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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 1st | **Week of:** | | May 4-8 2015 | |
| **Unit Vocabulary:** | | | Review AP literary terms | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | |  | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELA12RL1: 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 | | | | | ELA12RL1: 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 | | | | | | ELA12RL1: 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 | | | | ELA12RL1: 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 | | | | | ELACC12RI7: Integrate and evaluate multiple sources of information presented in different media or formats | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What are the elements of poetry? | | | | | What are the strategies for multiple choice questions? | | | | | | What are the literary terms needed for the exam? | | | | Am I ready for the AP exam? | | | | | How is the movie Life of Pi different from the novel? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Study for cumulative List 21 vocabulary quiz | | | | | * Writing worksho[ | | | | | | * Review of AP material | | | | * AP Exam | | | | | * Discuss elements of Life of Pi | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Quizlet.com for review for vocabulary quiz | | | | | * Read essays and evaluate | | | | | | * exercises for revieew | | | | * AP Exam | | | | | * Discuss what to look for in the movie Life of Pi | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take vocabulary quiz * Analyze poem "Blackberry Picking" * Complete AP tips and strategies exercies | | | | | * AP tips and strategies * AP exercises * Review | | | | | | * Complete AP tips and strategies | | | | * AP exam | | | | | * Watch the movie Life of Pi | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
|  | | | | |  | | | | | |  | | | | * AP Exam | | | | | * projector * computer * movie Life of Pi | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content:Review visual, auditory, and tactile learners | | | | | * Content: Discussion | | | | | | * Content: Discussion | | | | * Content:Discussion | | | | | * Content: Visual representation of novel | | |
| ***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?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Vocabulary quiz | | | | | * observational | | | | | | * observational | | | | * observational | | | | | * observational | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | review with quizlet | | | | ***Formative:*** | | | | checklist | | ***Formative:*** | | | checklist | ***Formative:*** | checklist | | | | ***Formative:*** | | checklist |
| ***Summative:*** | Vocabulary | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
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| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2nd | **Week of:** | | 4-8 May 2015 | |
| **Unit Vocabulary:** | | | Unit 14, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | interest groups, computer lab, graphic organizer puzzles | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELA12RL1: 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 | | | | | ELA12RL1: 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 | | | | | | ELACC12RI7: Integrate and evaluate multiple sources of information presented in different media or formats | | | | ELACC12RI7: Integrate and evaluate multiple sources of information presented in different media or formats | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What is satire? | | | | | What purpose does satire serve in "A Modest Proposal"? | | | | | | How can a problem in modern society become in the forefront by using Swift's satirical techniques? | | | | Does our group presentation have all of the elements required to be a sucessful satire? | | | | | What are the definitions of Unit 14 vocabulary, and how will I apply the knowledge to the quiz? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 14 vocabulary Unit | | | | | * Finish 18th C. Introd. sheet | | | | | | * Complete ex. 3 of Unit 14 vocabulary | | | | * Complete all of Unit 14 Vocabulary packet and puzzle packet review | | | | | * Study for Unit 14 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * pronounce and define Unit 14 words | | | | | * Discuss background for "A Modest Proposal" | | | | | | * Discuss handout for final project | | | | * Discuss in group strategies and details for tomorrow's presentation | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Complete introduction to the 18th Century literature unit | | | | | * Read "A Modest Proposal" * Discuss why so shocking a proposal would be effective * Complete ex. 2 of Unit 14 vocabulary | | | | | | * Discuss Swift's "A Modern Proposal" * In groups of 3-4, write a modest proposal on the order of Swift about a current problem of society | | | | * Go to lab to type proposal for group and make into a creative presentation | | | | | * Take vocabulary Unit 14 quiz * Present group' modest proposals following guidelines | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 14 vocabulary packet * 18th Century introduction handout | | | | | * Introductory sheet to the unit * textbook * Unit 14 vocabulary | | | | | | * Vocabulary Unit 14 packet * Modern-day Modest Proposal * handout for group assignment * Final project handout | | | | * Unit 14 vocabulary packet * group work * Lab 355 to finalize presentation | | | | | * quiz for Unit 14 vocabulary * overhead projector * computer * quizlet.com * group presentations | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * content: groups to complete introduction to unit | | | | | * Content: Read/Question/Answer | | | | | | * Product: group creative plan to solve a modern-day problem using Jonathan Swift's method in "A Modest Proposal" | | | | * Product: group proposal to solve modern problem | | | | | * Product: group proposal to solve modern problem | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * work in interest groups to complete introduction to 18th worksheet | | | | |  | | | | | | * Interest groups to plan proposal | | | | * Interest groups to plan proposal | | | | | * Interest groups to plan proposal | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * observational checklist for vocabulary and introduction to literature unit | | | | | * Observational checklist | | | | | | * rubric for group presentation | | | | * rubric for group presentation | | | | | * rubric for group presentation | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | observational checklist | | | | ***Formative:*** | | | | observational checklist | | ***Formative:*** | | | checklist for vocabulary exercise | ***Formative:*** | checklist for vocabulary packet and puzzle packet | | | | ***Formative:*** | | Unit 14 vocabulary quiz |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| edmodo.com and access link to finish introduction to the unit 18th century worksheet | | | | |  | | | | | |  | | | | Study for Unit 14 vocabulary quiz | | | | |  | | |
| 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:** | | May 4-8 2015 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | blogging, computers, 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:** | | |
| Have all pages been put in book? | | | | | Is the Table of Contents ready? | | | | | | Is the magazine ready for the printer? | | | | Have the originals been distributed to the artists? | | | | | Have we answered all questions for the printers? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Discussion and schedule of layout and page production plans | | | | | * Discussion and schedule of layout and page production plans | | | | | | * Discussion and schedule of layout and page production plans | | | | * Discussion and schedule of layout and page production plans | | | | | * Discussion and schedule of layout and page production plans | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * each person in layout and production finish jobs assigned | | | | | * each person in layout and production finish jobs assigned | | | | | | * each person in layout and production finish jobs assigned | | | | * each person in layout and production finish jobs assigned | | | | | * each person in layout and production finish jobs assigned | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog | | | | | * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog | | | | | | * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog | | | | * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog | | | | | * Plan, proofread, layout, design for school literary magazine, get ready for printer, and write for blog and post to class blog | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Adobe InDesign program * computer cart * computers in class * class blog * submissions for literary magazine | | | | | * Adobe InDesign program * computer cart * computers in class * class blog * submissions for literary magazine | | | | | | * Adobe InDesign program * computer cart * computers in class * class blog * submissions for literary magazine | | | | * Adobe InDesign program * computer cart * computers in class * class blog * submissions for literary magazine | | | | | * Adobe InDesign program * computer cart * computers in class * class blog * submissions for literary magazine | | |
| **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):*** | | |
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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?)*** | | | | | | | | | | | | | | | | | | | | | | |
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| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | |  | | ***Formative:*** | | |  | ***Formative:*** |  | | | | ***Formative:*** | |  |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
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| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |