

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: English 12

Week: January 15-19, 2017

Periods: 1st, 2nd, 4th, 5th, and 7th

	Monday: January 15	Tuesday: January 16	Wednesday: January 17	Thursday: January 18	Friday: January 19
ACCRS:	W.4 Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. RL. 5 Discuss the author's choices and techniques used to create an effect (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and sentence structure in a text (e.g., analyzing a metaphor in light of contrasting contexts).	W.4 Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. RL. 5 Discuss the author's choices and techniques used to create an effect (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and sentence structure in a text (e.g., analyzing a metaphor in light of contrasting contexts).	W.4 Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. RL. 5 Discuss the author's choices and techniques used to create an effect (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and sentence structure in a text (e.g., analyzing a metaphor in light of contrasting contexts).	W.4 Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. RL. 5 Discuss the author's choices and techniques used to create an effect (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and sentence structure in a text (e.g., analyzing a metaphor in light of contrasting contexts).	W.4 Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. RL. 5 Discuss the author's choices and techniques used to create an effect (aesthetically) L.5.a Demonstrate understanding of figurative language, word choices, and sentence structure in a text (e.g., analyzing a metaphor in light of contrasting contexts).
Additional Tasks:	1. MLK Jr Day- NO SCHOOL	1.	1. Inclement Weather Day	1. Inclement Weather Day	1. Pre-reading Macbeth Assignment
Before:		1. Warm-up: How do you feel about Public speaking? What would be Your topic of choice?			1. Warm-up: What did you do with your extra time off recently?
During:		1. Finish Shakespeare Notes 2. Article- Shakespeare Bio			1. Turn in Macbeth assignment 2. Discuss prompts
After:		1. Distribute Macbeth prereading assignment			1. Concept Web- Google Slides 2. Complete within communities
Desired Outcomes:		1. Final prep for Macbeth			1. Final prep for Macbeth
Formative / Summative		1. Teacher observation			1. Teacher observation 2. Google Slides- Concept Web
Higher Order Thinking Skills:		Essential Question: How does literature reflect and shape culture?			Essential Question: How does literature reflect and shape culture?
Homework		1. Study Shakespeare Notes			1. Study Shakespeare Notes/Vocab

Concept Web. Ask students to work independently or in small groups to create a word web or other graphic organizer that explores one or more of the following concepts: fate, honor, ambition, guilt. You might encourage students who are having difficulty in getting started to (1) define the concept, (2) give examples that illustrate it, (3) list some of the consequences associated with it, and in other ways show their reaction to the concept.

Complete this in Google Slides