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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 1,2 | **Week of:** | | August 24-28, 2015 | | |
| **Unit Vocabulary:** | | | | Unit 4, Level G | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | mini research, socratic seminar, reading, reading guide, BYOD, quizlet.com, kahoot.com, presentations, overhead projector, computer lab | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACC12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each | | | | | | 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. | | | | | | | ELACC12SL1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives | | | | | ELACC12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. | | | | | | 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:** | | | |
| How will I utilize the facts discovered during research to enhance my Light in August presentation? | | | | | | To What extent do psychologoical forces shape a person's destiny? | | | | | | | How are social, political, and economic events of the time period reflected in the novel Light in August? | | | | | How does Faulkner utilize the tragic hero character in Light in August? | | | | | | What are the definitions, synonyms/antonyms, spellings, and pronunciations of the words in Unit 4 vocabulary? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Choose topic for research | | | | | | * Complete and share voice exercise | | | | | | |  | | | | | * What is the definition of a tragic hero? | | | | | | * Study for Unit 4 Vocabulary Quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Get ready to go to lab | | | | | | * Set up for Socratic Seminar | | | | | | | * Read Chapter from How to Read Literature Like a Professor about violence in literature and how Faulkner uses it in Light in August | | | | | * Utilizing BYOD, look up definition of a tragic hero and discuss if a character in Light in August would qualify. Ask any questions before taking test over the novel Light in August | | | | | | * Review using Kahoot.com and Quizlet.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Research and prepare presentation for chosen topic on the novel Light in August | | | | | | * Participate in Socratic Seminar with questions prepared for the novel Light in August | | | | | | | * Continue Socratic Seminar * for the Novel Light in August * Include discussion of essential question and how violence relates in the novel through the lens of How to Read Literature Like a Professor | | | | | * Begin presentations of topics for the novel Light in August * Read Invisible Man if time | | | | | | * Take Unit 4 Vocabulary quiz * Read novel Invisible Man * Anser reading guide questions | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * research topics for Light in August * Unit 4 vocabulary packet * computer lab for research | | | | | | * Socratic Seminar questions * Voice exercise | | | | | | | * book How to Read Literatue Like a Professor | | | | | * BYOD * overhead projector * computer * student-produced projects | | | | | | * computer * overhead projector * kahoot.com * quizlet.com | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Product: Presentation when research is finished | | | | | | * Content: Socratic Seminar | | | | | | | * Content: Socratic Seminar | | | | | * Product: resarch presentations from students | | | | | | * Content: review for visual, auditory, and kinetic learners | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | |  | | | | | | |  | | | | | * rubric | | | | | |  | | | |
| **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:*** | | observational checklist | | | | ***Formative:*** | | | | | observation of participation in seminar | | ***Formative:*** | | | | participation in seminar | ***Formative:*** | |  | | | | ***Formative:*** | | |  |
| ***Summative:*** | | Presentation when finished | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | | rubric for presentation | | | | ***Summative:*** | | | Unit 4 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read novel Invisible Man and answer reading guide questions | | | | | | read novel and answer reading guide questions | | | | | | | read novel and answer reading guide questions | | | | | Study for Unit 4 vocabulary quiz | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |