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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 1st | **Week of:** | | March 16-20, 2015 | |
| **Unit Vocabulary:** | | | AP Vocabulary List 19 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | KWL, role-playing, quiz, lecture, computer review, quizlet.com, computer lab, webquest | | | | | | | | | | | | | | | | |
| **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)**: | | |
| **ELACC12RL5:** Analyze how an author’s choices concerning how to structure specific parts of  a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | | | | | **ELACC12RL5:** Analyze how an author’s choices concerning how to structure specific parts of  a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | | | | | | **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). | | | | **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). | | | | | **ELACC12L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What are the major components of a Greek Tragedy? | | | | | How do the Greeks view burial of the dead? | | | | | | How are the two sisters Ismene and Antigone alike and different? | | | | Is Creon too harsh or just doing what a ruler should? | | | | | What are the definitions of Vocabulary words in List 19? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| 1. Read aloud selected poems and annotate key words and ideas to derive meaning | | | | | * Read aloud selected poems and annotate key words and ideas to derive meaning | | | | | | * Read aloud selected poems and annotate key words and ideas to derive meaning | | | | * Read aloud selected poems and annotate key words and ideas to derive meaning | | | | | * Study for List 19 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| 1. Complete KWL about Greek Tragedy | | | | | * Class/Group discussion of poems | | | | | | * Class/Group Discussion of Poems | | | | * Class/Group Discussion of Poems | | | | | Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| 1. Discuss annotated poems 2. Take quiz over two   **Read and discuss elements of**  **Greek Tragedy** | | | | | * Discuss two or more annotated poems and take quiz * Begin reading Antigone | | | | | | * Annotate poems * Complete worksheet on elements of poems * Read/role-play Antigone | | | | * Read and annotate poems * Discuss elements of poetry * Go to lab 230 to complete webquewst * Take quiz over poems * Read/role play Antigone | | | | | * Take quiz over List 19 vocabulary * When finished read/role-play Antigone * Take test at the end of Antigone | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| 1. KWL Chart 2. Handout of poems 3. Quizzes over selected poems 4. Text for play Antigone and Greek tragedy | | | | | * Handout of poems * Quiz for poems * Text for Antigone | | | | | | * Handout of poems * Quiz for poems * Text for Antigone | | | | * Handout of poems * Quiz for poems * Text for Antigone | | | | | * Computer * Overhead projector * Quizlet.com * Quiz List 19 vocabulary * Text for Antigone * Quizzes or test for Antigone when needed | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| 1. Content: role-playing Antigone 2. Content: KWL chart | | | | | * Content: role-playing Antigone | | | | | | * Content: role-playing Antigone | | | | * Content: role-playing Antigone | | | | | * Content:Review quizlet.com | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| 1. Ability groups to take quiz | | | | | * Ability groups for poetry discussion and quiz | | | | | | * Ability groups for poetry discussion and quiz | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| 1. KWL Chart | | | | | * Quiz for selected poems | | | | | | * Quiz for selected poems | | | | * Quiz for poems | | | | | * Review with computer | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | quiz | | | | ***Formative:*** | | | | Quiz for poems | | ***Formative:*** | | | Quiz for poems | ***Formative:*** | Quiz for poems | | | | ***Formative:*** | | Checklist for review participation |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | List 19 quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Prepare annotated poems | | | | | Prepare annotated poems | | | | | | Prepare annotated poems | | | | Study for List 19 cumulative quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2nd | **Week of:** | | March 16-20, 2-15 | |
| **Unit Vocabulary:** | | | Unit 9, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Modern rewrite of soliloquy, textbook, discussion, novel, vocabulary, 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)**: | | |
| **ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | | **ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | | | **ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | **ELACC11-12RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | | | | | **ELACC12L4:** 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:** | | |
| What were the favored genres of The Renaissance time period? | | | | | What is the definition of Carpe Diem poetry? | | | | | | What is Metaphysical poetry? | | | | What are the components of a Shakespearean sonnet? | | | | | What are the definitions, pronunciations, spellings, synonyms, and antonyms of Unit 9 vocabulary words? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| Complete ex. 1 of Unit 9 Vocabulary | | | | | * Complete ex. 2 of Unit 9 vocabulary | | | | | | * Complete ex. 3 of Unit 9 vocabulary | | | | * Complete all of Unit 9 vocabulary exercises and puzzle packet for review | | | | | * Study for Unit 9 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| 1. Complete Part1 of Renaissance worksheet – did not get to last week | | | | | * Finish Renaissance worksheet | | | | | | * Go over Renaissance worksheet and take quiz | | | | * Read and discuss several Shakespeare’s sonnets | | | | | * Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| 1. Present modern soliloquies written after Hamlet’s “To Be or Not to Be.” 2. Read selections from The Renaissance unit in the textbook | | | | | * Discuss carpe diem meaning and definition for poetry * Read pastoral and carper diem poems * Begin reading novel | | | | | | * Discuss metaphysical poetry * Read poems * Review elements of the Renaissance * Read novel | | | | * Read Shakespeare’s sonnets and mark elements of sonnets present * Read novel | | | | | * Take Unit 9 vocabulary quiz * When finished read novel | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| 1. Vocabulary packet Unit 9 2. Textbook 3. Renaissance worksheet | | | | | * Vocabulary Unit 9 packet * Renaissance worksheet * textbook | | | | | | * Unit 9 vocabulary packet * Renaissance introduction quiz * Metaphysical poems in text * novel | | | | * Unit 9 vocabulary packet * Puzzle packet for review * Textbook * Handout of Shakespeare’s sonnets | | | | | * Computer * Overhead projector * Quizlet.com * Vocabulary quiz Unit 9 | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| Product: moderrn soliloquy | | | | | * Content:Read/summarize | | | | | | * Read/summarize | | | | * Content: puzzle packet for review | | | | | * Content: quizlet.com for review | | |
| ***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?)*** | | | | | | | | | | | | | | | | | | | | | | |
| 1. Hamlet Soliloquy | | | | | * Observational checklist | | | | | | * quiz | | | | * checklist vocabulary packet and puzzles | | | | | * quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Renaissance worksheet | | | | ***Formative:*** | | | | Finished Renaissance Worksheet | | ***Formative:*** | | | Quiz renaissance worksheet | ***Formative:*** | checklist | | | | ***Formative:*** | | review |
| ***Summative:*** | Hamlet Soliloquy | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Quiz Unit 9 vocabulary |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for vocabulary quiz Unit 9 | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 9-12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | March 16-20-2015 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Computer cart, blogging, proofreading, designing pages, Adobe InDesign | | | | | | | | | | | | | | | | |
| **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)**: | | |
| **ELACC11-12W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | | | | | **ELACC11-12W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | | | | | | **ELACC11-12W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | | | | **ELACC11-12W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | | | | | **ELACC11-12W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.) | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What progress has been made on finished pages for The Vision? | | | | | What organizational strategies are needed to complete the work on The Vision? | | | | | | How is proofreading to be accomplished for The Vision? | | | | What has been proofread and what is finished with the literary magazine? | | | | | What stage of completion is The Vision in? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| Status of The Vision for the Day | | | | | * Status of The Vision for The day | | | | | | * Status of The Vision for The Day | | | | * Status of The Vision for the day | | | | | * Status of The Vision for the day | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| Brainstorming activities for The Vision | | | | | * Brainstorming activities for The Vision | | | | | | * Brainstorming activities for The Vision | | | | * Brainstorming activities for The Vision | | | | | * Brainstorming and checking activities for The vision | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| Design, editing, layout, and proofreading of The Vision  Blog for the day | | | | | Design, editing, layout, and proofreading of The Vision  Blog for the day | | | | | | Design, editing, layout, and proofreading of The Vision  Blog for the day | | | | Design, editing, layout, and proofreading of The Vision  Blog for the day | | | | | Design, editing, layout, and proofreading of The Vision   * Blog for the day | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| Computer cart  Blogging  The Vision submissions  Adobe Indesign | | | | | * Computer cart * Blogging * The Vision’s submissions * Adobe InDesign | | | | | | * Computer cart * Blogging * The Vision’s submissions * Adobe InDesign | | | | * Computer cart * Blogging * The Vision’s submissions * Adobe InDesign | | | | | * Computer cart * Blogging * The Vision’s submissions * Adobe InDesign | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| Product: blog entries/literary magazine | | | | | * Product: blog entries/literary magazine | | | | | | * Product: blog entries/literary magazine | | | | * Product: blog entries/literary magazine | | | | | * Product: blog entries/literary magazine | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| Interest groups working on The Vision | | | | | * Interest groups working on The Vision | | | | | | * Interest groups working on The Vision | | | | * Interest groups working on The Vision | | | | | * Interest groups working on The Vision | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| Daily accomplishment | | | | | Daily Accomplishment | | | | | | * Daily Accomplishment | | | | * Daily Accomplishment | | | | | * Daily Accomplishment | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Checklist for The Vision | | | | ***Formative:*** | | | | Checklist for The Vision | | ***Formative:*** | | | Checklist for The Vision | ***Formative:*** | Checklist for The Vision | | | | ***Formative:*** | | Checklist for The Vision |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Blog total posted for the week |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | |  | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |