Daily Plans

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[Include any grant/funding information and a complete correspondence address.]

Daily Plans

**Lesson Plan**

**Literary Studies Grade 11 Feminist Literature**

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| **Core Competencies** | **Big Ideas** | **Content** | **Topic** | **Content Delivery** | **Assessment** |
| * Get introduced with the topic after revising the main concept of Feminist literature
* Read the play carefully and understand it
* Explore elements of feminism in the play
* Think reflectively, creatively, and critically to understand ideas within the text
* Evaluate and explore the literary elements, devices, text structures, and techniques in the text and how they connect with the cultural, social, and personal values
 | * The understanding of readers is deepened by exploring the text and the diverse ideas present in the story
* Readers understand the text, the way they view the different perspectives of the world
* The ideas of people are shaped and influenced by the language use
 | * The genre and form of the text
* The graphics and visuals of text
* Literary devices and elements
* The inferential meanings and literal meanings
* Use of language and form in the text
 | Feminist Play “Medea” by  ‎[Euripides](https://en.wikipedia.org/wiki/Euripides) | * Teacher’s lectures
* PowerPoint Presentations
* Textbook
* Student Notes
* Discussions in class
* Reading Strategies
* Oral language and metacognitive strategies
 | Pre-assessment (before the lesson): Checking the prior knowledge of pupils about feminist literature and its elementsFormative assessment (during the lesson): Asking questions during the lesson and judging the various depths of the learner’s understanding.Summative assessment (at the end of the lesson): checking the clarity of concepts of students by asking concept-checking questions.  |

**Lesson Plan**

**English Studies Grade 12 Canadian Literature**

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| --- | --- | --- | --- | --- | --- |
| **Core Competencies** | **Big Ideas** | **Content** | **Topic** | **Content Delivery** | **Assessment** |
| * Introduction to the Canadian Literature and the topic
* Read and understand the text carefully
* Explore the literary elements in the text carefully
* Critically evaluate the ideas and structures present in the text
* Explore the elements and techniques used by the writer and relate them to the social, personal, and cultural context.
* Understand the land/place influence in First People and other texts of Canadian Literature
* Recognize and understand the values and perspectives in First People point of view
 | * The texts are constructed socially, historically, culturally, and geographically for understanding and exploration.
* The experiences and cultures of First People are examined and understood through the texts based on the responsibility of Canadians through Reconciliation.
* Readers influenced by the language and their ideas are also shaped
 | Students are expected to know:* The form, elements, and genera of the text
* The narrative structures present in the text
* The reconciliation in Canada
* The oral tradition of First People in Canada
* The language style and structures of the text
* The usage and convention of the structures
 | Essay “Survival” by Margaret Atwood | * Presentation strategies
* Lectures
* Student notes
* PowerPoint Presentations
* Textbook
* Oral language strategies
* Metacognitive and reading strategies
* Writing techniques
* Classroom discussions
 | Different ways for assessment will be applied such as written assessments, oral assessments, and product assessments. In written assessments, tests and assignments would be taken to analyze the understanding of learners. In oral assignments, the learning capability will be judged through quizzes and conversations. In the product assessments, the learning will be analyzed through presentations.  |

**References**

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 2018 Using Activity Theory to Examine How Teachers’ Lesson Plans Meet Students’ Learning Needs. The Teacher Educator 53(1): 67–85.

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How to Make a Lesson Plan
 N.d. WikiHow. https://m.wikihow.com/Make-a-Lesson-Plan, accessed October 18, 2019.