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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 1st | **Week of:** | | February 2-6, 2015 | |
| **Unit Vocabulary:** | | | AP Vocabulary List 12 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | graphic organizer, video clips, review, 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)**: | | |
| 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. | | | | | 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). | | | | | | 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. | | | | 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). | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| Where is the turning point or climax in Act III of King Lear? | | | | | How can someone see and yet be blind, or be blind and yet see? | | | | | | Do families have a responsibility to take care of their aged memebers? | | | | What are the elements, components, themes, and plotlines that make up Shakespeare's play King Lear? | | | | | What are the definitions of List 12 vocabulary words, including words from the eleven previous lists? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete voice lesson worksheet and share | | | | | * Edit Daily Grammar Practice (DGP) | | | | | | * Edit DGP | | | | * Ask any questions related to King Lear before test | | | | | * Study words on List 12 vocabulary, including previous lists | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Watch review video for King Lear to date | | | | | * Review and discuss King Lear | | | | | | * View statistics and video clips/s of treatment of the elderly | | | | * Turn in study guides and get ready for test | | | | | * Review using Quizlet.com and studyblue.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take quiz over King Lear * Read/role-play parts for Act III King Lear * Discuss climax * Answer reading guide questions for King Lear Act III * Assign novel Life of Pi to read | | | | | * Read/role-play King Lear * Discuss key elements in Act IV of King Lear * Take quiz if needed | | | | | | * Discuss what our responsibility is as a society to take care of our elderly, and is there a proper dynamic in a family today * Read/role play King Lear * Answer study guide questions for King Lear * read Life of Pi * ticket out the door | | | | * Take King Lear test * Read novel Life of Pi * Answer reading guide questions | | | | | * Take List 12 AP literature quiz which is cumulative * Read Life of Pi novel * Discuss and introduce introductory material for Life of Pi | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * List 12 AP Vocabulary * King Lear play packet * study guide for King Lear * Quiz for King Lear * projector * computer * King Lear video * novel Life of Pi | | | | | * DGP for week * King Lear packet * Study Guide for King Lear * quiz for King Lear if needed | | | | | | * computer * overhead projector | | | | * test King Lear * Study guides for King Lear * Life of Pi novel * study guide for Life of Pi | | | | | * overhead projector * computer * quizlet.com * textbook * quiz AP vocabulary List 12 | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: video enhancement | | | | | * Content: role-playing | | | | | | * Content: discussion/think/pair/share/video | | | | * Content: test over play | | | | | * Content: summarizing 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?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * quiz | | | | | * informal | | | | | | * informal | | | | * Test | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | | observational checklist | | ***Formative:*** | | | ticket out the door | ***Formative:*** |  | | | | ***Formative:*** | | observational checklist for vocabulary review |
| ***Summative:*** | quiz | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** | King Lear test | | | | ***Summative:*** | | List 12 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Life of Pi  Answer study guide questions | | | | | Read Life of Pi  Answer study guide questions | | | | | | Review King Lear/study for test  Read Life of Pi  Answer study guide questions | | | | Study for List 12 AP quiz which is cumulative | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2nd | **Week of:** | | February 2-6 2015 | |
| **Unit Vocabulary:** | | | Unit 5, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Think/Pair/Share, lecture, computer lab, 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)**: | | |
| ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitily as well as inferences drawn from the text, including where the text leaves matters uncertain | | | | | 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). | | | | | | 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). | | | | ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitily as well as inferences drawn from the text, including where the text leaves matters uncertain | | | | | 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 is the definition of Feudalism and what are the divisions of the people of the system? | | | | | What are the traits of Middle English, and how are they similar and different from modern English and Old English? | | | | | | How does Chaucer's The Canterbury Tales represent the time period? | | | | What is a frame story, and how does The Canterbury Tales fit that description? | | | | | How does the review and practice of vocabulary words each day of the week prepare for one for the weekly unit quiz? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 5 vocabulary | | | | | * Complete ex. 2 of Unit 5 vocabulary * Edit DGP | | | | | | * Complete ex. 3 of Unit 5 vocabulary | | | | * Complete all of Unit 5 vocabulary and puzzle packet for review | | | | | * Study Unit 5 vocabulary words before quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Edit Daily Grammar Practice (DGP) | | | | | * Listen to and translate portions of Middle English to Modern English | | | | | | * Think/Pair/Share:Where would you be in the Feudal system based on your lives today? What would daily life have been like? | | | | * KWL - complete about The Canterbury Tales | | | | | * Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Watch video clip of life in The Middle Ages * Begin introduction to the Middle Ages - Students may work with partner or small group to answer questions from Introduction to the Middle Ages handout | | | | | * Continue work on introduction to The Middle Ages worksheet * Take quz over introduction | | | | | | * Students will complete Medieval Webquest in lab . Directions are posted on pearsonrealize.com where they find information from various links to answer questions. They have a choice on some links as to what they will research. | | | | * Begin reading the prologue to The Canterbury Tales * Answer questions about the prologue Part I with a partner or a group of 3 * If time, begin Part II | | | | | * Take vocabulary quiz Unit 5 * When finished, complete puzzle handout until all are finished * Complete Part II of Prologue to The Canterbury Tales | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Vocabulary Packet Unit 5 introduction to the Middle Ages handout * Daily Grammar Practice (DGP) handout * Textbook | | | | | * Unit 5 vocabulary packet * DGP handout * Introduction to the Middle Ages/Medieval time period. Handouts of Middle English to translate, overhead projector * and computer * quiz over introduction to the unit | | | | | | Computers  links for webquest directions on pearsonrealize.com | | | | * Textbook, Part I and II Introduction to The Canterbury Tales | | | | | * computer * overhead projector * quizlet.com * Introduction to prologue Canterbury Tales Part I and II | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content Post View: | | | | | * Content pretest: | | | | | | * Content: Think/Pair/Share | | | | * Content: KWL chart | | | | | * Content:auditory, tactile, and visual methods used to review vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * Pairs to translate | | | | | |  | | | | * Multipleability grouping to read and answer questions | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * quiz | | | | | * Informal checklist | | | | | | * Think/Pair/Share | | | | * KWL Chart | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Introduction to unit quiz | | | | ***Formative:*** | | | | completed translations  and introduction | | ***Formative:*** | | | checklist of completion of webquest | ***Formative:*** | KWL chart | | | | ***Formative:*** | |  |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Unit 5 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for Unit 5 vocabulary quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 9-12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | 2-6 Feb 2015 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | computer program, writing, blogging, journals, scanning | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACCW4: Produce clear and coherent writing in which the development , organization, and style are appropriate to task, purpose, and audience. | | | | | ELACCW4: Produce clear and coherent writing in which the development , organization, and style are appropriate to task, purpose, and audience. | | | | | | ELACCW4: Produce clear and coherent writing in which the development , organization, and style are appropriate to task, purpose, and audience. | | | | ELACCW4: Produce clear and coherent writing in which the development , organization, and style are appropriate to task, purpose, and audience. | | | | | ELACCW4: Produce clear and coherent writing in which the development , organization, and style are appropriate to task, purpose, and audience. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How can we increase our submissions to the literary magazine? | | | | | What do I plan to turn in to the literary magazine? | | | | | | What are the attributes of Adobe's InDesign program, and how can we learn it? | | | | What is the status of my weekly blog postings? | | | | | What will I share with the class that I have created? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Review status of submissions and strategies for the literary magazine. | | | | | * Review status of submissions and strategies for the literary magazine. | | | | | | * Review status of submissions and strategies for the literary magazine. | | | | * Review status of submissions and strategies for the literary magazine. | | | | | * Review status of submissions and strategies for the literary magazine. | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Finish sharing from Friday | | | | | * Write journal topic of day and post to blog | | | | | | * Write journal topic of da and post to blog | | | | * Write journal topic of day and post to blog | | | | | * Write journal topic of day | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Go to lab 355 * Post to blog * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * computer lab * individual/class blog | | | | | * computer lab | | | | | | * computer lab | | | | * computer lab | | | | | * computer lab | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: choice of creative work to journal, blog, submit to magazine | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | |
| ***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?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * scoresheet for blog | | | | | * scoresheet for blog | | | | | | * scoresheet for blog | | | | * scoresheet for blog | | | | | * scoresheet for blog | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | blog scoresheet | | | | ***Formative:*** | | | | blog scoresheet | | ***Formative:*** | | | blog scoresheet | ***Formative:*** | blog scoresheet | | | | ***Formative:*** | | blog scoresheet |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
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| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |