

Teacher Name: Jamie Belles

Subject: English I and Honors English I

Start Date(s): 9-8-14

Grade Level(s): 9

Building: HAAS

(Assignments and assessments will be differentiated to meet the needs of both Honors and Non-Honors Students)

End Dates(s): 9-12-14

DAILY PLAN

Day	Objective (s)	DOK Level	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	--Students will define the three types of irony and create their own examples of each type to share with the class. --Students will identify key ideas and details from the fictional short story "The Gift of the Magi." --Students will cite evidence from the story to support their inferences.	1, 3, 4	YouTube video of the three types of irony; Define the three types and then work with a partner to create your own (Share with class); Read "The Gift of the Magi" and answer questions for the story	I W P	Textbook; YouTube Video; Story questions	Formative-Self-created examples of irony Summative- Student Self-Assessment-
2	--Students will finish identifying key ideas and details from the fictional short story "The Gift of the Magi." --Students will finish citing evidence from the story to support their inferences. --Students will reexamine a previous writing assignment and make connections between their responses and the overall theme of the story.	1, 2, 3, 4	Continue working with a partner to answer/discuss questions about the story; Look at what you wrote for last week's assignment (Your Greatest Gift), and compare/contrast your gift to the gifts given in the story—(Did the story change your mind about your "greatest gift"?)	P I	Textbook; Story questions; Last week's writing assignment	Formative-Observation and discussion Summative-Compare/contrast written assignment Student Self-Assessment-
3	--Students will define Unit 1 vocabulary and Unit 1 Literary Terms for President Roosevelt's "First Inaugural Address" speech. --Students will generate their own topics for persuasive speeches and then work in groups to develop logical arguments to convince their classmates. (They must utilize ethos, pathos, and logos in their speeches).	1, 3	Use your textbook or tablet (if available) to define vocabulary and literary terms—(Provide self-generated examples when possible; Ask the students to think of areas of this school and/or life that they could improve if given the chance to lead or govern (Have a student write the topics on the board); Next, have students choose a topic from the list that they can then focus on when writing their persuasive speeches; Work in small groups to write/develop their arguments	I W G	Textbook and/or tablet; Paper	Formative-Observation; discussion; first draft of persuasive speeches Summative- Student Self-Assessment-
4	--Students will present their arguments/persuasive speeches to the class and vote on which groups were most persuasive. --Students will critique themselves by self-assessing their speeches and drawing conclusions on how they could have made their speeches even stronger.	1, 3, 4	Finish any work that needs to be done in small groups; Present speeches to class; Take a class vote after every two speeches; Write a written critique that draws conclusions about their own performance and how they could have improved it. (If the students are able to use their tablets at the time, they will be able to add a visual component to their speeches as well)	G I	Paper; Tablets (if available)	Formative-Observation; Class voting Summative- Student Self-Assessment-Written critique

5	--Students will review the vocab and literary terms for Roosevelt's speech. --Students will silently read the speech and analyze the key ideas and details within the text and the craft and structure of the text.	1, 4	Call on students to review the vocab and the literary terms; Silently read the speech; Answer questions pertaining to key ideas/details and craft and structure.	W I	Vocab and notes; tablets (if available); speech questions	Formative-Observation/discussion Summative-Answers to speech questions Student Self-Assessment-questions
---	--	------	--	--------	---	--

Teacher Name: Jamie Belles

Subject: English II and Honors English II

Start Date(s): 9-8-14

Grade Level(s): 10

Building: HAAS

(Assignments and assessments will be differentiated to meet the needs of both Honors and Non-Honors Students)

End Dates(s): 9-12-14

DAILY PLAN

Day	Objective (s)	DOK Level	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	--Students will finish identifying key ideas and details from the fictional short story "Contents of the Dead Man's Pocket." --Students will finish citing evidence from the story to support their inferences. --Students will define Unit 1 vocabulary and Unit 1 Literary Terms for the reflective essay "The Leader in the Mirror." --Students will write two paragraphs describing "Who They See in the Mirror" when they look into one. --Participate in an activity that requires the students to state something positive that they see in each other.	1, 2, 3	Finish reading the short story, and finish answering questions pertaining to the story; Define vocab and literary terms using tablets and/or textbooks—(Provide self-generated examples when possible); Write two paragraphs pertaining to the topic listed in the day's objective; Exit activity	I P	Textbook; Tablet; Story questions	Formative-Story answers; Observation Summative- Student Self-Assessment-
2	--Students will read the reflective essay titled "The Leader in the Mirror." --Students will analyze author's purpose and motives while reading the essay. --Students will identify and analyze the key ideas and details within the text and the craft and structure of the text.	1, 4	Read essay independently; Work with a partner to answer questions pertaining to author's purpose, author's motives, key ideas/details, and craft and structure.	P I	Textbook and/or tablet; Essay questions	Formative-Observation and essay answers Summative- Student Self-Assessment-
3	--Students will define Unit 1 vocabulary and Unit 1 Literary Terms for the short story "How Much Land Does a Man Need?" --Students will form an opinion and then support, refute, or qualify the idea that "More is better." --Students will research real word situations/events that support their position on the topic. --Students will create a PowerPoint or another technological visual aid that cites real world evidence that supports their position.	1, 2, 3, 4	Use your textbook or tablet (if available) to define vocabulary and literary terms—(Provide self-generated examples when possible); Write a response to the objective question; Work in small groups to conduct research on their position; Create visual aid in small groups (This lesson will most likely continue to Thursday).	I G	Textbook and/or tablet; Visual aids	Formative-Observation; discussion; first draft of visual aid Summative- Student Self-Assessment-

4	<p>-- Students will continue to research real word situations/events that support their position on the topic.</p> <p>--Students will finish creating their visual aids.</p> <p>--Students will present their findings to the class.</p> <p>--Students will critique themselves by self-assessing their visual aids/presentations and drawing conclusions on how they could have made these presentations stronger.</p>	4	Continue to work in small groups to conduct research on their position; Finish creating visual aids in small groups; Present findings to the class; Write a written critique that draws conclusions about their own performance and how they could have improved it.	G I	Tablets; Visual aids; Paper	Formative-Observation Summative-Final presentations Student Self-Assessment-Written critique
5	<p>--Students will review the vocab and literary terms for "How Much Land Does a Man Need?"</p> <p>--Students will begin silently reading the short story "How Much Land Does a Man Need?"</p> <p>--Students will analyze the key ideas and details within the text and the craft and structure of the text.</p>	1, 4	Call on students to review the vocab and the literary terms; Begin silently reading the story; Answer questions pertaining to key ideas/details and craft and structure.	W I	Vocab and notes; tablets; story questions	Formative-Observation/discussion Summative-Answers to story questions Student Self-Assessment-