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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | Honors English 12 | / | 1st | **Week of:** | Sep 1-5, 2014 |
| **Unit Vocabulary:**  | Unit 4, Level G |
| **Instructional Strategies Used:**  | novel reading, writing prompt, diagnostic test, vocabulary review, 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)**: |
| HOLIDAY | ELACC12RL1: 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. | 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). | ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 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:** |
|       | Am I prepared for the Jane Eyre test? | How can I be Prepared for the AP literature test? | How are my writing skills in interpreting an AP prompt and writing?  | What are the definitions, synonyms, antonyms, pronunciations, and spellings of the words in Unit 4? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| *
 | * Finish literary presentations for Jane Eyre
 | * Explanation of layout of AP exam
 | * Explanation of how to respond to a writing prompt
* Lesson on how to write effectively
 | * Study for Unit 4 vocabulary quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| *
 | * Set up overhead and get materials for presentations
 | * show appass.com to calculate ap scores
 | * Have writing materials ready for essay
 | * Review for Unit 4 quiz using quizlet.com
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * HOLIDAY
 | * Take test over Jane Eyre
* Read How to Read Literature Like a Professor
 | * AP literature diagnostic test
* Read How to Read Literature Like a Professor
 | * Write essay from AP prompt about Jane Eyre
 | * Take Unit 4 vocabulary quiz
* **Read "The Story of an Hour"**
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| *
 | * overhead projector
* computer
* presentations
* test Jane Eyre
* How to Read Literature Like a Professor
 | * computer
* appass.com site
* overhead projector
* diagnostic AP literature exam
 | * handout from Writing with Clarity and Grace
* AP writing prompt
 | * Overhead projector
* computer
* quizlet.com
* "Story of an Hour" short story
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| *
 | * Content: literary elements presentations
 | * Content: AP practice test
 | * Product: interpretation of essay prompt
 | * Content:appeal to visual and auditory learners with vocabulary review
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
| *
 | * Partners
 | *
 | *
 | *
 |
| ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** |
| ***(What form of assessment did you use to determine your differentiation strategy?)***  |
| *
 | * Test
 | * practice test
 | * Writing prompt
 | * vocabulary quiz
 |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** |
| ***Formative:***  |       | ***Formative:***  | Presentations | ***Formative:*** | read book | ***Formative:*** | rubric for writing prompt | ***Formative:*** | check off of vocabulary packet |
| ***Summative:***  |       | ***Summative:***  | Jane Eyre test | ***Summative:*** | AP practice test | ***Summative:*** |       | ***Summative:*** | Unit 4 vocabulary quiz |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
|       |       | read How to Read Literature Like a Professor | Study for 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 THATIMPROMPTU “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 | / | 2,4 | **Week of:** | Sep 1-5, 2014 |
| **Unit Vocabulary:**  | Unit 4, Level G |
| **Instructional Strategies Used:**  | discussion, quiz, vocabulary packet, puzzles, quizlet.com, webquest, study guide, 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)**: |
| HOLIDAY | ELACC12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | ELACC12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. | 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.) | 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 is a Dystopian novel? | What is satire, and how is it used in 1984? | Is language important to a society, and if so what happens when it is restricted? | What are the definitions, spellings, parts of speech, pronunciations of the words in Unit 4 vocabulary? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| *
 | * Complete ex 1 and 2 of Unit 4 vocabulary
 | * Complete ex. 3 of Unit 4 vocabulary
 | * Complete all of Unit 4 vocabulary exercises and puzzle packet
 | * Study for Unit 4 vocabulary quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| *
 | * Review for 1984 quiz
 | * Define and discuss the meaning of satire
 | * show video clip from 1984
 | * Review using quizlet.com
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * HOLIDAY
 | * Take quiz on 1984 through page 20
* Go to lab to complete webquest on 1984
 | * Go to computer lab to complete 1984 webquest
* Read 1984
* Complete reading guide
 | * Read 1984
* Answer reading guide questions/worksheets
* review for Unit 4 vocabulary quiz
 | * Take Unit 4 vocabulary quiz
* When finished, complete puzzle until all are finished
* Read 1984
* Complete reading guide
* Complete and discuss worksheets related to 1984 topics
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| *
 | * vocabulary packet Unit 4
* quiz 1984
* computer lab
* 1984 webquest
* reading guide 1984
 | * vocabulary packet Unit 4
* computer lab
* 1984 webquest
* reading guide for 1984
 | * Unit 4 vocabulary packet
* reading guide questions/worksheets
* computer/overhead projector/video clips
* puzzle packet for Unit 4
* vocabulary
* novel 1984
 | * computer
* overhead projector
* quizlet.com
* vocabulary quiz Unit 4
* 1984 novels
* reading guide/worksheets for 1984
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| *
 | * Product: 1984 webquest
 | * Product: 1984 webquest
 | * Content: reading of 1984
 | * Content: different ways to read 1984: listening, reading aloud, reading quietly
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
| *
 | *
 | *
 | *
 | *
 |
| ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** |
| ***(What form of assessment did you use to determine your differentiation strategy?)***  |
| *
 | * observational checklist
 | * observational checklist
 | * 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:***  | completion of vocabulary and work on webquest | ***Formative:*** | completion of vocabulary exercise and webquest | ***Formative:*** | completion of vocabulary exercise/puzzle packet | ***Formative:*** | review for Unit 4 quiz |
| ***Summative:***  |       | ***Summative:***  | 1984 reading quiz | ***Summative:*** |       | ***Summative:*** |       | ***Summative:*** | vocabulary quiz Unit 4 |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
|       | Read 1984 | Read 1984 | Study for vocabulary quiz Unit 4 |       |
| Resources and Reflective Notes: |  ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THATIMPROMPTU “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.  |