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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 2nd | **Week of:** | | February 6-10, 2017 | |
| **Unit Vocabulary:** | | | AP Vocabulary List 06 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | graphic organizer, video clips, review, discussion, quizlet.com, Socratic Seminar | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC11-12RL1: 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. | | | | | 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). | | | | | | ELACC12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | | | | ELACC12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What comprises the elements of symbolism in fictionr? | | | | | What are the elements of theme in fiction? | | | | | | What are the elements of irony in fiction? | | | | How do you combine the elements to write about fiction | | | | | What are the definitions of List vocabulary words, including words from the eleven previous lists? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Edit DGP | | | | | * Edit DGP | | | | | | * Edit DGP | | | | * Edit DGP | | | | | * Study words on List 6 vocabulary, including previous lists | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Group gets ready to present | | | | | * Set up for group presentation | | | | | | * Group gets ready to present irony and other elements | | | | * Set up for group lesson | | | | | * Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Group presents * discuss element and "Clothes" short story * Take quiz on "The Lady with the Pet Dog" * Read Invisible Man and answer reading guide questions | | | | | * Group will present elements of theme in fiction * discuss "Miss Brill" short story and how it relates to theme * take quiz on "Clothes" | | | | | | * Discuss short story "Popular Mechanics" * Read Invisible Man * Answer reading guide questions | | | | * Present writing lesson by group * Write essay prompt | | | | | * Take List 06 AP literature quiz which is cumulative * Read novel Invisible Man * Answer reading guide for Invisible Man | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * List 06 AP Vocabulary * group materials for presentation * Short story "Clothes" * novel Invisible Man * projector * computer * DGP * novel | | | | | * group materials * DGP * short story "Miss Brill" * Novel Invisible Man * Study guide for Invisible Man | | | | | | * DGP * **short story "Popular Mechanics"** * **novel Invisible Man** | | | | * DGP * Group lesson material * AP writing prompt | | | | | * overhead projector * **computer** * **quizlet.com** * **quiz AP vocabulary List 6** | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: video enhancement | | | | | * Content: test over play | | | | | | * Content:Socratic Seminar discussion/video | | | | * Content: group lesson and writing prompt | | | | | * Content: List 6 Vocabulary quiz | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * group presentation | | | | | * group presentation | | | | | | * group presentation | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * quiz | | | | | * quiz | | | | | | * informal | | | | * rubric writing prompt | | | | |  | | |
| **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:*** | quiz | | | | ***Summative:*** | | | | quiz short story | | ***Summative:*** | | | group presentation | ***Summative:*** | writing prompt rubric | | | | ***Summative:*** | | group 6 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Life of Pi  Answer study guide questions | | | | | Read Invisible Man  Answer reading guide | | | | | | Read Invisible Man  Answer reading guide | | | | Read Invisible Man  Study for List 6 | | | | | Read Invisible Man | | |
| 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 | | / | 1st | **Week of:** | | February 6-10 2017 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Think/Pair/Share, lecture, computer lab, webquest | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitily as well as inferences drawn from the text, including 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. | | | | | | 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). | | | | 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 | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How does Chaucer give us a representation of the people of the Middle Ages through The Canterbury Tales? | | | | | From your reading and answering questions from the prologue of The Canterbuy Tales, what group of people does Chaucer seem to be satirizing? | | | | | | What are the elements of an archetypal narrative and does The Pardoner's Tale apply? | | | | What is a frame story, and how does the prologue of The Canterbuy Tales and "The Wife of Bath" fit the definition? | | | | | What are the definitions of the Canterbury Tales vocabulary | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Edit DGP | | | | | * Edit DGP | | | | | | * Edit DGP | | | | * Edit DGP | | | | | * Study for vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Define vocabulary terms for The Canterbury Tales | | | | | * Define Satire | | | | | | * Think/Pair/Share:Where would you be in the Feudal system based on your lives today? What would daily life have been like? | | | | * Define and discuss frame story, page 137 in text | | | | | * Review by using Kahoot and quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Handout and discuss group assignment to write, illustrate, and present a modern tale like The Canterbury Tales * Show examples of how tales may be presented * Get in groups of no more than four and no less than three to discuss strategies