



**CARROLL HIGH SCHOOL**  
**Students Who Soar Like Eagles**



**Teacher: T. Shiver**  
**Subject: English 12**  
**Week: August 14-18, 2017**  
**Block: 6th Period**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homework</b>	Study for Vocab Test on Friday	Study for Vocab Test on Friday	Study for Vocab Test on Friday	Study for Vocab Test on Friday	
<b>ACCRS:</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]
<b>Before:</b>	Vocab Assignment	Grammar assignment	Grammar assignment	Grammar assignment	Vocab Test
<b>During</b>	Test on "Searfarer," "The Wanderer," and "The Wife's Lament"	Students share stories in which a hero slays a monster. Students write a short paragraph predicting how these elements might appear in Beowulf.	Read "The Coming of Beowulf." Write a three sentence summary of ""The Coming of Beowulf."	Read the "The Wrath of Grendel" using graphic organizer to list the elements of an epic and a hero found in the passage.	Quiz on <i>Beowulf</i>
<b>After:</b>	Discussion and list ideas - "What constitutes a hero?"	Discuss and list elements of an epic and a legendary hero found in the reading. Discuss how this relates to the author's structure and how the structure reflects Anglo-Saxon culture.	Discuss and list elements of an epic and a legendary hero found in the reading. Discuss how this relates to the author's structure and how the structure reflects Anglo-Saxon culture.	Discuss and list elements of an epic and a legendary hero found in the reading. Discuss how this relates to the author's structure and how the structure reflects Anglo-Saxon culture.	Discuss and list elements of an epic and a legendary hero found in the reading. Discuss how this relates to the author's structure and how the structure reflects Anglo-Saxon culture.
<b>Desired Outcome:</b>	Students will recognize how the author's choices affect structure	Students will recognize how the author's choices affect structure	Students will recognize how the author's choices affect structure	Students will recognize how the author's choices affect structure	Students will recognize how the author's choices affect structure

	and how the structure reflects Anglo-Saxon culture.	and how the structure reflects Anglo-Saxon culture.	and how the structure reflects Anglo-Saxon culture.	and how the structure reflects Anglo-Saxon culture.	and how the structure reflects Anglo-Saxon culture.
<b>Formative / Summative</b>	Students' List	Students' List	Section quizzes	Section quizzes	Section quizzes
<b>Higher Order Questions:</b>	What is the relationship between literature and place?	What is the relationship between literature and place?	What is the relationship between literature and place?	How does literature shape or reflect society?	How does literature shape or reflect society?