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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | Honors English 12 | / | 1st | **Week of:** | 10/6-10, 2014 |
| **Unit Vocabulary:**  | Unit 9, Level G |
| **Instructional Strategies Used:**  | socratic seminar, discussion, video clips, role-playing, review, webquest |
| **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)**: |
| 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. | ELACC12SL1a: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. | 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). | 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 grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| How is life on the Congo today different and similar to Conrad's time in Heart of Darkness? | Are issues found in Heart of Darkness in the early 1900s still relevant in the world today? | What are the elements of a Tragedy? | What influenced Shakespeare to write Hamlet? | What are the definitions of the words in Unit 9 vocabulary? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Watch CNN clip of Anthony Bourdain and the Congo
 | * Discuss "Child by Tyger"
 | * Assign parts for Hamlet
 | * Go to computer lab 230
 | * Study for Unit 9 Vocabulary quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * discuss similarities and differences in life on the Congo today and during Conrad's time
 | * Watch video clip of Chinua Achebe on Heart of Darkness
 | * Set up for dramatic reading of Hamlet
 | * Open webquest already started
 | * Review using Quizlet.com for Unit 9 vocabulary quiz
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Participate in Socratic Seminar for Heart of Darkness
 | * Continue Socratic Seminar
* on Heart of Darkness with questions provided
 | * Dramatic reading - role playing of Act I Hamlet
* Answer reading guide questions for Act I
* Quiz over Act I when finished
 | * Finish Shakespeare and Hamlet webquest
* Read Invisible Man
 | * Take Unit 9 quiz
* Read Act II Hamlet
* Answer reading guide questions
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * computer
* overhead projector
* video
* Unit 9 vocabulary packet due Friday
 | * Questions prepared for Socratic Seminar
* Handout "Child by Tyger"
 | * Hamlet packet Act I
* Reading Guide Act I
 | * Computer lab
* webquest
* novel Invisible Man
 | * computer
* overhead projector
* quizlet.com
* vocabulary quiz Unit 9
* Hamlet packet
* reading guide Act II Hamlet
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * Content: visual representation of The Congo today
 | * Content: Socratic Seminar
 | * Content: role-playing/reading Hamlet
 | * Content: webquest
 | * Content: visual/auditory review
 |
| ***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
 | * Informal
 | * informal
 | * informal
 | * Unit 9 quiz
 |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** |
| ***Formative:***  | participation in Socratic Seminar | ***Formative:***  | participation in seminar | ***Formative:*** | role-play/reading of Hamlet | ***Formative:*** | webquest | ***Formative:*** | quizlet review |
| ***Summative:***  |       | ***Summative:***  |       | ***Summative:*** |       | ***Summative:*** |       | ***Summative:*** | Unit 9 quiz |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
| Read "The Child by Tyger" | Begin reading Invisible Man | read Invisible Man | Study for Unit 9 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 THATIMPROMPTU “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:** | Oct 6-10, 2014 |
| **Unit Vocabulary:**  | Unit 9, Level G |
| **Instructional Strategies Used:**  | open-book test, KWL chart, reading guides, video clips, review, puzzles, reading |
| **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. | ELACC12RL9: Demonstrate knowledge ofSixteenth, seventeenth, eighteenth-, nineteenth- and early twentieth- century foundational works of British literature, including how two or more texts from the same period treat similar themes or topics. | 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.) | 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. | ELACC12L4: 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 literature of The Middle Ages? | What were the philosophical, political, religious, ethical, and social influences of The Renaissance period? | What was life like on a daily basis in The Renaissance time period? | What affected every day life of a person during The Renaissance time period? | What are the definitions of Unit 9 vocabulary words? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Listen to instructions for test
 | * Complete ex. 2 of Vocabulary Unit 9
 | * Complete ex. 3 of Vocabulary Unit 9
 | * Complete remaining exercise of Unit 9 vocabulary
* Complete puzzle packet for review
 | * Study for Unit 9 quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * Get materials for test ready
 | * Students will complete KWL chart about The Renaissance
 | * Watch video clip about life in The Renaissance
 | * Discuss and review chapters from 1984 before quiz
 | * Review for quiz using quizlet.com
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Take open-book, open-note test over The Middle Ages
* Complete ex. 1 of Unit 9 vocabulary
* Read 1984
* Answer reading guide questions
 | * Begin answering questions on Renaissance worksheet
* Read 1984
* Answer reading guide questions
 | * Finish Renaissance worksheet
* Watch video clip from 1984
* Read 1984
* Answer reading guide questions
 | * Take quiz over 1984 reading
* Read 1984
* Answer reading guide questions
 | * Take Unit 9 vocabulary quiz
* read 1984
* Answer reading guide questions
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * Unit 9 vocabulary packet
* test over The Middle Ages
* textbook
* worksheets
 | * Renaissance worksheet
* novel 1984
* reading guide questions
 | * overhead projector
* computer
* video clip
* novel 1984
* reading guide questions
 | * vocabulary packet
* puzzle packet for review
* quiz 1984
 | * computer
* overhead projector
* Unit 9 vocabulary quiz
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * Content: Students can use material
* available to them to take test
 | * Content: KWL
 | * Content: visual representation of reading
 | * Content: puzzles for review
 | * Content: computer review
 |
| ***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?)***  |
| * Unit test
 | * Informal
 | * Informal
 | * quiz
 | * formal
 |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** |
| ***Formative:***  |       | ***Formative:***  | KWL chart | ***Formative:*** | checklist of worksheet | ***Formative:*** | completed vocabulary packets | ***Formative:*** |       |
| ***Summative:***  | Unit test | ***Summative:***  |       | ***Summative:*** |       | ***Summative:*** | quiz 1984 | ***Summative:*** | Unit 9 vocabulary quiz |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
| Read 1984 | Read 1984 | Read 1984 | Study for Unit 9 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 THATIMPROMPTU “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.  |