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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | English 12 | | | / | 1st, 4th | **Week of:** | | September 26-30, 2016 | | |
| **Unit Vocabulary:** | | | | Renaissance unit vocabulary | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACC12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions | | | | | | ELACC12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g.., visually, quantitatively) as well as in words in order to address a question or solve a problem. | | | | | | | 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) | | | | | 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) | | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words based on Grade 12 content | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What is a ballad, and what are the elements of ballads? | | | | | | What were the philosophical, political, religious, ethical, and social influences of The Renaissance period? | | | | | | | What are the elements of a tragedy? | | | | | How is character revealed in dramatic literature? | | | | | | How does the study of parts of speech, spelling, synonyms, antonyms, and pronunciation help in understanding meaning of words in Unit 7? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Define vocabulary terms of The Renaissance unit vocabulary * Edit DGP for Monday | | | | | | * Edit DGP for Tuesday | | | | | | | * Edit DGP for Wednesday | | | | | * Complete puzzle packet for review of Renaissance vocabulary | | | | | | * Study and take Unit vocabulary Quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Define ballad and discuss elements * Play two to three ballads performed by modern performers | | | | | | * Complete KWL chart about what they know, etc. about The Renaissance time period. | | | | | | | * Take survey about topics from Hamlet * Discuss elements of a tragedy | | | | | * Discuss what type of advice we would give a younger sibling or an upcoming freshman about high school | | | | | | * Review for quiz using quizlet.com and | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Read ballads from text and discuss * Write a ballad | | | | | | * Finish The Renaissance worksheet * Complete Think/Pair/Share: Five things I have learned about The Renaissance | | | | | | | * Take Parts and read Act I of Hamlet * Complete reading guide questions for Act I * Take quiz over Act I | | | | | * Read Act II of Hamlet * Complete reading guide of Act II * Take quiz over Act II * Introduce Frayer model | | | | | | * Review for Unit 7 vocabulary quiz using quizlet.com * Take quiz on scantron * Complete puzzle after quiz * •Continue role-playing Shakespeare's play Hamlet | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * textbook * ballad packet * computer * overhead projector * ballads | | | | | | * Renaisannce worksheet * Textbook | | | | | | | * Hamlet play packet * Reading Guide Act I of Hamlet * Quiz Act I Hamlet | | | | | * Hamlet play packet * Reading Guide Act II * Quiz Act II * Frayer Model | | | | | | * computer * overhead projector * quizlet.com and kahoot.com * word puzzle * vocabulary quiz | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content:multiple sources of ballads | | | | | | * Content:Think/Pair/Share five things learned about The Renaissance, KWL chart | | | | | | | * Content: survey of topics today related to Hamlet | | | | | * Content: Frayer Model over topic in Hamlet | | | | | | * Process: vocabulary game | | | |
| ***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:*** | | observational checklist | | | | ***Formative:*** | | | | | Think/Pair/Share | | ***Formative:*** | | | | survey results | ***Formative:*** | | Frayer Model | | | | ***Formative:*** | | | Vocabulary review |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | | Act 1 Quiz | ***Summative:*** | | Act II Quiz | | | | ***Summative:*** | | | vocabulary Quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | |  | | | | | | |  | | | | | Review for vocabulary Quiz | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |