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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | AP English | | / | 2nd | **Week of:** | | Jan 30-03 Feb 2017 | |
| **Unit Vocabulary:** | | | List 11 AP Vocabulary | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | PLANS MAY BE CHANGED DAILY: video clip, think/pair/share, Socratic Seminar, 3 x 3, Graphic organizer, rubric, BYOD, essay, computer | | | | | | | | | | | | | | | | |
| **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.) | | | | | 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.) | | | | | | 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. | | | | 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 | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How can I use the peer-editing comments to strengthen my essay? | | | | | What is blank verse, and how does Shakespeare use it effectively in King Lear? | | | | | | What is the difference between sight and reality? | | | | How is the theme of "nothing" relevant in King Lear? | | | | | What are the definitions of AP vocabulary List 5? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Go over peer-editing techniques: rubric, comments, and what to notice | | | | | * Discuss Shakespeare's use of blank verse in his plays | | | | | | * Discuss why it is so hard for people to see the truth, and apply to King Lear | | | | * Review of List 11 vocabulary words from student | | | | | * Study AP vocabulary List 5 and other lists prior | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Have all peer-editing materials present to edit Pride and Prejudice essays | | | | | * Cite passages that contain blank verse and see relevance | | | | | | * prepare for role-play of King Lear | | | | * Set up for game student has prepared for review | | | | | * Review List 5 vocabulary using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Peer-edit at least two of peers essays and edit own essay following guidelines given * When finished read King Lear role-playing/reading assigned parts given * At the end of Act I, answer questions in groups for study guide * Begin Act II role-playing/reading King Lear | | | | | * Read/role-play King Lear * After each act answer questions for act in study guide in groups * Quiz/questions from each Act | | | | | | * Read role-play King Lear * Discuss themes and lessons in King Lear * Answer reading guide questions if needed * Quiz after each act if appropriate | | | | * Read/role-play King Lear * Answer reading guide questions * quiz if needed | | | | | * Take List 5 vocabulary quiz * When finished continue peer-editing essays following rubric and by making comments - 3 edits for each person: 2 peer, and one self | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * essays for peer-editing * rubric * errors to avoid handout * List 11 AP Vocabulary * King Lear Acts I and II * Study Guide Act I and II | | | | | * King Lear Packet * Study Guide Questions * quiz | | | | | | * King Lear Packet * Study guide questions * quiz if needed | | | | * Review for AP List 5 vocabulary * King Lear Packet for appropriate act * Study guide questions for each act * quiz if needed | | | | | * computer * overhead projector * List 5 vocabulary quiz * quizlet.com * essays for editing * rubric for essays | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: role-play | | | | | * Content: role-play drama | | | | | | * Content: role-play drama: | | | | * Content: | | | | | * Content: computer review for 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 for answering reading guide questions | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * informal | | | | | | * informal | | | | * Informal | | | | | * 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 | | | | ***Formative:*** | | | | role-playing | | ***Formative:*** | | | role-playing | ***Formative:*** | role-playing King Lear | | | | ***Formative:*** | | participation in review checklist |
| ***Summative:*** |  | | | | ***Summative:*** | | | | quiz over acts | | ***Summative:*** | | | quiz over King Lear act when needed | ***Summative:*** | quiz over King Lear | | | | ***Summative:*** | | List 5 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for AP vocabulary List 5 (cumulative) Send Remind101 | | | | |  | | |
| 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 EXPENSE 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:** | | Jan 30-3 Feb, 2017 | |
| **Unit Vocabulary:** | | | Unit 3, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | video and audio for learning styles, textbook, think/pair/share, MLA format for essay, 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)**: | | |
| ELACC12W3:Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | | | | | 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 where the text leaves matters uncertain. | | | | | | 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 grades 11-12.) | | | | 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 | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| Grendel represented the problems facing the Anglo-Saxon culture, so what is a problem or modern-day Grendel you have faced? | | | | | How does my boast fit the Anglo-Saxon criteria given? | | | | | | What is MLA format? | | | | Does my essay meet all of the criteria given? | | | | | What are the definitions, spellings, pronounciations, synonyms and antonyms of the vocabulary words in Unit 4? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 4 vocabulary and go over | | | | | * Complete ex. 2 of unit 4 vocabulary and go over | | | | | | * Complete ex. 3 of Unit 4 vocabulary | | | | * Complete all of Unit 4 vocabulary packet and puzzle packet | | | | | * Study for Unit 4 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Review essay assignment | | | | | * Prepare to present Anglo-Saxon boast following criteria given | | | | | | * Go to computer lab to type essay in MLA format | | | | * Go to lab to finish typing essay in MLA format | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Write rough draft of essay of individual Grendel * Proofread with two editors following guidelines if finished * edit own essay | | | | | * Each student will present Anglo-Saxon boast following criteria * Finish rough draft of essay | | | | | | * Type essay in MLA format following directions given * When finished, proofread for errors and have one to two peers proofread before final submission | | | | * Finish typing essay in MLA format * finish proofreading * Begin introduction to new unit if needed from online text | | | | | * Take Unit 4 vocabulary quiz * When finished, complete puzzle handout * Finish answering questions for new unit introduction | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Essay assignment * peer-edit sheets * Vocabulary Unit 4 packet | | | | | * Student produced boasts * essay requirements * Vocabulary Unit 4 packet | | | | | | * Unit 4 vocabulary packet * MLA format handout * Computer lab | | | | * MLA handout * vocabulary packet * essay assignment sheet * puzzle packet for Unit 4 vocabulary | | | | | * overhead projector * Unit 4 vocabulary quiz * puzzle handout * new literature unit introduction sheet | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: rough-draft essay | | | | | * Product: boast based on Anglo-Saxon | | | | | | * Product:MLA formated essay | | | | * product: essay of chosen problem to write about | | | | | * Content: review of vocabulary using computer quizlet.com | | |
| ***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?)*** | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | * rubric given | | | | | | * MLA formatted essay | | | | * essay rubric | | | | | * informal and formal | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | work on rough draft essay | | | | ***Formative:*** | | | | work on rough-draft essay | | ***Formative:*** | | | observational checklist of work in lab | ***Formative:*** | observational checklist for vocabulary | | | | ***Formative:*** | | participation in review |
| ***Summative:*** |  | | | | ***Summative:*** | | | | Anglo-Saxon Boast | | ***Summative:*** | | | Finished MLA-formatted essay | ***Summative:*** | essay graded by rubric | | | | ***Summative:*** | | Unit 4 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Prepare boast following criteria on handout | | | | |  | | | | | |  | | | | Study for vocabulary Unit 4 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 EXPENSE 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:** | | 10-12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Creative Writing | | / | 3rd | **Week of:** | | January 30-3 Feb, 2017 | |
| **Unit Vocabulary:** | | |  | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | computer lab, class blog, think/pair/share, self-assessment, computer program Adobe In-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)**: | | |
| 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:** | | |
| What is my role in contributing to the literary magazine The Vision? | | | | | Do we need any new strategies to get students to submit work to The Vision? | | | | | | Who will step up and learn the Adobe InDesign program? | | | | What are the components of writing a short story? | | | | | What different creative tools will be used during the class share time? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Discuss progress with first magazine submission from each class member | | | | | * Discuss where we are with magazine submissions, flyers, banners, etc.. | | | | | | * Discuss Adobe InDesign program and get students on computer practicing who want to learn - tutorials | | | | * Continue work in Adobe In-Design and preparations for literary magazine | | | | | * Continue preparations for literary magazine | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Discuss status of literary magazine | | | | | * Check on status of students' first portfolio piece | | | | | | * Take writing self-assessment survey | | | | * With a partner complete Think/Pair/Share on what are the elements of a short story | | | | | * Gather and prepare for share day | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * work on first submission to the literary magazine The Vision * Go to blog and complete topic of the day | | | | | * Go to wordpress blog and write about topic posted | | | | | | * Go to wordpress.com and read assignment * Complete assignment and post to individual blog | | | | * Complete short story exercises * Write short story based on criteria studied * Post story to class blog * Finish first portfolio piece to turn in | | | | | * Each person will share chosen piece with the class * Post journal entry of choice to blog making sure it is school appropriate | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * computer lab * wordpress.com | | | | | * computer lab or cart * wordpress blog * materials for flyers if needed | | | | | | * computer lab or cart * writing self-assessment * wordpress blog and assignments | | | | * handouts for short story * think/pair/share assignment * Class blog * Computer lab or computer carts | | | | | * items to be shared with class * class blog * computer lab or cart | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: magazine submission | | | | | * Product: blog assignment posted | | | | | | * Product: self-assessment | | | | * Content:Think/Pair/Share | | | | | * product: chosen work to share | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | |  | | | | | |  | | | | * Partner | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * informal | | | | | | * informal observational checklist of blog completed | | | | * Informal: Thik/Pair/Share | | | | | * informal checklist of sharing | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | posted blog | | | | ***Formative:*** | | | | posted blog | | ***Formative:*** | | | observational checklist | ***Formative:*** | Think/Pair/Share | | | | ***Formative:*** | | observational checklist |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Bring in written, art, found work for share day tomorrow | | | | |  | | |
| 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 EXPENSE 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. | | | | | | | | | | | | | | | |