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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 1st | **Week of:** | | March 13-17, 2017 | |
| **Unit Vocabulary:** | | | AP Vocabulary List 10 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | video clips, review, discussion, quizlet.com, Socratic Seminar, essays for rating | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12SL1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse topics and issues. | | | | | ELACC12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | ELACC12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | ELACC12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What does it mean to be human, and how does one describe the human condition? | | | | | How close to the actual scores of rated AP essays will my score be? | | | | | | How can I sucessfully defend an AP topic in 40 minutes? | | | | What can a webquest teach me about the novel and author of Pride and Prejudice? | | | | | What are the definitions of List 10 vocabulary words, including words from the previous lists? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Study/review for King Lear test | | | | | * Review how to rate essays based on rubric given | | | | | | * Discuss how to handle a timed essay effectively | | | | * set up for webquest | | | | | * Study words on List 10 vocabulary, including previous lists | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Get set up King Lear test | | | | | * Read prompt carefully | | | | | | * Get prepared for writing prompt | | | | * Proceed website for webquest using chromebooks | | | | | * Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Anser questions and take King Lear * If time watch clip from 1000 acres and compare and contrast to | | | | | * Rate essays written by students assigned AP prompts and rated by AP readers * Get in groups and concur on ratings and see which group is more accurate * Check ratings of essays and see why the essays received the rating they did, and how can understanding the ratings help write a better essay. * Read Life of Pi | | | | | | * Students will be given an AP prompt to write a timed essay in 40 minutes * When finished, read novel Life of Pi and answer study guide questions * If time, begin introductory work for the novel Life of Pi | | | | * Conduct webquest about the novel Pride and Prejudcie by following the links listed on the webquest and compiling the information gathered | | | | | * Take List 10 AP literature quiz which is cumulative * Read Life of Pi novel * Answer study guide questions | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * group King Lear questions * AP list 10 list * computer * overhead projector | | | | | * AP prompt essays * rubric raters used to score essays | | | | | | * AP prompt * novel Life of Pi * writing materials | | | | * chromebooks * computer link for webquest * novel Pride and Prejudice | | | | | * overhead projector * computer * quizlet.com * quiz AP vocabulary List 10 | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: discussion/video | | | | | * Content:rating essays to gain insight for writing | | | | | | * Product: completed essay | | | | * Content: webquest | | | | | * Content: summarizing vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * mixed ability | | | | | |  | | | | * mixed ability | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * test | | | | | * Informal | | | | | | * essay rubric | | | | * 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:*** | | | | Observational checklist | | ***Formative:*** | | |  | ***Formative:*** | finished webquest | | | | ***Formative:*** | | observational checklist for vocabulary review |
| ***Summative:*** | King Lear test | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | essay rubric | ***Summative:*** |  | | | | ***Summative:*** | | List 10 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Pride and Prejudice | | | | | Read Pride and Prejudice | | | | | | Read Pride and Prejudice | | | | Read Pride and Prejudcie  Study for AP List 10 Quiz which is cumulative | | | | |  | | |
| Resources and Reflective Notes: | | | | | | | ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT  IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR  PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A  “TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,  ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS. | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2nd | **Week of:** | | March 13-17, 2017 | |
| **Unit Vocabulary:** | | | Hamlet vocabulary | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Think/Pair/Share, lecture, textbook, journal, group narrative, 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)**: | | |
| 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). | | | | | ELACC12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | | | | | ELACC12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions | | | | 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.) | | | | | ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| Is the ghost in Hamlet reliable? | | | | | How is a Shakespeare five-act play similar to a plot diagram? | | | | | | What are the themes, characters, major plot elements in the play Hamlet? | | | | How is Hamlet related to The Lion Kin? | | | | | What are the definitions, spellings, parts of speech, and pronunciations of the words in Unit 6 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Edit DGP | | | | | * Hand out review for Hamlet | | | | | | * Review any last minute questions for Hamlet | | | | * Complete puzzle packet for Hamlet Act V vocabulary review | | | | | * Study for Hamlet vocabulary quiz Act V | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Set up to role-play Act V Hamlet | | | | | * Begin review | | | | | | * pass out materials for test | | | | * Complete handout for comparison of Hamlet to Lion King | | | | | * Review for vocabulary quiz using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Read Act V Hamlet * Answer study guide questions * review for test | | | | | * Students will work with partner to complete the Hamlet review for test tomorrow * Finish all reading guide questions | | | | | | * Take Hamlet test * 34 second Hamlet | | | | * Watch video excerpts of Lion King to compare to Hamlet * Begin Hamlet movie | | | | | * Take vocabulary quiz after review * When finished work on puzzle sheet until all are finished * Watch Hamlet movie | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Act V Hamlet * computer/projector if needed | | | | | * Hamlet review * Hamlet reading guide | | | | | | Hamlet test  Hamlet movie | | | | * Textbook * group handout * review handout * vocabulary puzzle packet for review | | | | | * computer/overhead projector * quizlet.com * movie Hamlet | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: Act V role-play Hamlet | | | | | * Product: review for play Hamlet | | | | | | * Product: Hamlet test | | | | * Content: compare and contrast | | | | | * Content: vocabulary review for different learning styles | | |
| ***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: checklist | | | | | * informal: review | | | | | |  | | | | * s | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | | journal entry | | ***Formative:*** | | |  | ***Formative:*** | compare and contrast handout | | | | ***Formative:*** | |  |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | Hamlet test | ***Summative:*** |  | | | | ***Summative:*** | | vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for Hamlet Act V vocabulary quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | | ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT  IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR  PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A  “TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,  ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS. | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 9-12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | March 13-17, 2017 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | computer program, review, test, kahoot, quizlet, dramatic reading | | | | | | | | | | | | | | | | |
| **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. | | | | | 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:** | | |
| What story can I create from objects viewed? | | | | | What is the status of magazine submissions, and how can we obtain more writings? | | | | | | What are the attributes of Adobe's InDesign program, and how can we learn it? | | | | What is the status of my weekly blog postings? | | | | | What creative work do I have to share with the class? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Present objects to the class for them to write story | | | | | * Review status of submissions and strategies for the literary magazine. | | | | | | * Review status of submissions and strategies for the literary magazine. | | | | * Review status of submissions and strategies for the literary magazine. | | | | | * Review status of submissions and strategies for the literary magazine. | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * View and choose objects to write about | | | | | * Write journal topic of day and post to blog | | | | | | * Write journal topic of day and post to blog | | | | * Write journal topic of day and post to blog | | | | | * Get set to participate in share day | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Write story and post to blog * share some stories with class * Go to computer lab to type submissions, practice using Adobe InDesign * Write for magazine | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | * Share with class * Write and post to blog | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * computer lab * objects to write about | | | | |  | | | | | | * computer lab | | | | * computer lab | | | | | * Computer lab | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: story | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | |
| ***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 | | | | | * blog checkoff sheet | | | | | | * scoresheet for blog | | | | * scoresheet for blog | | | | | * scoresheet for blog | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Blog checklist | | | | ***Formative:*** | | | | blog checklist | | ***Formative:*** | | | blog scoresheet | ***Formative:*** | blog scoresheet | | | | ***Formative:*** | | blog scoresheet |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | |  | | | | |  | | |
| Resources and Reflective Notes: | | | | | | | ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT  IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR  PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A  “TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,  ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS. | | | | | | | | | | | | | | | |