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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 2nd | **Week of:** | | Jan 16-20 2017 | |
| **Unit Vocabulary:** | | | List 3 AP Vocabulary | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | PLANS MAY BE CHANGED DAILY: video clip, think/pair/share, Socratic Seminar, 3 x 3, Graphic organizer, rubric, BYOD, essay, computer | | | | | | | | | | | | | | | | |
| **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)**: | | |
| HOLIDAY | | | | | ELACC12SL1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse topics and issues. | | | | | | ELACC12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | ELACC12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed. | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
|  | | | | | What is natural, and is there a natural order to the world? | | | | | | According to AP standards, what will put an essay in the top tier (7-9)? | | | | How can taking a practice AP literature test prepare me for the actual test? | | | | | What are the definitions of AP vocabulary List 3? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
|  | | | | | * Watch video clip | | | | | | * Review AP essay rubric and the differences in each numbered step | | | | * Review tactics and strategies for taking the AP literature exam | | | | | * Study AP vocabulary List 3 and other lists prior | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
|  | | | | | * Think/Pair/Share: - see handout - read/think/write/share with class | | | | | | * Complete Brainstorming Web:(see handout) | | | | * Answer question of the day using Socrative - use BYOD to respond to posted question/problem | | | | | * Review List 3 vocabulary using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
|  | | | | | * Assign roles for Shakespeare's King Lear and begin | | | | | | * Write Pride and Prejudice essay from AP prompt * Read/role-play Shakespeare's King Lear | | | | * Take AP diagnostic and score * Peer edit Pride and Prejudcie essays written yesterday using given rubric | | | | | * Take List 3 vocabulary quiz * When finished continue peer-editing essays following rubric and by making comments - 3 edits for each person: 2 peer, and one self | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
|  | | | | | * computer * overhead projector * handout for Think/Pair/Share | | | | | | * AP Essay rubric * Brainstorming web * AP prompt for Pride and Prejudice | | | | * review of AP test strategies * Socrative question posted on device * AP diagnostic test | | | | | * computer * overhead projector * List vocabulary quiz * quizlet.com * essays for editing * rubric for essays | | |
| **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: brainstorming web | | | | * Content: BYOD Socrative question | | | | | * Content: computer review for quiz | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * partners | | | | | |  | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | * informal | | | | | | * Informal: brainstorming web | | | | * 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:*** | | | | Think/Pair/Share | | ***Formative:*** | | | brainstorming web | ***Formative:*** | socrative answer  AP Practice Score | | | | ***Formative:*** | | participation in review checklist |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | AP essay rubric | ***Summative:*** |  | | | | ***Summative:*** | | List 3 vocabulary quizC |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for AP vocabulary List 3 (cumulative) Send Remind101 | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 1st | **Week of:** | | Jan 16-20, 2017 | |
| **Unit Vocabulary:** | | | Unit 3, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | video and audio for learning styles, textbook, think/pair/share, MLA format for essay, 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)**: | | |
|  | | | | | ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. | | | | | | ELACC12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story (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 | | | | | ELACC12L4:Determine or clarify the meaning of unknown and multiple-meaning words and phrases | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
|  | | | | | How is Beowulf representative of the values of The Anglo-Saxons? | | | | | | How does Beowulf fit the definition of an epic hero? | | | | Grendel represented the problems facing the Anglo-Saxon culture, so what is a problem or modern-day Grendel you have faced? | | | | | What are the definitions, spellings, pronounciations, synonyms and antonyms of the vocabulary words in Unit 3? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
|  | | | | | * Complete ex. 1 of unit 3 vocabulary and go over | | | | | | * Complete ex. 2 and 3 of Unit 2 vocabulary | | | | * Complete all of Unit 3 vocabulary packet and puzzle packet | | | | | * Study for Unit 3 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
|  | | | | | * Translate Old English portion of Beowulf with partner - check and see how close * Listen to Old English portion of Beowulf | | | | | | * Discuss assignment for writing boast | | | | * Discuss MLA format and requirements for essay | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
|  | | | | | * Read Beowulf from textbook * Listen to Beowulf while reading along with text | | | | | | * Finish Beowulf in textbook * Discuss how Beowulf is an epic hero * Write Boast based on Beowulf and following Anglo-Saxon conventions | | | | * Write essay about a Grendel (problem) faced in one's life * Complete puzzle packet for vocabulary review for quiz tomorrow | | | | | * 1. Take Unit 3 vocabulary quiz * 2. When finished, continue writing or typing MLA-formatted essay following guidelines given. * 3. When finished, have at least two people peer-edit essay following guidelines given | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
|  | | | | | * Old English section to translate * Modern translation to check * textbook * Think/Pair/Share assignment * Vocabulary Unit 3 packet | | | | | | * Unit 3 vocabulary packet * Boast assignment | | | | * MLA handout * vocabulary packet * essay assignment sheet | | | | | * overhead projector * MLA handout * Unit 3 vocabulary quiz * peer edit handout | | |
| **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: Created Boast | | | | * product: essay of chosen problem to write about | | | | | * Content: review of vocabulary using computer quizlet.com | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * Partners | | | | | |  | | | |  | | | | |  | | |
| ***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 | | | | | | * Finiished Boast presented | | | | * essay rubric | | | | | * informal and formal | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | | Think/Pair/Share | | ***Formative:*** | | | observational checklist of work on boast | ***Formative:*** | observational checklist for vocabulary | | | | ***Formative:*** | | participation in review |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** | essay graded by rubric | | | | ***Summative:*** | | Unit 3 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for vocabulary Unit 3 quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 10-12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | January 16-20, 2017 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | computer lab, class blog, think/pair/share, self-assessment, computer program Adobe In-Design | | | | | | | | | | | | | | | | |
| **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. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
|  | | | | | Do we need any new strategies to get students to submit work to The Vision? | | | | | | Who will step up and learn the Adobe InDesign program? | | | | What are the components of writing a poem? | | | | | What different creative tools will be used during the class share time? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
|  | | | | | * Discuss where we are with magazine submissions, flyers, banners, 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:** | | |
|  | | | | | * Check on status of students' first portfolio piece | | | | | | * Take writing self-assessment survey | | | | * With a partner complete Think/Pair/Share on what is poetry | | | | | * Gather and prepare for share day | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
|  | | | | | * Finish sharing from Friday * Go to wordpress blog and write about topic posted about life not being fair | | | | | | * Go to wordpress.com and class blog and view assignment and post to blog - comment on at least five different people from who you have before when finished * Work on first portfolio piece | | | | * Complete poetry exercises * Write poem based on formula * Post poem to class blog * Finish first portfolio piece to turn in | | | | | * 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 or cart * wordpress blog * materials for | | | | | | * computer lab or cart * writing self-assessment * wordpress blog and assignments | | | | * handouts for poetry * 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: blog assignment posted | | | | | | * Product: self-assessment | | | | * Content:Think/Pair/Share | | | | | * product: chosen work to share | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * students making banner | | | | | |  | | | | * Partner | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | * informal | | | | | | * informal observational checklist of blog completed | | | | * Informal: Thik/Pair/Share | | | | | * informal checklist of sharing | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | | posted blog | | ***Formative:*** | | | observational checklist | ***Formative:*** | Think/Pair/Share | | | | ***Formative:*** | | observational checklist |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Bring in written, art, found work for share day tomorrow | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |