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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 1st | **Week of:** | | March 23-27, 2015 | |
| **Unit Vocabulary:** | | | AP Vocabulary List 19 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | discussion/question-answer, presentations, lecture, review, quizlet.com, think/pair/share, video clips | | | | | | | | | | | | | | | | |
| **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)**: | | |
| 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.) | | | | | 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.) | | | | | | 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.) | | | | ELAC12RL7: 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.) | | | | | 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:** | | |
| 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 can we learn from reading the novel 1984? | | | | | What are the definitions of vocabulary words from AP List 19, and do I remember words from previous lists? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Question and answer session with a former student about college life | | | | | * Read poem aloud to visualize what is happening in the poem | | | | | | * Return of college student to share and answer questions | | | | * Summarize and have quiz over poetry elements | | | | | * Study words for vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * View examples of interesting word order and tone in poetry | | | | | * Discuss poetry strategies alredy presented | | | | | | * Read examples of poems using above elements in the essential question | | | | * Think/Pair/Share: students will answer the essential question and share with class | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Present poetry presentations individually or with partner | | | | | * Continue poetry presentations | | | | | | * Continue poetry presentations * Discuss poems for analysis, poetic elements, etc | | | | * Discuss 1984 and prepare for test * May take vocabulary quiz today due to novel test tomorrow | | | | | * Take List 19 vocabulary quiz * if not taken yesterday * Take quiz over novel 1984 | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * List 16 vocabulary * materials for students' presentations * overhead projector * computer * textbook | | | | | * textbook * computer * overhead projector | | | | | | * textbook * computer * overhead projector | | | | * 1984 novel and packet * Think/Pair/Share handout * Quiz poetry elements | | | | | * computer * overhead projector * quiz List 19 vocabulary * quizlet.com | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: students created presentations about the elements of poetry after choosing and element | | | | | * Product: students created presentations about the elements of poetry after choosing and element | | | | | | * Product: Students' poetry presentatios created by them to show how elements are utilized | | | | * Content: discuss and questions over novel * Content: Kahoot review of vocabulary | | | | | * content: review to different learning styles | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * pairs for poetry presentation | | | | | * pairs for poetry presentation | | | | | | * pairs for presentation | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * checklist for presentation ready | | | | | * checklist for presentation ready | | | | | | * checklist for presentation ready | | | |  | | | | | * informal review | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | informal checklist | | | | ***Formative:*** | | | | informal checklist | | ***Formative:*** | | | informal checklist | ***Formative:*** | discussion and review | | | | ***Formative:*** | | review |
| ***Summative:*** | rubric for poetry presentations | | | | ***Summative:*** | | | | rubric for poetry presentations | | ***Summative:*** | | | rubric for poetry presentations | ***Summative:*** | List 19 quiz possibly | | | | ***Summative:*** | | List 19 quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | | Study for List 19 if taken tomorrow | | | | Student for AP List 19 vocabulary which is cumulative | | | | |  | | |
| 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 23-27, 2015 | |
| **Unit Vocabulary:** | | | Unit 10; Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | discussion, group projects, role-playing, quizlet.com, 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)**: | | |
| 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 ) | | | | | 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 ) | | | | | | 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.) | | | | 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.) | | | | | 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 insight may we gain from a former student who has made it to college and is successful? | | | | | How have the different groups interpreted The Canterbury Tales and produced a modern prologue and tale? | | | | | | What have we thought about to discuss about how we can be successful in college? | | | | What are the major themes and actions in Act I of Hamlet? | | | | | What are the definitions, synonyms, antonyms, pronunciations, and spelling of words in Unit 10, Level G vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 10 vocabulary | | | | | * Complete ex. 2 of Unit 10 vocabulary | | | | | | * Complete ex. 3 of Unit 10 vocabulary | | | | * Complete all of Unit 10 vocabulary and complete puzzle packet for review | | | | | * Study for Unit 10 quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Former student will speak and have a question and answer session regarding high school and college life | | | | | * The remaining groups will set up to begin presentations | | | | | | * Former student will follow up on questions and discussion from Monday | | | | * Watch video clip of Hamlet summary to review what has been read | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Groups will present their created modern interpretations of The Canterbury Tales prologue, including a tale from one of their ten characters (may not have much time) | | | | | * Groups will present their created modern interpretations of The Canterbury Tales prologue, including a tale from one of their ten characters (may not have much time) | | | | | | * Utilizing role-playing read Act I of Hamlet * Complete reading guide over scenes covered | | | | * Role-play Hamlet * Complete reading guide for Act I Hamlet | | | | | * Take Unit 10 vocabulary quiz on scantron * Continue role-playing of Shakespeare's Hamlet * Answer reading guide questions * Be prepared for a quiz for each act | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * overhead projector * computer * Unit 10 vocabulary packet | | | | | * overhead * computer * Unit 10 vocabulary packet | | | | | | * vocabulary packet * former student's questions * question and answer session | | | | * vocabulary packet Unit 10 * puzzle packet Unit 8 for review * Hamlet packet * Study guide * overhead projector * computer * video clip | | | | | * Unit 10 vocabulary quiz * overhead projector * quizlet.com * Hamlet packet | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: group presentations | | | | | * Product: group presentations | | | | | | * Process: discussion and answer regarding high school and college life with former student | | | | * Content: appeal to learning styles: auditory, visual, and tactile | | | | | * Content: computer review student participation | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * interest groups | | | | | * interest groups | | | | | |  | | | | * scenes in play (roles together0 | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * discussion of college life | | | | | * observational checklist | | | | | | * questin and answer | | | | * role-playing | | | | | * review participation | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | participation | | | | ***Formative:*** | | | | checklist | | ***Formative:*** | | | question and answer | ***Formative:*** | role-playing | | | | ***Formative:*** | | review participation |
| ***Summative:*** | rubric for group presentations | | | | ***Summative:*** | | | | rubric for group presentations | | ***Summative:*** | | |  | ***Summative:*** | Act I quiz if ready | | | | ***Summative:*** | | Unit 10 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for Unit 10 vocabulary quiz  prepare for Hamlet roles | | | | |  | | |
| 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 23-27, 2015 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | blogging, writing, editing, layout of magazine, computer cart, magazine 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)**: | | |
| ELACC12W5: 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. | | | | | ELACC12W5: 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. | | | | | | ELACC12W5: 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. | | | | ELACC12W5: 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. | | | | | ELACC12W5: 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. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How can we best pair writings and artwork for the magazine? | | | | | What are the best techniques to use for InDesign for the magazine layout? | | | | | | What pages need editing and correcting? | | | | How are the art collages being put together? | | | | | What progress have we made this week in producing the literary magazine? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Layout of magazine | | | | | * Layout of magazine | | | | | | * Layout of magazine | | | | * Layout of magazine | | | | | * Layout of magazine | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * What is most pressing today in the layout of the magazine: plan and strategize | | | | | * What is most pressing today in the layout of the magazine: plan and strategize | | | | | | * What is most pressing today in the layout of the magazine: plan and strategize | | | | * What is most pressing today in the layout of the magazine: plan and strategize | | | | | * What is most pressing today in the layout of the magazine: plan and strategize | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * plan, edit, layout, create, write for the production of the school's literary magazine, craft blog entries and make sure blogs are up to date | | | | | * plan, edit, layout, create, write for the production of the school's literary magazine, craft blog entries and make sure blogs are up to date | | | | | | * plan, edit, layout, create, write for the production of the school's literary magazine, craft blog entries and make sure blogs are up to date | | | | * plan, edit, layout, create, write for the production of the school's literary magazine, craft blog entries and make sure blogs are up to date | | | | | * plan, edit, layout, create, write for the production of the school's literary magazine, craft blog entries and make sure blogs are up to date | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * computer cart * magazine art and writings * Adobe InDesign * class blog | | | | | * computer cart * magazine art and writings * Adobe InDesign * class blog | | | | | | * computer cart * magazine art and writings * Adobe InDesign * class blog | | | | * computer cart * magazine art and writings * Adobe InDesign * class blog | | | | | * computer cart * magazine art and writings * Adobe InDesign * class blog | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: School literary magazine | | | | | * Product: School literary magazine | | | | | | * Product: School literary magazine | | | | * Product: School literary magazine | | | | | * Product: School literary magazine | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * different production groups | | | | | * different production groups | | | | | | * different production groups | | | | * different production groups | | | | | * different production groups | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * production and blog checklist | | | | | * production and blog checklist | | | | | | * production and blog checklist | | | | * production and blog checklist | | | | | * production and blog checklist | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | checklist | | | | ***Formative:*** | | | | checklist | | ***Formative:*** | | | checklist | ***Formative:*** | checklist | | | | ***Formative:*** | | checklist |
| ***Summative:*** | Posted blogs and production deadlines | | | | ***Summative:*** | | | | Posted blogs and production deadlines | | ***Summative:*** | | | Posted blogs and production deadlines | ***Summative:*** | Posted blogs and production deadlines | | | | ***Summative:*** | | Posted blogs and production deadlines |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | |  | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |