

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 30-November 3, 2017

Periods: 6th

	Monday: October 30	Tuesday: October 31	Wednesday: November 1	Thursday: November 2	Friday: November 4
ACCRS:	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning and relevant and sufficient evidence RL. 5 Discuss the author's choices and techniques (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and point of view (meaning, A.) Interpret figures of speech in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning and relevant and sufficient evidence RL. 5 Discuss the author's choices and techniques (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and point of view (meaning, A.) Interpret figures of speech in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning and relevant and sufficient evidence RL. 5 Discuss the author's choices and techniques (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and point of view (meaning, A.) Interpret figures of speech in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning and relevant and sufficient evidence RL. 5 Discuss the author's choices and techniques (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and point of view (meaning, A.) Interpret figures of speech in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning and relevant and sufficient evidence RL. 5 Discuss the author's choices and techniques (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and point of view (meaning, A.) Interpret figures of speech in the text
Additional Tasks:	1. n/a	1.	1.	1. Quiz Ch. 11-19 2. Poetry Sets	1.
Before:	1. Warm-up: What were the highs and lows of this month?	1. Warm-up: Do you dwell on the Past, or do you move on pretty Easily?	1. Warm-up: How do you cheer Someone up? Name a time when You had to do so.	1. Warm-up: Which social media app Is your favorite? Why?	1. Warm-up: What are you skeptical About? Why?
During:	1. Google Slides Chapter Summaries	1. Review Google Slides Activity	1. MoC Grammar Activity Packet	1. Discuss Ch. 11-19 after quiz	1. Distribute Poetry Set 2-due 11/16 2. Pass back Wuthering Heights Socratic Seminar score sheets
After:	1. Google Classroom Writing Assignment	1. Students may work on Poetry Set 1	1. Ch. 11-19 Questions 2. Work on Poetry Set 1 3. Read Ch. 11-19	1. Read aloud poems from Poetry Set 1 2. Discuss student choice and interpretation of poetry	1. Students will begin working on Poetry Set 2 2. Students may read Ch. 20-27 in MoC
Desired Outcomes:	1. Students will understand the genre and relevance of MoC	1. Students will understand the genre and relevance of MoC 2. Identify poetic devices and author's purpose	1. Students will understand the genre and relevance of MoC	1. Identify poetic devices and author's purpose	1. Identify poetic devices and author's purpose
Formative / Summative:	1. Teacher observation	1. Teacher observation	1. Teacher observation	1. Quiz results	1. Teacher observation
Higher Order Thinking:	Essential Question: How does literature function?	Essential Question: How does literature function?	Essential Question: How does literature function?	Essential Question: How does literature function?	Essential Question: How does literature function?
Homework:	1. Google Classroom Writing Activity	1. Read MoC Ch. 11-19	1. Read MoC Ch. 11-19	1. Read MoC Ch. 20-27	1. Read MoC Ch. 20-27

Introduction to the research
Process and thesis statement
formulation

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