**Teacher Name: M. Saleeba Subject: English IV Start Date(s): 03-25-2024 Grade Level(s): 12**

**Building: HACC End Dates(s): 03-29-2024**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will: Analyze and evaluate the purpose and importance of dramatic and verbal irony on the beliefs, ideas, and customs of a culture. Apply knowledge of dramatic and verbal irony in a formal composition. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.*The Sniper* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 2 | Students will: Analyze and evaluate the purpose and importance of dramatic and verbal irony on the beliefs, ideas, and customs of a culture. Apply knowledge of dramatic and verbal irony in a formal composition. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.*The Sniper* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 3 |  Students will understand that humor is something which is not always transferable in another country. What somebody from one area may find hilarious may not be amusing at all to somebody from another location. It is filtered by the cultural context. | 3, 4 | Understanding British HumorVsAmerican HumorPart 2 | ISW | TextbookSmartboardWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 4 |  |  | Act 80 DayNo school for students. |  |  |  |
| 5 |  |  | Spring BreakNo School |  |  |  |