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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | AP English | | | / | 1, 2 | **Week of:** | | February 1-5, 2016 | | |
| **Unit Vocabulary:** | | | | AP List 12 | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | Think/Pair/Share, video clips, review, discussion, quizlet.com, kahoot.com, reading guide, daily grammar practice (DGP), practice test, writing | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| 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. | | | | | | | 12SL1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | | | | | ELACC12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What character traits would be necessary to survive a long-term ordeal like Pi at sea? | | | | | | How will taking an AP diagnostic t est highlight strengths and weaknesses before the real test? | | | | | | | How will rating past AP essays improve my knowledge of what better essays should be? | | | | | How can I sucessfully defend an AP topic in 40 minutes? | | | | | | 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:** | | | |
| * Edit Daily Grammar Practice (DGP) | | | | | | * Edit Daily Grammar Practice (DGP) | | | | | | | * Edit DGP | | | | | * Discuss how to handle a timed essay effectively * Edit DGP | | | | | | * Study words on List 12 vocabulary, including previous lists | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Think/Pair/Share (see handout -Can We Trust our Senses?) | | | | | | * Discuss format of AP practice/diagnostic test | | | | | | | * Go over prompt being rated and possible scores to be used | | | | | * Get prepared for writing prompt | | | | | | * Review using Quizlet.com and Kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * In groups or with a partner continue from Friday where you identified survival items needed to survive a shipwreck, today you will identify character traits needed to survive and create a pie chart with most important to least * View Magic Realism powerpoint and discuss * View interview with Martel about book Life of Pi | | | | | | * Take diagnostic/practice AP exam (time 1 hour) * Check answers and check handout with correct answers with explanations to determine why questions were missed * If time is left, read Life of Pi | | | | | | | * In groups, rate previous scored AP essays and determine how close my group comes to the actual score * Discuss what makes a good essay versus how do essays land in the lower tier * Read Life of Pi * Answer reading guide questions | | | | | * 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 | | | | | | * Take List 12 AP literature quiz which is cumulative * Read Life of Pi novel | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * AP list 12 * Think/Pair/Share handout * Group survival traits activity handout * Powerpoint on Magic Realism * video clips * computer * overhead projector | | | | | | * DGP handout * AP diagnostic/practice test * bubble answer sheet * novel Life of Pi | | | | | | | * DGP * previous AP prompt essays that the College Board rated (without scores) | | | | | * AP prompt * novel Life of Pi * writing materials | | | | | | * overhead projector * computer * quizlet.com and kahoot.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: discussion and creation of group character traits | | | | | | * Content: AP practice test and individual evaluation of results | | | | | | | * Content: group rating of essays | | | | | * Product: timed essay from prompt | | | | | | * Content: vocabulary quiz | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * equal ability groups | | | | | |  | | | | | | | * equal ability groups | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * Think/Pair/Share | | | | | | * informal | | | | | | | * 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:*** | | discussion  Think/Pair/Share | | | | ***Formative:*** | | | | | observational checklist and AP practice scores | | ***Formative:*** | | | | ticket out the door - What I have Learned about how to write a better essay | ***Formative:*** | | AP essay written from prompt | | | | ***Formative:*** | | | observational checklist for vocabulary review |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | List 12 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read Life of Pi  Answer reading guide questions | | | | | | Read Life of Pi  Answer reading guide questions | | | | | | | Read Life of Pi  Answer reading guide questions | | | | | Study for List 12 AP quiz which is cumulative | | | | | | Read Life of Pi  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. | | | | | | | | | | | | | | | | | | | |

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| **Grade Level:** | | | 10-12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Creative Writing | | | / | 3rd | **Week of:** | | February 1-5, 2016 | | |
| **Unit Vocabulary:** | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | computer lab, class blog, think/pair/share, computer program Adobe In-Design, wordpress.com, create literary magazine | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| 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? | | | | | | Where do we stand in terms of submissions, artwork, writings, etc. for the literary magazine? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Plan what is needed to further magazine work: advertisements, flyers, class visits, class writings, etc. | | | | | | * Update status of submissions, planned strategies, training for computer work, etc. | | | | | | | * Discuss Adobe InDesign program and get students on computer practicing who want to learn - tutorials | | | | | * Continue work in Adobe In-Design and preparations for literary magazine | | | | | | * Continue preparations for literary magazine | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Students will check blog for topic and post | | | | | | * Student will give topic for today's blog | | | | | | | * Plan magazine strategies for the day | | | | | * Think/Pair/Share handout | | | | | | * Gather and prepare for share day | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * IF LAB IS NOT AVAILABLE, THIS WEEK, ALTERNATE ASSIGNMENTS WILL BE GIVEN OR WRITINGS WILL BE DONE IN CLASS AND POSTED TO BLOG LATER WHEN COMPUTERS ARE AVAILABLE! * work on first submission to the literary magazine The Vision * Complete any work needed for literary magazine production | | | | | | * Go to wordpress blog and write about topic posted * If no computers available, students will write a story in groups based on criterial given * Post story to blog * Contine work on The Vision: typing submissions, scanning artwork, collecting submissions, ideas for magazine, etc. | | | | | | | * Go to wordpress.com and read assignment * Complete assignment and post to individual blog * Continue any work on magazine: typing submissions, scanning artwork, collecting submissions, ideas for magazine, etc. | | | | | * Read class b log for assignment and post to individual blog * Continue work on magazine to get submissions by deadline | | | | | | * Each person will share chosen piece with the class * Post journal entry of choice to blog making sure it is school appropriate | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * computer lab * wordpress.com | | | | | | * computer lab or cart * wordpress blog * materials for flyers if needed | | | | | | | * computer lab or cart * wordpress blog and assignments | | | | | * think/pair/share assignment * Class blog * Computer lab or computer carts | | | | | | * items to be shared with class * class blog * computer lab or cart | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Product: magazine submission | | | | | | * Product: blog assignment posted | | | | | | | * Product: blog posted | | | | | * Content:Think/Pair/Share | | | | | | * product: chosen work to share | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * Informal | | | | | | * Informal | | | | | | | * informal observational checklist of blog completed | | | | | * Informal: Thik/Pair/Share | | | | | | * informal checklist of sharing | | | |
| **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:*** | | posted blog | | | | ***Formative:*** | | | | | posted blog | | ***Formative:*** | | | | observational checklist | ***Formative:*** | | Think/Pair/Share | | | | ***Formative:*** | | | observational checklist |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | |  | | | | | | |  | | | | | Bring in written, art, found work for share day tomorrow | | | | | |  | | | |
| **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 EXPENSE 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. | | | | | | | | | | | | | | | | | | | |