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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2nd | **Week of:** | | Jan 12-16 2015 | |
| **Unit Vocabulary:** | | | Unit 2, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Creative poem, computer lab, webquests, student presentations, 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)**: | | |
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| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What do you know about British Literature? | | | | | Who is Beowulf and how does he fit the Anglo-Saxon epic hero? | | | | | | What would life for an Anglo-Saxon be like? | | | | What is Old English? | | | | | What are the definitions, spellings, pronunciations, and parts of speech of words in Unit 2 vocabulary, Level G? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 2 Vocabulary Level G | | | | | * Complete ex. 2 of Unit 2, Level G vocabulary | | | | | | * Complete ex. 3 of Unit 2 vocab. | | | | * Complete all vocabulary exercises and puzzle packet for Unit 2 | | | | | * Preview words in Unit 2 vocabulary | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Finish preparations to present “The Colors of My World” | | | | | * Discuss steps for webquest | | | | | | Question/Answer about partner project | | | | * Complete puzzle packet for vocabulary quiz review | | | | | * Review using Quizlet.com for vocabulary unit 1 quiz | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:**  **1. Take Unit 2 vocabulary quiz**  **2. When finished complete brain teaser puzzle**  **3. Read second portion of Beowulf and answer questions on worksheet** | | |
| * **SLO TEST** * **If time the following:** * 1. Students will write, illustrate, and present their “Colors of My World” poems that they created from a model * 2. Take British Literature pretest | | | | | * Go to computer lab to complete Anglo-Saxon and Beowulf webquest | | | | | | * Go to lab and research information on webquest about life of an Anglo-Saxon and prepare presentation to present to class | | | | * 1. Translate Old English section of Beowulf with partner to see how accurate * 2. Listen to Old English portion of Beowulf * 3. Read section of Beowulf and answer questions on worksheet | | | | | * Take Unit 2 Vocabulary Quiz | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Vocabulary Unit 2, Level G packet * British Literature SLO | | | | | * Unit 2 vocabulary packet * Computer lab * Webquest link | | | | | | * Unit 2 vocabulary packet * Computer lab * Webquest link | | | | * Unit 2 puzzle packet for review * CD of Beowulf Old English * Textbook * Beowulf worksheet | | | | | * Unit 2 vocabulary quiz * Overhead projector * Computer * Quizlet.com * Brain teaser puzzle * Textbook * Beowulf Worksheet | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: Take pre-test for British Literature | | | | | * Product: webquest results | | | | | | * Product: Presentation of * researched topics | | | | * Content: reading partners | | | | | * Content:vocabulary review using quizlet.com | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | |  | | | | | | * Same interest pairs | | | | * partner | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Pre-test | | | | | * Informal | | | | | | * Completed webquest | | | | * Informal | | | | | * Vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Pre-test for course | | | | ***Formative:*** | | | | Turned-in webquest | | ***Formative:*** | | | Results of presented web presented webquest | ***Formative:*** | Translated Beowulf linesI | | | | ***Formative:*** | | Observational checklist for review |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Unit 2 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for Unit 2 vocabulary quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 1st | **Week of:** | | Jan 12-16 2015 | |
| **Unit Vocabulary:** | | | AP Vocabulary List 9 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Computer lab, graphic organizers, lecture, review | | | | | | | | | | | | | | | | |
| **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). | | | | | **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.) | | | | | | **ELACC11-12W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, determining where the text leaves matters uncertain | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |  | | | | | **Essential Question:** | | |
| **What are the literary elements that make up the novel** | | | | | How can we look at a passage from Pride and Prejudice through different critical lenses | | | | | | **How will I interpret and write about the Pride and Prejudice AP prompt?** | | | | **What will my score be on an AP practice test?** | | | | | What are the definitions of AP vocabulary List 9? