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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | September 8-13, 2014 | |
| **Unit Vocabulary:** | | | Level G Unit 5 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | essay, writing strategies, analyze stories, discussion, computer lab, quizlet.com, textbook | | | | | | | | | | | | | | | | |
| **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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 12.) | | | | | 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). | | | | ELACC12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 content, choosing flexibly from a range of strategies. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What are the essential elements of a good AP literature essay | | | | | How can you read fiction responsively? | | | | | | What are the elements of a romance short story? | | | | What are the elements of plot, and how can we recognize in fiction | | | | | How does the improvement of one’s vocabulary help in understanding what we read or hear? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Continue peer-editing of Jane Eyre essay | | | | | * Assign elements of fiction to students for presentations | | | | | | * Read two short stories "from A Secret Sorrow," and "A Sorrowful Woman" | | | | * Discuss partners' projects | | | | | * Study for Unit 5 quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Complete Voice exercise and go over | | | | | * Read short story "The Story of an Hour" | | | | | | * Discuss how the stories read do or do not fit the definition of formula fiction | | | | * Go to lab 230 | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Go over rubric and tips for writing an AP essay * Self edit Jane Eyre essay * Read and discuss how to analyze literature * Begin reading next novel | | | | | * Discuss and analyze "The Story of an Hour" * Look at differences in responses to "The Story of an Hour" * Read and discuss what is formula fiction | | | | | | * Go over how to compare and contrast stories * Begin a compare and contrast essay of the two stories * Prepare with partner elements of literature presentation | | | | * Prepare lesson on element of fiction chosen by partners | | | | | * Take vocabulary quiz Unit 5 * Present first fiction lesson on plot | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Voice lesson exercise * Jane Eyre essays * rubric for AP essays * How to analyze literature * Give out Unit 5 vocabulary packet due Friday | | | | | * AP text * Go over and assign nine elements of fiction | | | | | | * AP text * compare and contrast essay handout | | | | * text * computer lab * assignment for partners on elements of fiction | | | | | * computer * overhead projector * quizlet.com * presentation by students | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: editing different essays | | | | | * Content: Different ways to analyze a short story | | | | | | * Content:Think/Pair/Share | | | | * product: presentations for elements of fiction | | | | | * Content: Review of vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * Partners for fiction elements | | | | | | * partner | | | | * partners | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * informal | | | | | |  | | | |  | | | | | * Vocabulary Unit 5 quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | rating of peer essays | | | | ***Formative:*** | | | | checklist for participation in discussion | | ***Formative:*** | | | Think/Pair/Share | ***Formative:*** | checklist for work in lab | | | | ***Formative:*** | | completed vocabulary packet |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Unit 5 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| read assigned novel | | | | | read assigned novel | | | | | | read assigned novel | | | | read assigned novel and study for Unit 5 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 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:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2,4 | **Week of:** | | Sep 8-13, 2014 | |
| **Unit Vocabulary:** | | | Unit 5, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | video clips, read novel, discussion, KWL, Think/Pair/Share, translate passage, group project, 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)**: | | |
| 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. | | | | | 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. | | | | | | 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. | | | | ELACC12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What part does language play in the production and consumption of values? | | | | | What is the definition of Feudalism and what are the divisions of the people of the system? | | | | | | What are the traits of Middle English, and how are they similar and different from modern English and Old English? | | | | How did one’s role in Medieval Times affect one’s daily life? | | | | | How does the improvement of one’s vocabulary help in understanding what we read or hear? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 5 vocabulary | | | | | * Complete ex. 2 of Unit 5 vocabulary | | | | | | * Complete ex. 3 of Unit 5 vocabulary | | | | * Complete all of remaining exercises for Unit 5 vocabulary and puzzle packet for review | | | | | * Study for Unit 5 vocabulary | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Watch video clip of 1984 | | | | | * KWL about the Medieval time period | | | | | | * Watch video clip of the prologue to the Canterbury Tales in Middle English | | | | * Ask and discuss what it is like to take a trip with a group of people who are very different | | | | | * Review Unit 5 vocabulary using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Read Section VIII aloud of 1984 * Answer reading guide questions * Discuss if we have reduced the English language today with texting and other technologies * Take open-book quiz if time | | | | | * Edit Daily Grammar Practice (DGP) * Read and answer questions about the history of the Medieval time period on handout | | | | | | * Students will try to translate a portion of the prologue to The Canterbury Tales from Middle English to Modern English. They will listen to an oral version also. * Begin reading and answering questions on The Prologue of The canterbury Tales | | | | * Finish questions about The Prologue to The Canterbury Tales * Handout and discuss group assignment to write, illustrate, and present a modern tale like The Canterbury Tales | | | | | * Take Unit 5 vocabulary * group work on modern Canterbury Tale | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Vocabulary packet for Unit 5 * computer/overhead projector * video clips from 1984 * novel 1984 * open-book quiz | | | | | * textbook * vocabulary packet Unit 5 | | | | | | * computer/overhead projector * video clip of prologue to The Canterbury Tales * Handout to translate from Middle English to Modern English * Unit 5 vocabulary packet * textbook | | | | * Unit 5 vocabulary packet * Prologue questions handout * select groups | | | | | * computer * overhead projector * quizlet.com * group work on modern tales | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * content: video representation of reading material | | | | | * Content: KWL chart | | | | | | * Content: auditory and visual presentations | | | | * Product: Group tale written and illustrated | | | | | * Product: group tale | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | |  | | | | | |  | | | | * multiple- ability | | | | | * multiple-ability | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * informal | | | | | * Completed KWL Chart | | | | | | * informal | | | | * informal | | | | | * Unit 5 vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | observational checklist of vocabulary | | | | ***Formative:*** | | | | Completed KWL chart | | ***Formative:*** | | | checklist of completed vocabulary and worksheet | ***Formative:*** | checklist for vocabulary | | | | ***Formative:*** | | review for vocabulary |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** | rubric for tales | | | | ***Summative:*** | | Unit 5 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | 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 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. | | | | | | | | | | | | | | | |