|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 answerAP 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: |       |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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: |       |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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: |       |