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| **Section A: Strategies & Tasks**  Check the appropriate box to indicate the inclusion of the task and/or strategies for the weekly lesson plan. | | | | | | | | |
| **STRATEGIES/TASKS** | **YES** | **NO** | **STRATEGIES/TASKS** | **YES** | **NO** | **STRATEGIES/TASKS** | **YES** | **NO** |
| **Fulton County Pacing Guide** | **X** |  | **Interdisciplinary Integration** | **x** |  | **Differentiated Instruction** | **x** |  |
| **GADOE Task/Activity/Resource** | **X** |  | **Intervention Strategies** | **x** |  | **21st Century Learning Skills** | **x** |  |
| **STEM/STEAM Integration** | **X** |  | **Gifted-Extensions for Learning** | **X** |  | **Research-Based Instructional Strategies** | **x** |  |

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| **Section B: Unit & Standards Alignment**  Provide information that gives an overview of the weekly focus. | | |
| **S****chool Name** | | Alpharetta High School |
| **Teacher/Co-Teacher/Para Name(s)** | | Ms. Wanda Gipson |
| **Grade/Subject/Course** | | British Literature & Composition |
| **Week of:** | | March 18, 2024 |
| **Unit #, Name, and Pacing** | | Unit 5: Finding a Home: Nation, Exile, and Dominion |
| **FOR THE WEEK** | **Priority Standard(s)**  *(Content specific)* | **ELAGSE11 – 12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**  **\*Task: To create an authentic sonnet for a real world audience. The theme is HOME**  **\*Purpose: To cultivate critical thinking skills and enhance communication skills as students create, analyze, evaluate, and revise their creative expression/sonnet.**  **\*Audience: Peers, Classmates, Teachers, Family Members, Themselves, or Online Platforms**    **(Differentiated Instruction) – Video Instruction, Direct-Teaching/Instruction, Student as Co-Teacher, Choice between creating a traditional Shakespearean sonnet or a nontraditional sonnet** |
| **Supporting Standard(s)**  *(Content specific)* | **\*Academic Vocabulary Words: Sonnet, Iambic Pentameter, Stanza, Quatrain, Couplet, Rhyme Scheme, Volta, Meter, Imagery, Symbolism, Theme**  **ELAGSE11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**  **ELAGSE11-11W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**  **ELAGSE11-12RL10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.**  ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  ELAGSE11-12L3a: Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed. |
| **Non-Content Standard(s)**  *Real World* | **\*Listening** -The students will learn to listen with civility to the ideas of others and listen to others with a purpose (e.g., to challenge other’s ideas intelligently and professionally).  **\*Speaking** -The students will deliver a one minute speech….(verbal reflections of lessons learned) |
| **Essential Question(s)**  *(Address philosophical foundations; contain multiple answers; provoke inquiry)* | **Why is learning the academic objective important in the real world?** (Possible Answers: Writing poetry requires a deep understanding and mastery of language…learning to choose words carefully…learning to create vivid imagery…enhances English language skills, which is valuable in the 21st Century…the ability to express oneself creatively leads to real world problem solving and innovation. It enhances your communication skills (written and spoken)  **Why is learning the academic objective important to you in your everyday life?** (Possible Answers: Directly helps to develop critical thinking skills needed to thrive in the 21st century….indirectly helps to achieve career goals (innovation)…life skill because it enhances your communication skills (written and spoken) |
| **Big Ideas**  *(Concepts or principles central to the lesson that anchor all of the smaller ideas in a lesson)* | **The classroom theme is CHANGE.**  **Change** is inevitable in the real world, and students need to develop high-demand skills, (e.g., English public speaking, critical thinking, technological, problem-solving, creativity, and advanced literacy skills) in order to thrive in the 21st century.  \*During the academic school year, the students will participate in the following:  The students will learn to read analytically in order to investigate how **CHANGE** occurred or why **CHANGE** occurred in various British texts.  The students will evaluate **CHANGE** in the real world and explain the pros and cons.  The students will explore **CHANGE** in their own lives and explain (orally and in writing) lessons learned from the **CHANGE**.  The students will evaluate Alpharetta High School and recommend **CHANGE** to improve their own school. |

