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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | Honors English 12 | / |  2nd | **Week of:** | November 7-11, 2016 |
| **Unit Vocabulary:**  | unit literary terms |
| **Instructional Strategies Used:**  | textbook, determining poetry meter, discussion |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: |
| ELACC12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  | INSERVICE DAY | 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. ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio  | 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.) |  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        |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| What questions have I prepared for the 1984 Socratic Seminar? |       | What are the characteristics of an Elizabethan/Shakespearean and Petrarchan sonnets? | What are the elements and characteristics of a Spenserian and Sidney sonnets?  | What are the four major poetry meters? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Set up for group sonnet work
 | *
 | * Edit DGP
* Continue last preparations for the group sonnet presentation
 | * Edit DGP
 | * Edit DGP
* check out novel
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * research material for group sonnet presentations
 | *
 | * Set up for first group presentations
 | * Group set up for sonnet lesson
 | * Write journal entry
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Finish 1984 Socratic Seminar
* Continue group planning and preparation for the groups assigned sonnet presentations
 | *
 | * Begin sonnet group presentations
 | * Groups will finish sonnet presentations
* If time, complete worksheets for reinforcement
* complete exercise on determining meter - if not time today will move to tomorrow
 | * Finish all sonnet presentations if not finished yesterday
* Exercise to determine poetry meters
* Read novel
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * questions generated by students for discussion
* chromebooks for group work
* textbook
 | *
 | * DGP handout
* overhead projector
* computer
 | * DGP handout
* group materials for presentation
 | * overhead
* computer
* journal handout
* assigned novel
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * Content: Socratic Seminar
 | *
 | * Content: group lesson on assigned sonnets
 | * Content: group lesson on assigned sonnets
 | * Content: reading of assigned novel
 |
| ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** |
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| ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** |
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| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***Pre-Test:*** |           | ***Pre-Test:*** |       | ***Pre-Test:*** |       | ***Pre-Test:*** |       | ***Pre-Test:*** |       |
| ***Post-Test:***  |       | ***Post-Test:***  |       | ***Post-Test:***  |       | ***Post-Test:***  |       | ***Post-Test:***  |       |
| ***Formative:***  |       | ***Formative:***  |       | ***Formative:*** | observational checklist of group work | ***Formative:*** |       | ***Formative:*** | observational checklist of reading |
| ***Summative:***  | Heart of Darkness test | ***Summative:***  |       | ***Summative:*** | rubric for group sonnet presentation | ***Summative:*** | rubric for group sonnet presentation | ***Summative:*** |       |
| ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  |
|       |       |       |       |       |
| **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 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.  |