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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | AP English | | | / | 1, 2 | **Week of:** | | February 22-26, 2016 | | |
| **Unit Vocabulary:** | | | | AP List 14 | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | discussion, Socratic Seminar, reading guide, webquest, Daily Grammar Practice (DGP), Think/Pair/Write/Share, test, quiz | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACC12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | | | | | | 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. | | | | | | | ELACC11-12SL1:a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | | | | | ELACC11-12W7: 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 questions do I have from the novel life of Pi? | | | | | | What are the key elements, characters, setting, and themes in the novel Life of Pi? | | | | | | | What questions have I prepared for the Life of Pi Socratic Seminar? | | | | | What can I learn about the novel 1984 through a webquest? | | | | | | What are the definitions of List 14 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 | | | | | * Edit DGP | | | | | | * Study words on List 14 vocabulary, including previous lists | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Think/Pair/Write/Share | | | | | | * Ask/discuss any last minute questions before the life of Pi test | | | | | | | * Respond to quote | | | | | * Respond to tone exercise handout | | | | | | * Review using Quizlet.com and Kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Review Life of Pi through discussion of novel and reading guide * View powerpoint for the novel Life of Pi | | | | | | * Take Life of Pi test * Prepare Life of Pi questions for Life of Pi Socratic Seminar * Check out novel 1984 * Read novel | | | | | | | * **participate in Socratic Seminar for the novel life of Pi** * Practice AP strategies and tips * Read 1984 * Answer reading guide questions | | | | | * Complete computer webquest * read novel 1984 and answer reading guide questions | | | | | | * Take List 14 AP literature quiz which is cumulative * Read 1984 | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * AP list 14 * Powerpoint on Life of Pi * video clip * computer * overhead projector | | | | | | * DGP handout * novel Life of Pi test * video clips * computer/overhead projector | | | | | | | * DGP * excerpts from multiple-choice tests or AP tests and strategies * quote for response | | | | | * DGP * Tone exersize handout * chromebooks for webquest * novel 1984 * reading guidei | | | | | | * overhead projector * computer * quizlet.com and kahoot.com * quiz AP vocabulary List 14 * **novel 1984** * reading guide | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content:discussion of book life of Pi | | | | | | * Content:Life of Pi test | | | | | | | * Content: :Socratic Seminar | | | | | * Product: Completed webquest | | | | | | * Content: vocabulary quiz | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * partner or group | | | | | |  | | | | | | | * whole group discussion | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * Think/Pair/Share | | | | | | * informal | | | | | | | * 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:*** | | | | |  | | ***Formative:*** | | | | ticket out the door - What I have Learned about how to tackle multiple-choice questions for the AP exam | ***Formative:*** | | finished 1984 webquest | | | | ***Formative:*** | | | observational checklist for vocabulary review |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | | Life of Pi test | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | List 14 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read Life of Pi  Answer reading guide questions  Study for life of Pi | | | | | | Read 1984  Answer reading guide questions | | | | | | | Read 1984  Answer reading guide questions | | | | | Study for List 14 AP quiz which is cumulative | | | | | | Read 1984  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 22-26, 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 will we pair artwork and writings for the literary magazine? | | | | | | What are the best techniques to use for InDesign for the magazine layout? | | | | | | | What pages need editing and correcting? | | | | | Have I responded and posted all blog assignments from the class blog to my personal blog? | | | | | | Where do we stand in terms of submissions, artwork, writings, etc. for the literary magazine, and are we ready to start designing? | | | |
| **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. * Begin layout of magazine | | | | | | * Update status of submissions, planned strategies, training for computer work, etc * Continue layout of magazine. | | | | | | | * Continue layout of magazine * 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 class blog topic and post to personal blog | | | | | | * Student will give topic for today's blog | | | | | | | * Plan magazine strategies for the day | | | | | * check individual blogs to make sure they are up to date | | | | | | * Gather and prepare for share day | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Check Class blog for assignment and post to individual blog * 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 * 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 * Continue layout of magazine | | | | | | * 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 | | | | | * 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 and layout of magazine | | | | | | * Product: blog assignment posted | | | | | | | * Product: blog posted | | | | | * Content:production of magazine and posting of blogs | | | | | | * product: chosen work to share | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * Informal | | | | | | * Informal | | | | | | | * informal observational checklist of blog completed | | | | | * Informal: observational checklist of completed blogs | | | | | | * 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:*** | | posted blogs | | | | ***Formative:*** | | | observational checklist |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | Shared work with class  Completed blogs for week |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **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. | | | | | | | | | | | | | | | | | | | |