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| **Daily Lesson Plan for Monday** | | **Assessment Evidence**  *Note: A variety of formative assessments should be used at key points throughout the lesson.* |
| **Learning Target/Success Criteria**  *(What will students know and be able to do by the end of the lesson?)* | The students will be able to create a traditional Shakespearean sonnet or nontraditional sonnet related to their real world **home** (to include the volta**/change**) with 80% or higher accuracy as determined by a rubric. | Student Work Sample |
| **Pre-Instructional Activity**  *(Sponge; bell-ringer; journal; allows attendance to be taken)* | Research iambic pentameter (5-minutes)  **Iamb** = a metrical foot consisting of 2 syllables – first syllable is short or unstressed followed by one long or stressed syllable (e.g., da-DUM, da-DUM, da-DUM, da-DUM, da-DUM)  **ic** = a suffix that means possess the quality of something  **Pent** = a prefix that means 5 (five)  **Meter** = Rhymic structure or pattern (sounds like a heatbeat… da-DUM), but should sound natural…not forced. | Student Work Sample |
| **Opening**  **(ENGAGE)**  *(Introduce the lesson; summarizes previous lesson; clarifies misconceptions)* | The students will read aloud the academic objective.  The students will read aloud the guiding question. | Teacher Observation |
| **Work Period**  **(EXPLORE/EXPLAIN**  **EXTEND/ELABORATE)**  *(Allows students to practice concept; assesses student learning)* | The teacher will provide direct instruction on how to create a Shakespearean sonnet. (20-minutes)  The students will watch a video on how to create a Shakespearean sonnet <https://youtu.be/he_lxFaYwAA?si=x1jniMbukq41cTss> (10:52 minutes)  The students will explain the following elements: Iambic Pentameter or 10 syllables, Rhyme Scheme,  Structure = 3 Quatrains, I Rhyming Couplet, 14 lines  Volta  Theme is Home (10 minutes)  The students will practice ABAB or AABB rhyme scheme. (10-minutes) | Teacher Observation |
| **Closing**  **(EVALUATE)**  *(Summarizes lesson; ensures understanding; clarifies misconceptions)* | Verbal Reflections of lessons learned: (2 – minutes)  Homework: Sonnet  Homework: [www.readtheory.com](http://www.readtheory.com) (20-minutes…every day progress monitoring data) | Teacher Observation  Progress Monitoring Data |
| **Resources/Instructional Materials**  *(What do I need in order to teach the lesson?)* | *Rubric, Exemplar, Handouts,Graphic Organizer, Internet/YouTube Videos, My Perspectives British Literature Book, Writing Utensils* | |
| **Daily Lesson Plan for Tuesday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | The students will be able to create a traditional Shakespearean sonnet or nontraditional sonnet related to their real world **home** (to include the volta**/change**) with 80% or higher accuracy as determined by a rubric. | Student Work Sample |
| **Pre-Instructional Activity** | Review rhyme scheme, quatrain, couplet, and volta (5-minutes) | Student Work Sample |
| **Opening**  **(ENGAGE)** | The students will read aloud the academic objectives.  The students will read aloud the guiding question. | Teacher Observation |
| **Work Period**  **(EXPLORE/EXPLAIN**  **EXTEND/ELABORATE)** | Sonnet’s Theme: Home  Video: HOME by Stephanie Mills (5:26)  Review the elements: Iambic Pentameter or 10 syllables, Rhyme Scheme, Structure = 3 Quatrains, I Rhyming Couplet, and 14 lines, Volta, Theme is Home (10-minutes)  The students will participate in peer review of their traditional Shakespearean sonnet or nontraditional sonnet by providing constructive feedback and areas for improvement based on the criteria outlined in the rubric.  (30-minutes) | Teacher Observation |
| **Closing**  **(EVALUATE)** | Verbal reflections of lesson learned – (2-minutes)  Homework: Sonnet  Homework: [www.readtheory.com](http://www.readtheory.com) (20-minutes…every day progress monitoring data) | Teacher Observation  Progress Monitoring Data |
| **Resources/Instructional Materials** | *Rubric, Exemplar, Handouts,Graphic Organizer, Internet/YouTube Videos, My Perspectives British Literature Book, Writing Utensils* | |
| **Daily Lesson Plan for Wednesday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | The students will be able to create a traditional Shakespearean sonnet or nontraditional sonnet related to their real world **home** (to include the volta**/change**) with 80% or higher accuracy as determined by a rubric.  . | Student Work Sample |
| **Pre-Instructional Activity** | Research Rhetorical Strategies: Ethos, Pathos, Logos, Rhetorical Questions, Repetition, Irony (5-minutes) | Student Work Sample |
| **Opening**  **(ENGAGE)** | The students will read the academic objective.  The students will read the guiding question. | Teacher Observation |
| **Work Period**  **(EXPLORE/EXPLAIN**  **EXTEND/ELABORATE)** | Extended Time: The students will continue to brainstorm and create their traditional Shakespearean sonnet or nontraditional sonnet related to their real world **home** (to include the volta**/change**). | Student Work Sample |
| **Closing**  **(EVALUATE)** | Ticket-out-the-door (5-minutes)  Homework: Sonnet  Homework: [www.readtheory.com](http://www.readtheory.com) (20-minutes…every day progress monitoring data) | Student Work Sample  Progress Monitoring Data |
| **Resources/Instructional Materials** | *Rubric, Exemplar, Handouts,Graphic Organizer, Internet/YouTube Videos, My Perspectives British Literature Book, Writing Utensils* | |
| **Daily Lesson Plan for Thursday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | The students will be able to create a traditional Shakespearean sonnet or nontraditional sonnet related to their real world **home** (to include the volta**/change**) with 80% or higher accuracy as determined by a rubric. | Student Work Sample |
| **Pre-Instructional Activity** | Review Figurative Language: Metaphor, Simile, Personification, Hyperbole, Symbolism, Allusion. (5-minutes) | Student Work Sample |
| **Opening**  **(ENGAGE)** | The students will read the academic objective.  The students will read the guiding question. | Teacher Observation |
| **Work Period**  **(EXPLORE/EXPLAIN**  **EXTEND/ELABORATE)** | The students will participate in peer review of their traditional Shakespearean sonnet or nontraditional sonnet by providing constructive feedback and areas for improvement based on the criteria outlined in the rubric.  (30-minutes) | Student Work Sample |
| **Closing**  **(EVALUATE)** | Closing: Verbal reflections of lessons learned (5-minutes)  Homework: Sonnet  Homework: [www.readtheory.com](http://www.readtheory.com) (20-minutes…every day progress monitoring data) | Teacher Observation  Progress Monitoring Data |
| **Resources/Instructional Materials** | *Rubric, Exemplar, Handouts,Graphic Organizer, Internet/YouTube Videos, My Perspectives British Literature Book, Writing Utensils* | |
| **Daily Lesson Plan for Friday** | | **Assessment Evidence** |
| **Learning Target/Success Criteria** | The students will be able to create a traditional Shakespearean sonnet or nontraditional sonnet related to their real world **home** (to include the volta**/change**) with 80% or higher accuracy as determined by a rubric. | Student Work Sample |
| **Pre-Instructional Activity** | The students will review the sonnet’s rubric. (5-minutes) | Teacher Observation |
| **Opening**  **(ENGAGE)** | The students will read the academic objective.  The students will read the essential question. | Teacher Observation |
| **Work Period**  **(EXPLORE/EXPLAIN**  **EXTEND/ELABORATE)** | The students will confirm the following elements: Iambic Pentameter or 10 syllables, Rhyme Scheme,  Structure = 3 Quatrains, I Rhyming Couplet, 14 lines  Volta  Theme is Home  The students will edit and finalize their traditional Shakespearean sonnet or nontraditional sonnet and email it to [gipsonw@fultonschools.org](mailto:gipsonw@fultonschools.org) (30-minutes) | Student Work Sample |
| **Closing**  **(EVALUATE)** | Closure: Verbal reflections of lessons learned (5 - minutes)  Homework: [www.readtheory.com](http://www.readtheory.com) (20-minutes…every day progress monitoring data) | Teacher Observation  Progress Monitoring Data |
| **Resources/Instructional Materials** | *Rubric, Exemplar, Handouts,Graphic Organizer, Internet/YouTube Videos, My Perspectives British Literature Book, Writing Utensils* | |

**TKES Professional Standards:**

**Standard 1: Professional Knowledge –** The teacher provided a real world and relevant learning experience, which required students to create their very own sonnet related to their home (past, present, or future). The students learned how to create meaningful and memorable works of literature, which included rich imagery, sensory details, figurative language, and vivid verbs. The students learned about the key elements of a Shakesperean sonnet to include: 14 lines, 3 Quatrains, 1 Couplet, Rhyme Scheme, Iambic Pentameter, Volta, & Theme.

**Standard 2: Instructional Planning** **–** The teacher gathered learning style data (visual, auditory, & kinesthetic/tactile) before planning her instruction. The teacher planned her instruction using Georgia Standards of Excellence resources, the Fulton County School’s Grade 12 ELA Unit Pacing Guide and research-based Specially Designed Insruction (SDI).

**Standard 3: Instructional Strategies** – The teacher engages students in the lesson by allowing them to serve as co-teachers when appropriate. The teacher uses games and competitions in the classroom to help maximize student engagement. The teacher employs the gradual release of instruction strategy – “I do, we do, you do” to help students take ownship of their learning. This week, the students will analyze & evaluate student work samples based on an “all or nothing” rubric designed for the sonnet.

**Standard 4: Differentiated Instruction** – My Perspectives Textbook – Volume One P.381 (Analyze Craft and Structure)

The students watched videos on how to create a Shakespearean sonnet. The students participated in hands-on activities ( Kahoot games) to check for understanding and assess mastery. The students participated in read alouds and close reading of *William Shakespeare’s Sonnet 18 and Sonnet 130*. The students were provided an option to choose to create either a traditional Shakespearean sonnet or nontraditional sonnet.

Note: The website [www.readtheory.com](http://www.readtheory.com) is a progress monitoring tool, which is adaptive, and provides interdisciplinary integration, differentiated reading passages, and differentiated Georgia ELA academic standards to master based on the student’s responses.

**Standard 5: Assessment Strategies –** The students are required to compile a British Literature portfolio, showcasing their growth and understanding of British Literature. The teacher uses games (Kahoot & Jeopardy) to assess students’ knowledge. The teacher schedules writing conferences with students to discuss their progress, challenges, and areas of improvement. The teacher utilizes quizzes, exams, and tickets-out-the-door to assess students’ knowledge of the assigned academic objective. The teacher engages students in active student-centered learning by allowing them to evaluate each other’s work and providing a rubric for them to assess proficiency and mastery. The teacher emphasizes constructive criticism, active listening, and respectful communication in the student feedback process.

**Standard 6: Assessment Uses** – The teacher gathered learning style data (visual, auditory, and kinesthetic/tactile) and career interest data before planning instruction. The teacher provided feedback to the students and parents. The teacher utilized the student’s writing sample, timed-write, and NWEA/MAP reading comprehension data to serve as informal assessments for diagnostic purposes and to scaffold the learning accordingly.

**Standard 7: Positive Learning Environment –** The teacher has classroom rules posted on the wall in the classroom and on her website @ [www.thegipson.com](http://www.thegipson.com). The students have been encouraged to take risks and advised that mistakes are a part of the learning process. The teacher provides R.I.C.H. raider tickets as an incentive for various positive behaviors. The teacher post various student work samples on the classroom wall, which makes students proud of their work.

**Standard 8: Academically Challenging Environment** – The teacher encourages critical and creative thinking by requiring students to **create** a traditional Shakespearean sonnet or nontraditional sonnet (related to their home), which is an authentic product for a real audience. According to Bloom’s Taxonomy, there are 6 levels of learning objectives: remember, understand, apply, analyze, evaluate, and **create**. The last 3 are classified as higher-order thinking strategies, respectively. The purpose is to help improve the students’ language skills, written expression, communication skills, criticial thinking skills, and innovative skills. These skills are transferable to many real world situations.

**Standard 9: Professionalism** – The teacher carries out duties in accordance with federal and state laws, Georgia Professional Standards Commission, and enforces school, district, and/or board policies. The teacher actively participates in Growth groups, LETRS trainings, and all three assigned PLCs. Security: The teacher keeps her classroom door locked at all times. The teacher keeps the school’s side door closed, locked, and ensures all students and visitors enter through the main entrance. The teacher has great attendance and is rarely absent.

**Standard 10: Communication –** The teacher provides two-way communication for all students and parents via the school’s email @ [gipsonw@fultonschools.org](mailto:gipsonw@fultonschools.org) and via Talking Points. Teacher communicates effectively with parents on a monthly basis via email or as needed. Teacher sends home progress reports every 9 weeks. The teacher collaborates with parents and students to establish academic and career goals for each student. The teacher created a positive academic partnership with all parents and guardians.

**\*2024 Student Growth Percentiles**

**\*Low Growth = 1st – 34th growth percentile**

**\*Typical Growth = 35th – 64th growth percentile**

**\*High Growth = 66th – 99th growth percentile**

**NWEA/MAP Reading Comprehension diagnostic DATA: August 2023**

##### **1st Period:** Summary Data by Subject and Course (Co-taught)

| **Co-teachers: Muhammad & Gipson …………………………………………** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 59.3% |
| Percentage of Projected Growth Met | 194.4% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 27 |
| Count of Students who Met or Exceeded their Projected Growth | 16 |
| Median Conditional Growth Percentile | 63 |

##### **2nd Period:** Summary Data by Subject and Course (Co-taught)

| **Co-teachers: Muhammad & Gipson………………………………………….** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 41.7% |
| Percentage of Projected Growth Met | -137.5% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 24 |
| Count of Students who Met or Exceeded their Projected Growth | 10 |
| Median Conditional **Growth Percentile** | **30** |

##### **3rd Period:** Summary Data by Subject and Course (Small Group)

| **Ms. Gipson…………………………………………………..** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 50.0% |
| Percentage of Projected Growth Met | -100.0% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 4 |
| Count of Students who Met or Exceeded their Projected Growth | 2 |
| Median Conditional Growth Percentile | 44 |

##### **7th Period:** Summary Data by Subject and Course (Small Group)

| **Ms. Gipson …………………………………………………** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 80.0% |
| Percentage of Projected Growth Met | 290.0% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 5 |
| Count of Students who Met or Exceeded their Projected Growth | 4 |
| Median Conditional **Growth Percentile** | **80** |

##### **8th Period:** Summary Data by Subject and Course (Co-taught)

| **Co-teachers: Muhammad & Gipson……………………………………………..** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 44.4% |
| Percentage of Projected Growth Met | -5.6% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 9 |
| Count of Students who Met or Exceeded their Projected Growth | 4 |
| Median Conditional Growth Percentile | 53 |

**NWEA/MAP Reading Comprehension diagnostic DATA: January 2024**

**1st Period** Summary Data by Subject and Course (Co-taught)

| **Co-teachers: Muhammad & Gipson ………………………………..** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 66.7% |
| Percentage of Projected Growth Met | 533.3% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 3 |
| Count of Students who Met or Exceeded their Projected Growth | 2 |
| Median Conditional Growth Percentile | 98 |

**2nd Period: Summary Data by Subject and Course (Co-taught)**

| **Co-teachers: Muhammad & Gipson ……….…………………………..** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 100.0% |
| Percentage of Projected Growth Met | 1025.0% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 4 |
| Count of Students who Met or Exceeded their Projected Growth | 4 |
| Median Conditional Growth Percentile | 95 |

##### 3rd Period Summary Data by Subject and Course (Small Group)

| **Ms. Gipson……………………………………………………...** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 50.0% |
| Percentage of Projected Growth Met | 900.0% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 4 |
| Count of Students who Met or Exceeded their Projected Growth | 2 |
| Median Conditional Growth Percentile | 73 |

##### 7th Period Summary Data by Subject and Course (Small Group)

| **Ms. Gipson ……………………………………………………..** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 100.0% |
| Percentage of Projected Growth Met | 1325.0% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 4 |
| Count of Students who Met or Exceeded their Projected Growth | 4 |
| Median Conditional Growth Percentile | 92 |

##### 8th Period Summary Data by Subject and Course (Co-taught)

| **Co-teachers: Muhammad & Gipson ……………………………………** | **Reading** |
| --- | --- |
| Percentage of Students who Met or Exceeded their Projected RIT Score | 100.0% |
| Percentage of Projected Growth Met | 1200.0% |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 2 |
| Count of Students who Met or Exceeded their Projected Growth | 2 |
| Median Conditional Growth Percentile | 83 |