

# 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 8-12, 2017

Periods: 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup>

	Monday: January 8	Tuesday: January 9	Wednesday: January 10	Thursday: January 11	Friday: January 12
<b>ACCRS:</b>	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques (e.g., word choice, imagery) used in a text. <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>SL.5.a</b> Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, hyperbole, personification) and analyze their meaning.	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques (e.g., word choice, imagery) used in a text. <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>SL.5.a</b> Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, hyperbole, personification) and analyze their meaning.	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques (e.g., word choice, imagery) used in a text. <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>SL.5.a</b> Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, hyperbole, personification) and analyze their meaning.	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques (e.g., word choice, imagery) used in a text. <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>SL.5.a</b> Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, hyperbole, personification) and analyze their meaning.	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques (e.g., word choice, imagery) used in a text. <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>SL.5.a</b> Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, hyperbole, personification) and analyze their meaning.
<b>Additional Tasks</b>	1. Notecard lecture	1.	1.	1.	1. <b>Notecards Due/ Warm-up Quiz</b>
<b>Before:</b>	1. Warm-up: Write about something positive you did over Winter Break.	1. Warm-up: What do you want to Do differently this semester?	1. Warm-up: When school has you Down, how do you boost yourself up?	1. Warm-up: What sets you apart from Others?	1. Warm-up: Finish strong Friday! Describe your senior year in three Sentences.
<b>During:</b>	1. Explain notecard purpose in Research 2. Discuss direct quotation cards	1. Complete paraphrase lecture	1. Shakespeare vocab- dictionary practice	1. Finish defining terms using only dictionaries	1. Shakespeare Notes
<b>After:</b>	1. Practice sample notecards	1. Work on paraphrase notecards in class	1. Discuss terms in learning communities	1. Discuss terms in learning communities	1. Review notes in learning communities
<b>Desired Outcome</b>	1. Students will have learned MLA Citation rules and apply them to Their own notecards	1. Students will have started their notecards with teacher support in the classroom.	1. Background to Shakespeare	1. Background to Shakespeare	1. Background to Shakespeare
<b>Formative / Summative</b>	1. Teacher observation	1. Teacher observation	1. Teacher observation	1. Teacher observation	1. Quiz results
<b>Higher Order Thinking</b>	Essential Question: How does literature use figurative language?	Essential Question: How does literature use figurative language?	Essential Question: How does literature use figurative language?	Essential Question: How does literature use figurative language?	Essential Question: How does literature use figurative language?
<b>Homework</b>	1. Find top 5 articles 2. Direct quote cards	1. Work on paraphrase cards	1. Work on paraphrase cards	1. Work on paraphrase cards 2. Place all 5 cards in a Ziploc bag	1. Study vocab/notes

