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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 2nd | **Week of:** | | October 24-28, October 31-November 4, 2016 | | |
| **Unit Vocabulary:** | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | discussions, overhead projector, video, textbook, reflections, group projects, Socratic Seminar, novel test | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| 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. | | | | | | 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.) | | | | | | | 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. | | | | | ELAGSE11-12RL3: 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)  ELAGSE11-12SL1: 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. | | | | | | ELAGSE11-12SL2: 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. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| Is our class presentation ready for Poe Day? | | | | | | Will Winston betray Julia? | | | | | | | What were the favored genres of the Renaissance time period? | | | | | Is technology taking us closer to the world of Big Brother, and what happens to our identity when people in power take our privacy away? | | | | | | How can 2+2=5, and what are the group plans for the sonnet presentations? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
|  | | | | | | * Edit DGP | | | | | | | * Ask questions prior to 1984 quiz | | | | | * Socratic Seminar after test | | | | | | * Continue Socratic Seminar for the novel 1984 | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Get materials together for Poe Day | | | | | | * Discussion of Novel 1984 BookI | | | | | | | * Define what is a sonnet * Write words and determine their meter by sounding them out to see if you get the right meter | | | | | * Ask any last minute questions before test | | | | | | * Set up for Socratic Seminar * WOYM? | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Students wrote skit, prepared props and makeup, wrote an original music score, and performed on stage for POE DAY * POE DAY ATTENDANCE | | | | | | * Discussion/activities for novel 1984 * Read 1984 * Answer reading guide questions | | | | | | | * Take 1984 quiz over Book III or take test over book (took quiz and will take test tomorrow UPDATED) * Read sonnets from text and determine type of sonnet * Discuss meanings of Shakespeare's sonnets * Prepare group lesson if time * Read/activities related to 1984 | | | | | * Take 1984 test * when finished, work on reading guide questions or complete puzzle handout until all are finished * When all are finished, move chairs in circle for Socratic Seminar on the novel 1984 * Students will ask prepared open-ended questions for disussion about the novel 1984 * If any time remains, continue group sonnet lesson | | | | | | * Finish Socratic Seminar from yesterday for the novel 1984 * Continue planning of group presentations of assigned sonnets * presentations wil begin Monday if ready | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
|  | | | | | |  | | | | | | | * textbook * overhead projector | | | | | * test 1984 * socratic seminar questions * puzzle for after test | | | | | | * Socratic Seminar questions * Group materials for sonnet presentations * chromebooks if needed | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Product: group skit | | | | | | * Product | | | | | | | * Content: Quiz book three of novel 1984 | | | | | * Content: novel 1984 test | | | | | | * Content: Socratic Seminar * Product: Group sonnet presentations | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | | * informal observation | | | | | | | * quiz | | | | | * novel test | | | | | | * observational checklist | | | |
| **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:*** | | group presentation | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | |  | ***Formative:*** | |  | | | | ***Formative:*** | | | observational checklist of Socratic Seminar |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | | 1984 Book 3 quiz | ***Summative:*** | | 1984 test | | | | ***Summative:*** | | | Group sonnet presentation |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read novel 1984 and answer  reading guide questions | | | | | | Read novel 1984 and answer Reading Guide  Prepare for Book three 1984 quiz | | | | | | | read novel 1984 and answer reading guide questions and prepare for novel test tomorrow | | | | | Answer reading guide questions  due 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 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. | | | | | | | | | | | | | | | | | | | |