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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | Sep 29-Oct 3, 2014 | |
| **Unit Vocabulary:** | | | Unit 8, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | student prepared lessons, quizzes, discussions, review, webquest computer lab, journal | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC11-12RL5: 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. | | | | | 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). | | | | | | ELACC12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | 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 | | | | | 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. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How do you determine an author's style, tone and use of irony in a work of fiction? | | | | | What are the elements of fiction that we have studied? | | | | | | How do the two stories read handle the concept of marriage? | | | | What are the elements of a tragedy? | | | | | What are the definitions, pronunciations, spellings, and synonym/antonyms of the Unit 8 vocabulary words | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Set up for student prepared lesson | | | | | * Voice exercise | | | | | | * Review compare and contrast elements | | | | * Discuss what elements make up a literary tragedy | | | | | * study for Unit 8 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Review theme before quiz as applied to "Miss Brill" | | | | | * Review "Popular Mechanics" * and take quiz | | | | | | * journal entry on reaction to stories from A Secret Sorrow and "A Sorrowful Woman" | | | | * Ask survey questions about beliefs related to Hamlet * Participate in improv skits | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take quiz over lesson theme as applied to short story "Miss Brill" * Student presented lesson on * Style, tone, and irony as applied to short story "Popular Mechanics" * Take test over Heart of Darkness | | | | | * Student produced lesson on Combining the Elements of Fiction" | | | | | | * Student produced lesson on Writing about Fiction * Write a compare and contrast essay on the treatment of marriage in A Secret Sorrow and "A Sorrowful Woman" | | | | * Go to computer lab to complete webquest on background of Shakespeare and the play Hamlet * Assign parts and begin dramatic reading of Shakespeare's play Hamlet | | | | | * Take Unit 8 vocabulary quiz * Role-playing/reading Hamlet * Answer reading guide questions | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * quiz over "Miss Brill" and theme * textbook * student lessson materials * Test Heart of Darkness | | | | | * handout for voice exercise * quiz for "Popular Mechanics" | | | | | | * Compare and Contrast handouts | | | | * webquest * computer lab | | | | | * computer * overhead projector * quizlet.com * vocabulary quiz | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * ProductStudent produced lesson on style, tone, and irony | | | | | * Product: student lesson on combining elements of fiction | | | | | | * Journal on reaction to reading | | | | * content: computer webquest | | | | | * Content: review for audio, visual, and tactile learners | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Partners | | | | | * partners | | | | | | * Partners | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * formal | | | | | * formal and informal | | | | | | * Informal | | | | * Informal | | | | | * formal | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | | completion of Voice exercise | | ***Formative:*** | | | journal entry | ***Formative:*** | completion of webquest | | | | ***Formative:*** | | completion of vocabulary packet |
| ***Summative:*** | quiz "Miss Brill" Heart of Darkness test | | | | ***Summative:*** | | | | quiz "Popular Mechanics" | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Unit 8 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read short story "Summer" pp 376-380 | | | | | Read "A Secret Sorrow" and "A Sorrowful Woman" | | | | | | answer reading guide questions for Heart of Darkness | | | | 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:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2,4 | **Week of:** | | Sep 29-Oct 3, 2014 | |
| **Unit Vocabulary:** | | | Unit 8, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | discussion, group presentations, games for review, think/pair/share, ticket-out-the-door, 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)**: | | |
| 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. | | | | | 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.) | | | | | | 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. | | | | | ELACC11-12L6: 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. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What different ways have the chosen groups prepared their modern prologue and tale? | | | | | How have the student generated prologues and tales depicted modern social types? | | | | | | How is the literature of a time period a relfection of the social, economic, and political status of the people? | | | | Are we exposed to more surveillance and tracking today than in the novel 1984? | | | | | What are the definitions, pronunciations, spellings, and synonyms/antonyms of Unit 8 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 8 vocabulary | | | | | * Complete ex. 2 of Unit 8 vocabulary | | | | | | * Complete ex. 3 of Unit 8 vocabulary | | | | * Finish last exercise of Unit 8 vocabulary and puzzle packet for reveiw | | | | | * Study for Unit 8 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * set up for group presentations | | | | | * set up for group presentations | | | | | | * play game for review | | | | * Think/Pair/Share about tracking devices for students | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Present group prepared modern prologue and tale * Read 1984 if time | | | | | * Finish group presentations if not completed yesterday * Begin review for The Middle Ages Unit * Ticket out the door - five things learned about the Middle Ages time period | | | | | | * Finish Middle Ages Review if not completed yesterday * Take Middle Ages test * Read 1984 | | | | * Participate in discussion * Read 1984 * Answer reading guide questions * Take quiz over Book 2 through Chapter V | | | | | * Take Unit 8 vocabulary quiz * when finished complete puzzle until all are finished * participate in 1984 related activity * read 1984 | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 8 vocabulary packet * computer and overhead projector for group presentations * novel 1984 | | | | | * Unit 8 vocabulary packet * review sheet for the unit literature test * textbook | | | | | | * Unit 8 vocabulary packet * Middle Ages Review | | | | * Think/Pair/Share sheet * vocabulary packet Unit 8 * puzzle packet Unit 8 for review * 1984 novel | | | | | * overhead projector * computer * quizlet.com * Unit 8 quiz | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * product: group created * modern prologue and tale using The Canterbury Tales as inspiration | | | | | * Product: student produced modern prologue and tale * Content: Ticket out the door | | | | | | * Content:unit test with a variety of question types | | | | * Content: variety of puzzles for review to help enhance vocabulary * Think/Pair/Share | | | | | * Content: review for visual, auditory, and tactile learners | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Same interest groups of 3 to 4 | | | | | * Same interest groups of 3 to 4 | | | | | |  | | | | * partners | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * informal and formal | | | | |  | | | | | | * formal test | | | | * 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:*** | | | | ticket-out-the door | | ***Formative:*** | | | completion of vocabulary | ***Formative:*** | Think/Pair/Share | | | | ***Formative:*** | | quizlet.com review |
| ***Summative:*** | rubric for group presentation | | | | ***Summative:*** | | | | rubric for group presentation | | ***Summative:*** | | | Unit test | ***Summative:*** | quiz 1984 | | | | ***Summative:*** | | Unit 8 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read 1984 | | | | | read 184 | | | | | | read 1984 | | | | 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. | | | | | | | | | | | | | | | |