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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | AP English | | | / | 1, 2 | **Week of:** | | March 21-25, 2016 | | |
| **Unit Vocabulary:** | | | | AP List 18 | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | discussion, , reading guide, Grammar Practice, student presentations, quiz, kahoot.com and quizlet.com | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| ELACC12RL4: 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.) | | | | | | ELACC12RL10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 12-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range  independently and proficiently. | | | | | | | 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.) | | | | | ELACC11-12W7: 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:** | | | |
| Why is word choice, word order, and tone important in poetry? | | | | | | How do poets convey and cause the reader to visualize images? | | | | | | | How do poets use symbol, allegory, and irony and sounds? | | | | | What are the most common forms of poetry? | | | | | | What are the definitions of List 18 vocabulary words, including words from the fourteen previous lists? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Edit DGP | | | | | | * Complete grammar exercise | | | | | | | * Tips and strategies to practice for the AP literature exam | | | | | * Study and take quiz on poems from yesterday | | | | | | * Study words on List 18 vocabulary, including previous lists | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Set up for student poetry presentation | | | | | | * Review for quiz over poem from yesterday | | | | | | | * Read examples of poems using above elements in the essential question | | | | | * Set up for student presentation | | | | | | * Review using Quizlet.com and Kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * View examples of interesting word order and tone in poetry through student presentations * Read novel Catch 22 * Answer reading guide questions * Quiz over poem either today or tomorrow | | | | | | * Student or students will present the next poetry element * Read/analyze poems that go with the presented element * prepare for quiz either today or tomorrow over chosen poem | | | | | | | * Continue student presentations of the elements of poetry * Mark/analyze poems chosen for today's element * Prepare for quiz over poem read either today or tomorrow | | | | | * Quiz over Chapters 1-7 of Catch 22 * Student presentations * over poetry elements * Mark and anaylze poems that go along with element * Review for quiz for tomorrow | | | | | | * Take List 18 AP literature quiz which is cumulative * Complete brain teaser or puzzle until all are finished * Continue poetry presentations if needed * Read Catch 22 * Answer reading guide questions | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * AP list 17 * computer * overhead projecor * textbook * student presentation | | | | | | * grammar handout * novel 1984 * **student presentation material** * computer/overhead projector * grammar exercise: | | | | | | | * Student presentation material * textbook * quiz over poems | | | | | * material for student presentations * quiz over poems * novel 1984 * reading guide | | | | | | * overhead projector * computer * quizlet.com and kahoot.com * quiz AP vocabulary List 18 * **novel Catch 22** * reading guide | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content: student poetry element presentation | | | | | | * Content:reading and marking poetry | | | | | | | * Content: student poetry presentations | | | | | * Content: student prepared poetry presentations | | | | | | * Content: vocabulary quiz | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
|  | | | | | |  | | | | | | | * partner or group | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | | * informal | | | | | | |  | | | | |  | | | | | | * vocabulary quiz | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | |  | | | | ***Formative:*** | | | | | completion of grammar exercise | | ***Formative:*** | | | |  | ***Formative:*** | |  | | | | ***Formative:*** | | | observational checklist for vocabulary review |
| ***Summative:*** | | poetry presentation | | | | ***Summative:*** | | | | | poetry presentations | | ***Summative:*** | | | | poetry presentations | ***Summative:*** | | student presentations | | | | ***Summative:*** | | | List 17 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read Catch 22  Answer reading guide questions  i | | | | | | Read Catch 22  Answer reading guide questions | | | | | | | Read Catch 22  Answer reading guide questions | | | | | Study for List 18 AP quiz which is cumulative  Read Catch 22 and answer reading guide questions | | | | | | Read Catch 22  Answer reading guide questions | | | |
| **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:** | | | 10-12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Creative Writing | | | / | 3rd | **Week of:** | | March 21-25, 2016 | | |
| **Unit Vocabulary:** | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | computer lab, class blog, computer program Adobe In-Design, wordpress.com, create literary magazine , Share Day | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS 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:** | | | |
| Where do we stand in the production of pages for the magazine? | | | | | | How many pages have been proofed and how can we improve their overall effect? | | | | | | | Are we up to date in tracking all corrections, designs, and layouts for the magazine? | | | | | Have I responded and posted all blog assignments from the class blog to my personal blog, and where do we stand in the production of the magazine? | | | | | | What do I have planned to share with the class for Share Day? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Plan what is needed to further magazine work: advertisements, flyers, class visits, class writings, etc. * Begin layout of magazine | | | | | | * Update status of submissions, planned strategies, training for computer work, etc * Continue layout of magazine. | | | | | | | * Continue layout of magazine * 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:** | | | |
| * Students will check class blog topic and post to personal blog | | | | | | * Student will give topic for today's blog | | | | | | | * Plan magazine strategies for the day | | | | | * check individual blogs to make sure they are up to date | | | | | | * Gather and prepare for share day | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Check Class blog for assignment and post to individual blog * work on first submission to the literary magazine The Vision * Complete any work needed for literary magazine production | | | | | | * Go to wordpress blog and write about topic posted * Contine work on The Vision: typing submissions, scanning artwork, collecting submissions, ideas for magazine, etc. | | | | | | | * Go to wordpress.com and read assignment * Complete assignment and post to individual blog * Continue any work on magazine: typing submissions, scanning artwork, collecting submissions, ideas for magazine, etc. | | | | | * Read class b log for assignment and post to individual blog * Continue work on magazine to get submissions by deadline * Continue layout of magazine | | | | | | * 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 * wordpress.com | | | | | | * computer lab or cart * wordpress blog * materials for flyers if needed | | | | | | | * computer lab or cart * wordpress blog and assignments | | | | | * 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: magazine submission and layout of magazine | | | | | | * Product: blog assignment posted | | | | | | | * Product: blog posted | | | | | * Content:production of magazine and posting of blogs | | | | | | * product: chosen work to share | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | | | | * students will be woking on various aspects of the magazine, blogging, taking pictures, learning Adobe InDesign, and many other production | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * Informal | | | | | | * Informal | | | | | | | * informal observational checklist of blog completed | | | | | * Informal: observational checklist of completed blogs | | | | | | * informal checklist of sharing | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | | posted blog | | | | ***Formative:*** | | | | | posted blog | | ***Formative:*** | | | | observational checklist | ***Formative:*** | | posted blogs | | | | ***Formative:*** | | | observational checklist |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | Shared work with class  Completed blogs for week |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | |  | | | | | | |  | | | | | Bring in written, art, found work for share day tomorrow | | | | | |  | | | |
| **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 EXPENSE 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. | | | | | | | | | | | | | | | | | | | |