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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 2nd | **Week of:** | | October 17-21, 2016 | | |
| **Unit Vocabulary:** | | | | Unit vocabulary | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | discussions, quizlet.com, Kahoot,com, overhead projector, video, textbook, reflections | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACC11-12RL1: 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. | | | | | | ELACC12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | | | | ELACC11-12RL1: 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.) | | | | | | 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:** | | | |
| What are the similarities and differences of the movieand the play Hamlet? | | | | | | How will I answer the prompt of the essay from Hamlet? | | | | | | | What were the favored genres of the Renaissance time period? | | | | | What is the definition of carpe diem poetry? | | | | | | What are the definitions, spellings, pronunciations, and parts of speech of the words in Unit 11 vocabulary? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Complete DGP exercise * Complete Voice exercise | | | | | | * Discuss elements of a good essay | | | | | | | * Peer edit Hamlet essays from yesterday using the AP rubric | | | | | * watch video clips about pastoral and carpe diem poems | | | | | | * Study for Unit 11 vocabulary quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
|  | | | | | | * read prompt and begin writing * Food for celebration of ending Hamlet | | | | | | | * Define what is a sonnet * Write words and determine their meter by sounding them out to see if you get the right meter | | | | | * complete puzzle packet for vocabulary list * Edit DGP | | | | | | * Review for Unit vocabulary using Kahoot.com and quizlet.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Finish movie Hamlet * Watch clips from Shakespeare Reduced * Discuss Soliloquy assignment * Read 1984 and discuss schedule | | | | | | * Give prompt and time students to write for one hour * Watch Hamlet movie * Discussion/activities for novel 1984 | | | | | | | * Read sonnets from text and determine type of sonnet * Discuss meanings of Shakespeare's sonnets * Read/activities related to 1984 | | | | | * watch video clips about pastoral and carpe diem poems * Read four pastoral poems in the textbook * Write reflection on each poem * Analyze four poems * Read/activities 1984 | | | | | | * Take Unit vocabulary quiz * Read novel 1984 * Answer reading guide questions | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * Unit Vocabulary packet * Hamlet movie * Overhead projector * Hamlet movie or Reduced Shakespeare video | | | | | | * prompt for writing * computer/overhead projector * **Hamlet movie or finish Shakespeare Reduced** | | | | | | | * textbook * overhead projector * Hamlet movie | | | | | * textbook * quizlet.com * computer/overhead projecor * Pastoral and carpe diem videos | | | | | | * overhead projector * computer * kahoot.com and quizlet.com * Unit vocabulary quiz * puzzle for after quiz | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content: Hamlet test | | | | | | * Product: Essay | | | | | | | * Content: visual representation of Shakespeare's play Hamlet | | | | | * Content: reflection of Shakespeare's sonnets | | | | | | * Content: appeal to visual, auditory, and tactile learners with different ways to review vocabulary | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | | * Rubric for essay | | | | | | | * 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:*** | | informal observation | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | | Discussion of Shakespearean Sonnets | ***Formative:*** | | Poem reflections | | | | ***Formative:*** | | | vocabulary review |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | | Hamlet essay | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | Unit vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read novel 1984 and answer  reading guide questions | | | | | | Read novel 1984 and answer Reading Guide | | | | | | | Read novel 1984 and answer reading guide questions | | | | | Study for Unit vocabulary quiz  Read 1984  Answer reading guide | | | | | | Read novel1984 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. | | | | | | | | | | | | | | | | | | | |