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete voice worksheet. Share creative response | | | | | * Complete background research on critical strategies for reading literature | | | | | | * **Review writing techniques** | | | | **Review strategies for taking an AP multiple-choice test** | | | | | * Study vocabulary lists before quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * **Identify literary elements in Pride and Prejudice** * **Watch Pride and Prejudice movie** * **Note similarities and differences in novel and movie** | | | | | Read critical perspectives written about a passage from Pride and Prejudice after doing the research, e.g. feminist, phychological, reader response, etc. | | | | | | * **Read the prompt and determine strategies** | | | | **Get materials ready for AP practice test** | | | | | Review List 9 on Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Discuss * Study AP List 9 vocabulary to prepare for quiz on Friday – words are cumulative | | | | | * **Finish watching Pride and Prejudice movie** * **Discuss differences in movie and novel** | | | | | | **Write timed essay prompt for 40 minutes**  **Finish any discussions of Pride and Prejudice if needed**  **Assign parts and begin reading Shakespeare’s King Lear** | | | | **Take 55 question AP timed test for an hour**  **Peer edit AP essays**  **Enact King Lear through role playing** | | | | | * Take Vocabulary AP List 9 cumulative quiz * Continue role-playing play King Lear | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Vocabulary AP List 9 * Voice worksheet * Overhead projector | | | | | * **Computers** * **Movie overhead projector** | | | | | | **AP writing prompt**  **Play King Lear** | | | | **AP practice test**  **Peer edit checklist**  **King Lear packet** | | | | | **Computer**  **Overhead projector**  **Vocabulary quiz**  **King Lear** | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: graphic organizer | | | | | * Content: Varied supplementary materials | | | | | | * Product: AP prompt essay | | | | Product: AP test scores | | | | | **Content: Vocabulary review**  **Content: role-playing** | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Informal | | | | | * Informal | | | | | |  | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * Informal | | | | | | * Role-playing | | | |  | | | | | **Vocabulary quiz** | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Observational checklist | | | | ***Formative:*** | | | | Turned in webquest | | ***Formative:*** | | | Timed-essay prompt | ***Formative:*** | AP practice test scores | | | | ***Formative:*** | | Informal observation |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | ***Vocabulary quiz*** |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for AP vocabulary quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 10,11,12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | Jan 12-16 2015 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Computer lab, blogging, creative banners and flyers, writer’s workshop | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACCW6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback | | | | | ELACCW6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback | | | | | | ELACCW6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback | | | | ELACCW6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback | | | | | ELACCW6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How do you set up a blog? | | | | | How can we create advertisements to entice students to submit to The Vision? | | | | | | How can I demonstrate my creative writing abilities through a free post to the blog? | | | | What piece am I going to begin for my portfolio? | | | | | What writing or artwork have I chosen to share with the class | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Go to computer lab to set up class blog sites | | | | | * Prepare banners and flyers to distribute around school | | | | | | * Prepare banners and flyers to distribute around school | | | | * Discuss requirements for portfolio | | | | | * Prepare to share creative work with class | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Follow instructions for blog on handout | | | | | * Take pictures for name badges and make badges | | | | | | * Brainstorm topic for blog post | | | | * Brainstorm topic for blog post | | | | | * Write/draw/create material to share | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Complete story following handout instructions * Post to blog * Make advertising flyers for The Vision | | | | | * Post 3rd assignment to blog * Post comments on at least five students’ stories posted on their blogs | | | | | | * Write and post assignment to class blog | | | | * Write and post assignment to class blog | | | | | * Write and post assignment to class blog * Share selection with class | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Instructions for blog creation * Computer lab * Materials for flyers | | | | | * Computer lab for blog assignments | | | | | | * Computer lab * Class b log * Materials:paint, paper, etc. for banners | | | | * Computer lab * Class blog | | | | | * Computer lab * Class blog | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: create blog and flyers | | | | | Product: creative blog post | | | | | | * Product: creative blog post | | | | * Product: creative blog post | | | | | * Product: creative blog post | | |
| ***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 | | | | | * Informal | | | | | | * Informal | | | | * Informal | | | | | * Informal | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Checklist of blog assignment | | | | ***Formative:*** | | | | Checklist of blog assignment | | ***Formative:*** | | | Checklist of blog assignment | ***Formative:*** | Checklist of blog assignment | | | | ***Formative:*** | | Checklist of blog assignment |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | |  | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |