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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 1st | **Week of:** | | February 23-27, 2015 | |
| **Unit Vocabulary:** | | | AP Vocabulary List 14 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | video clips, review, discussion, quizlet.com, Socratic Seminar, essays for rating | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12SL1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse topics and issues. | | | | | ELACC12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | ELACC12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | ELACC12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What does it mean to be human, and how does one describe the human condition? | | | | | How close to the actual scores of rated AP essays will my score be? | | | | | | How can I sucessfully defend an AP topic in 40 minutes? | | | | What can a webquest teach me about the novel and author of Life of Pi? | | | | | What are the definitions of List 15 vocabulary words, including words from the previous lists? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Study/review words from AP List 14 which is cumulative * Take quiz | | | | | * Review how to rate essays based on rubric given | | | | | | * Discuss how to handle a timed essay effectively | | | | * Review game prepared by student for Vocabulary List 15 which is cumulative | | | | | * Study words on List 15 vocabulary, including previous lists | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Get set up for a Socratic Seminar for King Lear | | | | | * Read prompt carefully | | | | | | * Get prepared for writing prompt | | | | * Proceed to Lab 230 for webquest | | | | | * Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Ask questions utilizing the Socratic Seminar modified method where questions are presented and then discussed after reading Shakespeare's play King Lear * If time watch clip from 1000 acres and compare and contrast to | | | | | * Rate essays written by students assigned AP prompts and rated by AP readers * Get in groups and concur on ratings and see which group is more accurate * Check ratings of essays and see why the essays received the rating they did, and how can understanding the ratings help write a better essay. * Read Life of Pi | | | | | | * Students will be given an AP prompt to write a timed essay in 40 minutes * When finished, read novel Life of Pi and answer study guide questions * If time, begin introductory work for the novel Life of Pi | | | | * Conduct webquest about the novel Life of Pi by following the links listed on the webquest and compiling the information gathered | | | | | * Take List 15 AP literature quiz which is cumulative * Read Life of Pi novel * Answer study guide questions | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Socratic Seminar questions * AP list 14 quz * quizlet.com * computer * overhead projector | | | | | * AP prompt essays * rubric raters used to score essays | | | | | | * AP prompt * novel Life of Pi * writing materials | | | | * computer lab * student-generated review * computer link for webquest | | | | | * overhead projector * computer * quizlet.com * quiz AP vocabulary List 15 | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content:Socratic Seminar discussion/video | | | | | * Content:rating essays to gain insight for writing | | | | | | * Product: completed essay | | | | * Content: webquest | | | | | * Content: summarizing vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * mixed ability | | | | | |  | | | | * mixed ability | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * quiz | | | | | * Informal | | | | | | * essay rubric | | | | * informal | | | | | * 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:*** | | |  | ***Formative:*** | finished webquest | | | | ***Formative:*** | | observational checklist for vocabulary review |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | essay rubric | ***Summative:*** |  | | | | ***Summative:*** | | List 15 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Life of Pi | | | | | Read Life of Pi | | | | | | Read Life of Pi | | | | Read Life of Pi  Study for AP List 15 Quiz which is cumulative | | | | |  | | |
| 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 | | / | 2nd | **Week of:** | | February 23-27, 2015 | |
| **Unit Vocabulary:** | | | Unit 6 vocabulary, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Think/Pair/Share, lecture, textbook, journal, group narrative, 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)**: | | |
| 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). | | | | | ELACC12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | | | | | ELACC12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions | | | | 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.) | | | | | ELACC11-12L4: 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 elements of an archetypal narrative and where are they in The Pardoner's Tale? | | | | | What is a frame story, and how does the prologue of The Canterbuy Tales and "The Wife of Bath" fit the definition? | | | | | | What is a ballad, and what are the elements of ballads? | | | | What unique social order, government, and literature came from the time period known as The Middle Ages? | | | | | What are the definitions, spellings, parts of speech, and pronunciations of the words in Unit 6 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Review ex. 1 of Unit 6 Vocabulary and complete ex. 2 | | | | | * Complete ex. 3 of Unit 6 vocabulary | | | | | | * Define ballad and discuss | | | | * Complete puzzle packet for Unit 6 vocabulary review | | | | | * Study for Unit 6 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Think/Pair/Share: If you were to take a trip with a group on a bus, plane, or train today, how would most people pass their time, and how would it be different from the pilgrims in The Prologue of The Canterbury Tales? | | | | | * Define and discuss frame story, page 137 in text and handout * Complete journal entry on relationships and share | | | | | | * Play two to three ballads performed by modern performers | | | | * Set up for group presentations | | | | | * Review for Unit 6 vocabulary quiz using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Read "The Pardoner's Tale" from the text, pages 125-134 (may be divided into two reading segments if needed) * Answer question if "The Pardoner's Tale" fits as an archetypal narrative? * Watch video of modern representation of "The Pardoner's Tale" (a repeat for review if time) * Work in selected groups to write modern prologue and tale based on The canterbury Tales following handout guidelines | | | | | * Begin reading "The Wife of Bath," pages 139-150 in text and note how it is set during the reign of King Arthur" instead of Chaucer's time * Work in groups to write modern prologue and tale based on The Canterbury tales following handout guidelines | | | | | | * Finish "The Wife of Bath" if not done so yesterday * Read ballads from text and discuss * Begin presentations of group prologue and tale written and illustrated following guidelines given | | | | * Continue group presentations following criteria on handout * Begin review for Medieval Unit test | | | | | * Take Unit 6 vocabulary quiz after review * When finished work on puzzle sheet until all are finished * Present any group projects if needed * Continue working on review for unit test | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * textbook * Think/Pair/Share handout * group handout * vocabulary packet Unit 6 * computer/projector if needed | | | | | * Textbook * group handout * journal handout | | | | | | textbook  material needed for group presentations | | | | * Textbook * group handout * review handout * vocabulary puzzle packet for review | | | | | * computer/overhead projector * quizlet.com * review sheet for unit test | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: Think/Pair/Share * Product: Group prologue and tale | | | | | * Product: Group prologue and tale * Content: journal entry | | | | | | * Product: group prologue and tale | | | | * Product: Group project prologue and tale | | | | | * Content: vocabulary review for different learning styles | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * mixed ability | | | | | * mixed ability | | | | | | * mixed ability | | | | * mixed ability | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Think/Pair/Share | | | | | * journal | | | | | | * Presentations | | | | * presentations | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Think/Pair/Share | | | | ***Formative:*** | | | | journal entry | | ***Formative:*** | | |  | ***Formative:*** |  | | | | ***Formative:*** | |  |
| ***Summative:*** | group project | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | group presentations | ***Summative:*** | group project | | | | ***Summative:*** | | Unit 6 vocabulary quiz  group project if not finished |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for Unit 6 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:** | | 9-12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | Feb 23-27, 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:** | | |
| What story can I create from objects viewed? | | | | | What is the status of magazine submissions, and how can we obtain more writings? | | | | | | 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 creative work do I have to share with the class? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Present objects to the class for them to write story | | | | | * 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:** | | |
| * View and choose objects to write about | | | | | * Write journal topic of day and post to blog | | | | | | * Write journal topic of day and post to blog | | | | * Write journal topic of day and post to blog | | | | | * Get set to participate in share day | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Write story and post to blog * share some stories with class * Go to computer lab to type submissions, practice using Adobe InDesign * Write 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 | | | | | * Share with class * Write and post to blog | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * computer lab * objects to write about | | | | |  | | | | | | * 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: story | | | | | * 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?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * blog checkoff sheet | | | | | | * 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 checklist | | | | ***Formative:*** | | | | blog checklist | | ***Formative:*** | | | blog scoresheet | ***Formative:*** | blog scoresheet | | | | ***Formative:*** | | blog scoresheet |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | |  | | | | |  | | |
| 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. | | | | | | | | | | | | | | | |