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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
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| ***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:***  |
|       |       |       |       |       |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
|       |       |       | Review for vocabulary Quiz |       |
| **Resources and Reflective Notes:** |       |