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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | English 12      | / | 1st | **Week of:** | Jan 9-13 2017      |
| **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)**: |
|       |       |       |       |       |
| **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      | / | 2nd | **Week of:** | Jan 9-13 2017      |
| **Unit Vocabulary:**  | AP Vocabulary List 1 and 2 |
| **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 02-06 2017 |
| **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: |       |