

English 12	Monday	Tuesday	Wednesday	Thursday	
ACCRS	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3] 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] Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4 b]	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3] 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] Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4 b]	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3] Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3] Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]	
Before	Review "A Rose for Emily" video on "The Worn Path" Define and list elements of the archetypal quest	ACT Practice	ACT Practice "A Rose for Emily" test	Act Practice	
During	Read "The Worn Path" looking for instances where the main character acts unusual	Finish reading "The Worn Path"	Write a sequel to "A Worn Path" Make an outline for the story	Finish writing sequels	
After	Complete the graphic organizer "Archetype of the Quest" and answer literary analysis questions on the setting and circumstances of the story	Complete the graphic organizer "Archetype of the Quest" and answer literary analysis questions on the setting and circumstances of the story	Begin writing the sequel being sure to answer the questions on page 857	Share sequels with the class	
Desired Outcome	Students will be able to evaluate literature to determine how culture and economic status shaped the main character in the story	Students will be able to evaluate literature to determine how culture and economic status shaped the main character in the story	Students will be able to evaluate literature to determine how culture and economic status shaped the main character in the story	Students will be able to evaluate literature to determine how culture and economic status shaped the main character in the story	

Formative/ Summative Assessment	Graphic organizer and literary analysis	Graphic organizer and literary analysis	Written sequel	Written sequel	
Higher Order Question	How does literature reflect society?	What makes American Literature American?	What is the relationship between literature and place?	What is the relationship between literature and place?	
Homework:					