and ideas for project | | | | | * Discuss how Chaucer subtly uses satire in The Canterbury Tales * Get in selected groups to continue work on a modern prologue and one tale written in respone to The Canterbury Tales | | | | | | * Read "The Pardoner's Tale" from the text, pages 125-134 (may be divided into two reading segments if needed) * Answer question if "The Pardoner's Tale" fits as an archetypal narrative? * Watch video of modern representation of "The Pardoner's Tale" * Work in selected groups to write modern prologue and tale based on The canterbury Tales following handout guidelines * Quiz over "The Pardoner's Tale" either today or tomorrow | | | | * Review and discuss "The Pardoner's Tale" * complete puzzle packet for Canterbury Tales * Begin reading "The Wife of Bath," pages 139-150 in text and note how it is set during the reign of King Arthur" instead of Chaucer's time * Work in groups to write modern prologue and tale based on The Canterbury tales following handout guidelines | | | | | * Take vocabulary quiz * work on group project or begin presenting | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Daily Grammar Practice (DGP) handout for group project * Textbook * Canterbury Tales Prologue Part 2 | | | | | * textbook * DGP * group project handout | | | | | | textbook  quiz over "The Pardoner's Tale" if needed  group handout  video/computer/overhead projector | | | | * Textbook * group handout * quiz over "The Pardoner's Tale" if not given yesterdayq | | | | | * computer * overhead projector * quiz Canterbury Tales vocabulary | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: Group Prologue and tale | | | | | * Product: group prologue and tale | | | | | | * Content: Think/Pair/Share * Product: group prologue and tale | | | | * Product: Group project prologue and tale | | | | | * Content: vocabulary quiz | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * mixed-ability | | | | | * mixed-ability | | | | | | * mixed ability | | | | * mixed ability | | | | | * mixed ability | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | * Informal checklist | | | | | | * Think/Pair/Share | | | |  | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | completion of Canterbury Tales Prologue worksheet | | | | ***Formative:*** | | | | completed translations  and introduction | | ***Formative:*** | | |  | ***Formative:*** |  | | | | ***Formative:*** | |  |
| ***Summative:*** | Group project | | | | ***Summative:*** | | | | group project | | ***Summative:*** | | | quiz over "The Pardoner's Tale" | ***Summative:*** | group project | | | | ***Summative:*** | | vocabulary quizs |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | study for voabulary 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:** | | 9-12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | 6-10 Feb 2017 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | computer program, writing, blogging, journals, scanning | | | | | | | | | | | | | | | | |
| **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)**: | | |
| 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:** | | |
| How can we increase our submissions to the literary magazine? | | | | | What do I plan to turn in to the literary magazine? | | | | | | What are the attributes of Adobe's InDesign program, and how can we learn it? | | | | What is the status of my weekly blog postings? | | | | | What do I have to share with the class? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Review status of submissions and strategies for the literary magazine. | | | | | * Review status of submissions and strategies for the literary magazine. | | | | | | * Review status of submissions and strategies for the literary magazine. | | | | * Review status of submissions and strategies for the literary magazine. | | | | | * Review what needs to be done to get submissions | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Finish sharing from Friday | | | | | * Write journal topic of day and post to blog | | | | | | * Write journal topic of day and post to blog | | | | * Write journal topic of day and post to blog | | | | | * Get materials ready to share with class | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Go to lab * Post to blog * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | * Write for magazine * type submissions * scan artwork * advertise for magazine | | | | | * Share artwork, writings, or other creations with classs * Write and post daily blog | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * chromebooks * individual/class blog | | | | | * chromebooks | | | | | | * chromebooks | | | | * chromebooks | | | | | * chromebooks | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: choice of creative work to journal, blog, submit to magazine | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | * Product: choice of creative work to journal, blog, submit to magazine | | | | | * Product: daily blog | | |
| ***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?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * scoresheet for blog | | | | | * scoresheet for blog | | | | | | * scoresheet for blog | | | | * scoresheet for blog | | | | | * scoresheet for blog | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | blog scoresheet | | | | ***Formative:*** | | | | blog scoresheet | | ***Formative:*** | | | blog scoresheet | ***Formative:*** | blog scoresheet | | | | ***Formative:*** | | blog scoresheet |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | |  | | | | |  | | |
| 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. | | | | | | | | | | | | | | | |