

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: September 18-22, 2017

Periods: 6th

	Monday: September 18	Tuesday: September 19	Wednesday: September 20	Thursday: September 21	Friday: September 22
ACCRS:	W.4 Write arguments to support claims using relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they contribute to the meaning, style, and perspective of the text (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "the color of red").	W.4 Write arguments to support claims using relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they contribute to the meaning, style, and perspective of the text (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "the color of red").	W.4 Write arguments to support claims using relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they contribute to the meaning, style, and perspective of the text (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "the color of red").	W.4 Write arguments to support claims using relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they contribute to the meaning, style, and perspective of the text (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "the color of red").	W.4 Write arguments to support claims using relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they contribute to the meaning, style, and perspective of the text (aesthetically). L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., "the color of red").
Additional Tasks:	1. Read Wuthering Heights Ch. 9-13	1. Read Wuthering Heights Ch. 9-13	1. Quiz over WH Ch. 9-13	1. Read Wuthering Heights Ch. 14-19 due 9/27	1. Read Wuthering Heights Ch. 14-19 due 9/27
Before:	1. Warm-up: What constitutes a right? Make a list of five rights and five things that are not rights.	1. Warm-up: Have you ever felt like someone was using you? Have you ever used someone for something?	1. Warm-up: What has been the most rewarding experience in your life this far? What made it so rewarding?	1. Warm-up: Name your biggest pet peeve. Do you bring it to a person's attention? When they annoy you with it?	1. Warm-up: Do you believe in miracles? Have you or someone you know ever witnessed one?
During:	1. Lesson over Constitution Day	1. Pass back timed writing 2. Discuss grading scale	1. Socratic Seminar- Friday	1. Stop, Drop, Poetry.	1. Socratic Seminar
After:	1.	1. Analyze and evaluate textual evidence with "how" the author created the theme 2. Evaluate the role of literary techniques (including syntax and diction) in developing the theme	1. In class preparation for Socratic Seminar over WH Ch. 1-13 2. Collaborate with learning community on themes in assigned chapters	1. Continue with in class prep for Socratic Seminar 2. Collaborate with learning community on themes in assigned chapters	1.
Desired Outcomes:	1. Analyze "how" authors create literary techniques and elements...author's choice	1. Analyze "how" authors create literary techniques and elements...author's choice	1. Analyze "how" authors create literary techniques and elements...author's choice	1. Analyze "how" authors create literary techniques and elements...author's choice	1. Analyze "how" authors create literary techniques and elements...author's choice
Formative / Summative:	1. Teacher monitoring responses	1. Exit Slip 3-2-1	1. Teacher monitoring responses	1. Teacher monitoring responses	1. Socratic Seminar observations
Higher Order Thinking:	Essential Question: How do rights affect characters?	Essential Question: How does literature affect characters?	Essential Question: How does literature affect characters?	Essential Question: How does literature affect characters?	Essential Question: How does literature affect characters?
Homework:	1. Read WH Ch. 9-13 EXPECT QUIZ WEDNESDAY	1. Study for quiz tomorrow	1. Reading WH Ch. 14-19 2. Prepare for Socratic Seminar	1. Reading WH Ch. 14-19 2. Prepare for Socratic Seminar	1. Reading WH Ch. 14-19