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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | Dec 7-11, 2015 | |
| **Unit Vocabulary:** | | | AP List 7 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | review, satire, discussion, 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)**: | | |
| 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 | | | | | | ELACC12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement | | | | 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 | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words based on grade content | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| Have I captured Swift's essence of Satire in My Modest Proposal Presentation | | | | | What is my group Modest Proposal about? | | | | | | How has my group used satire in its presentation? | | | | How do you read a passage effectively | | | | | What are the definitions of AP List 7 words | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Finish group Modest Proposals | | | | | * Set up for presentations | | | | | | * Discuss handout on satire | | | | * Discuss strategies students' use to read a passage and answer questions | | | | | * Study for AP List 7 vocabulary quiz which is cummulative | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Use computers in classroom | | | | | * Groups members will be present and ready to present | | | | | | * Set up for any remaining presentations | | | | * Read passages and answer questions and check answers | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Finish Modest Proposals to present tomorrow * If finished read novel | | | | | * Start Modest proposal group presentations * Read novel Pride and Prejudice * Discuss different authors' views of the English language | | | | | | * Review for SLO: grammar, poetry, writing strategies * Read Pride and Prejudice if time * WHITE Christmas will affect several students near the end of the period | | | | * Review poetry, grammar, and reading and writing strategies | | | | | * Take List 7 AP vocabulary quiz * Read novel Pride and Prejudice * Answer reading guide questions | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * textbook * novel * List 6 vocabulary | | | | | * textbook * novel Pride and Prejudice * rubric for rating groups | | | | | | * rubric for rating group * novel * various materials for review | | | | * various handouts or overhead projections | | | | | * AP vocabulary List 7 quiz * quizlet.com * computer/overhead projector | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: presentations | | | | | * Product: Presentation | | | | | | * Product: group modest proposal | | | | * Content: various ways to read and answer questionsl | | | | | * Content: review for vocabulary quiz | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Interest groups | | | | | * Interest groups | | | | | | * interest groups | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * 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:*** | | | |  | | ***Formative:*** | | | Observational checklist | ***Formative:*** | Observational checklist | | | | ***Formative:*** | |  |
| ***Summative:*** |  | | | | ***Summative:*** | | | | rubric for presentation | | ***Summative:*** | | | rubric for presentation | ***Summative:*** |  | | | | ***Summative:*** | | AP Vocabulary List 7 |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for AP vocabulary List 7 | | | | |  | | |
| 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 | | / | 4 | **Week of:** | | Dec 7-11, 2015 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | video clips, discussion, SLO, analyze poetry | | | | | | | | | | | | | | | | |
| **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. | | | | | 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.  WHITE CHRISTMAS WILL AFFECT 2ND PERIOD TODAY! THE CLASS WILL BE GREATLY SHORTENEND OR NOT AT ALL | | | | ELACC12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement | | | | | 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 are the different elements of Renaissance poetry? | | | | | What are the elements of a carpe diem poem? | | | | | | How do you determine meter and rhythm in a poem | | | | What is metaphysical poetry? | | | | | How will I do on the SLO? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Edit DGP | | | | | * Edit DGP | | | | | | * Edit DGP | | | | * Edit DGP | | | | | * Take the SLO test | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Define Sonnet | | | | | * watch video clips about pastoral and carpe diem poems | | | | | | * Exercise to determine meter | | | | * Read definition of metaphysical poetry | | | | | * Get chromebooks for SLO | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Begin presentations of A Modest Proposal which took longer last week, so we are having to do poetry this week! * Read sonnets in text and discuss | | | | | * Read four pastoral poems inf textbook * Write reflection on each poem * Analyze four poems * Watch movie | | | | | | * Mark poems for rhythm and meter * Identify four major meter patterns | | | | * Read poems by John Donne * Identify metaphysical elements | | | | | * SLO exam * Watch movie | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * textbook * poem handouts | | | | | * Unit 15 vocabulary packet * textbook | | | | | | * textbook * poetry handoutt | | | | * textbook | | | | | * overhead projector * computer * quizlet.com | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content:identify elements of a sonnet | | | | | * Content:reflection on poems | | | | | | * Content: determine meter o different poems | | | | * Content: Identify metaphysical elements | | | | | * Content:SLO Exam | | |
| ***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 | | | | | * SLO | | |
| **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:*** | |  |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | SLO |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
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| 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. | | | | | | | | | | | | | | | |