of Hamlet | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 14 vocabulary * textbook | | | | | * Unit 14 vocabulary packet * textbook | | | | | | * AP prompt for writing | | | | * Hamlet movie * textbook | | | | | * Unit 14 vocabulary quiz * quizlet.com * projector * computer | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: visual representation of Shakespeare's play Hamlet: | | | | | * Content: visual representation of Shakespeare's play Hamlet | | | | | | * Product: written essay | | | | * Content: visual representation of Shakespeare's play Hamlet | | | | | * Content: visual and auditory review of vocabulary | | |
| ***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?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * observational checklist | | | | | * informal/formal | | | | | | * Informal | | | | * informal | | | | | * informal | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | observational checklist | | | | ***Formative:*** | | | | observational checklist | | ***Formative:*** | | |  | ***Formative:*** | locate literary elementsl | | | | ***Formative:*** | | observational checklist |
| ***Summative:*** | Unit 12 vocabulary quiz | | | | ***Summative:*** | | | | Hamlet test either today or tomorrow depending on if finished with play and review | | ***Summative:*** | | | Essay rubric | ***Summative:*** |  | | | | ***Summative:*** | | Unit 14 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Invisible Man and answer reading guide questions  Write/prepare for presentation  modern soliloquy based on Hamlet | | | | | Read Invisible Man and answer reading guide questions  study for Hamlet test if not given today | | | | | | Read Invisible Man and answer reading guide questions | | | | Study for Unit 14 vocabulary quiz  Complete Unit 14 vocabulary packet  Read Invisible Man | | | | | Read Invisible Man and 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:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2,4 | **Week of:** | | November 10-14, 2014 | |
| **Unit Vocabulary:** | | | Unit 14, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | review, writing, reading, double-entry journals, | | | | | | | | | | | | | | | | |
| **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. | | | | | ELACC12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | ELACC12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by | | | | ELACC12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | | | | | ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What are the major components of Shakespeare's play Hamlet? | | | | | What are double-entry or diacritical journals? | | | | | | How Does my soliloquy meet the critieria required? | | | | Can you trust Nick's explanations in court? | | | | | What are the definitions of Unit 14 vocabulary words? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Review/ask questions before Hamlet Test | | | | | * Complete ex 2 of Unit 14 vocabulary * Complete grammar DGP | | | | | | * Complete ex. 3 of Unit 14 vocabulary * Complete grammar DGP | | | | * Complete all of packet for Unit 43 vocabulary and puzzle packet for review * Edit DGP | | | | | * Study for Unit 13 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Explain test procedures | | | | | * Discuss problems/understanding for novel assignment | | | | | | * Share soliloquies written modelling Hamlet's "To Be or Not to Be" | | | | * Review novel assignment check on progress | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take Hamlet Test * Complete any Hamlet material * not finished and turn in * Check out novel in library * Explain go over double-entry journals and assignment for new novel | | | | | * Go to lab to either read or type double-entry journals for novel being read | | | | | | * Go to lab to work on novel assignment | | | | * Go to assigned lab to work on novel assignment | | | | | * Take unit 14 vocabulary quiz * Go to lab to work on novel * assignment | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 14 vocabulary packet * DGP Handout * double-entry journal handout and assignment sheet * lab for typing | | | | | * Unit 14 vocabulary packet * DGP Handout * double-entry journal information | | | | | | * Unit 14 vocabulary packet * DGP Handout * double-entry journal assignment sheet | | | | * Unit 14 vocabulary packet * novel assignment * DGP handout | | | | | * computer/overhead projector * Unit 14 vocabulary quiz | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: formal assessment/test | | | | | * Product: double-entry journalsl | | | | | | * Project: double-entry journals | | | | * Project: double-entry journals * Content: puzzle packet for review | | | | | * Project: double-entry jourrnal * Content: visual/auditory/tactile review for vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | |  | | | | | | * mixed-ability role-playing | | | |  | | | | |  | | |
| ***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 | | | | * 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:*** | observational checklist | | | | ***Formative:*** | | | | observational checklist | | ***Formative:*** | | | observational checklist | ***Formative:*** | observational checklist | | | | ***Formative:*** | | observational checklist |
| ***Summative:*** | Hamlet test | | | | ***Summative:*** | | | | Double-entry journals when novel is finished | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Unit 14 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read novel and/or work on double-entry journals | | | | | read novel/and/or work on double-entry journals for novel | | | | | | novel and double-entry journals | | | | Study for Unit 14 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. | | | | | | | | | | | | | | | |