

CARROLL HIGH SCHOOL

Students Who Soar Like Eagles

The function of education is to teach one to think intensively and to think critically.
Intelligence plus character---that is the goal of true education. MLK, Jr.

Teacher: H. Johnston
Subject: AP Literature
Week: October 10-13, 2017
Periods: 6th

	Monday: October 9	Tuesday: October 10	Wednesday: October 11	Thursday: October 12	Friday: October 13
ACCRS:	W.4 Write arguments to support claims using relevant and sufficient reasoning and evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "The moon lit the night")	W.4 Write arguments to support claims using relevant and sufficient reasoning and evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "The moon lit the night")	W.4 Write arguments to support claims using relevant and sufficient reasoning and evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "The moon lit the night")	W.4 Write arguments to support claims using relevant and sufficient reasoning and evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "The moon lit the night")	W.4 Write arguments to support claims using relevant and sufficient reasoning and evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "The moon lit the night")
Additional Tasks:	NO SCHOOL	1. None	1. Report Cards go home	1. Continue prep for SS	* Diann Frucci visiting*
Before:		1. Warm-up: Give three situations where "silence is golden".	1. Warm-up: What image or picture would you like to see on a dollar bill, and why?	1. Warm-up: Who is the biggest influence in your life right now?	1. Warm-up: Do you think with your heart or with your head? How has that helped or hurt you?
During:		1. Review for Wuthering Heights Test 2. Cover all aspects of WH	1. Wuthering Heights Test	1. Assign Poetry Set 1 2. Discuss Poetry set expectations	1. Socratic Seminar: WH
After:		1. Discuss AP test format 2. Multiple choice 3. Free response questions- 3 a. Poetry b. Prose c. Open	1. Wuthering Heights analysis Assignment- Socratic Seminar 2. Go over SS expectations	1. Wuthering Heights analysis- SS prep 2. Finish prep for Socratic Seminar	1. Anticipation guide: Mayor of Casterbridge
Desired Outcome:		1. Analyze "how" author's create literary techniques and elements...author's choice	1. Demonstrate mastery of academic jargon, including literary devices	1. Demonstrate mastery of academic jargon, including literary devices	1. Demonstrate mastery of academic jargon, including literary devices 2. Demonstrate mastery of WH content Themes, etc.
Formative / Summative:		1. Exit slip: 3 levels of questioning For WH	1. Test scores	1. Teacher observation	1. Teacher observation 2. Socratic Seminar discussion
Higher Order Thinking Skills:	Essential Question: n/a	Essential Question: How does literature create meaning?	Essential Question: How does literature create meaning?	Essential Question: How does literature create meaning?	Essential Question: How does literature create meaning?
Homework:		1. Test over WH TOMORROW 2. Metamorphosis Major Data Sheet- 5/8 card 3. Close Reading DUE WED	1. Socratic Seminar questions	1. Poetry Set 2. Socratic Seminar questions	1. MoC Anticipation Guide

