

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: November 27, 2017- December 1, 2017

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

	Monday: November 27	Tuesday: November 28	Wednesday: November 29	Thursday: November 30	Friday: December 1
ACCRS:	W.4 Write arguments to support claims with relevant reasoning 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. A.1 Interpret figures of speech in the text.	W.4 Write arguments to support claims with relevant reasoning 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. A.1 Interpret figures of speech in the text.	W.4 Write arguments to support claims with relevant reasoning 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. A.1 Interpret figures of speech in the text.	W.4 Write arguments to support claims with relevant reasoning 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. A.1 Interpret figures of speech in the text.	W.4 Write arguments to support claims with relevant reasoning 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. A.1 Interpret figures of speech in the text.
Additional Tasks:	1. Research Outline Due	1. AVL Discussion	1. Continue AVL discussion	1. Begin Pronoun Antecedent Lesson	1. Pronoun Antecedent HW
Before:	1. Warm-up: How do you think people's work ethics have changed over the years?	1. Warm-up: Name something expensive that you feel people waste money on.	1. Warm-up: Have you ever quit anything you started and later regretted it? What was it?	1. Warm-up: Could you ever live at the beach, or do you feel it's just a place to visit? Why?	1. Warm-up: How do you handle difficult people?
During:	1. Discuss outlines and remind students to keep up with warm-ups 2. Warm-ups are taken for a test grade before Christmas	1. Discussion over AVL and how to find appropriate sources 2. Review over what types of sources are required and allowed	1. Students will be allotted more time to research in AVL and look for sources. 2. Students may ask questions about their sources if need be.	1. Pronoun Antecedent Agreement Lesson 2. Students will review/learn the proper usage for pronoun antecedents	1. Review Pronoun Antecedent Agreement Homework 2. Pronoun Antecedent Game
After:	1. Thankfulness Writing Assignment in Google Classroom: 5 paragraph essay over what 3 things/people students are thankful for	1. Students will begin looking for sources to support their claims 2. Students will seek approval for certain sources if they are unsure	1. Students will find information in their sources to support their claims. 2. If time allows, students will begin a lesson on pronoun antecedent agreement.	1. Pronoun Antecedent Activity 2. Students may begin the homework worksheets	1. Review game results 2. Clarify any questions over pronoun antecedent agreements
Desired Outcome:	1. Preparedness for research paper 2. Reflection on thankfulness	1. Practice using credible/reliable sources	1. Continued practice using sources and AVL	1. Students will learn principles of proper grammar using pronoun antecedents	1. Students should have a clear understanding of pronoun antecedent agreement
Formative / Summative:	1. Research Outline submission 2. Thankfulness Writing Assignment	1. Teacher observation	1. Teacher observation 2. Exit ticket via Socrative	1. Teacher observation	1. Game results
Higher Order Thinking:	Essential Question: How does literature...	Essential Question: How does literature...	Essential Question: How does literature...	Essential Question: How does literature...	Essential Question: How does literature...

Homework	1.	1.	1.	1. Pronoun Antecedent Agreement Worksheets	1.
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