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: August 14-18, 2017

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

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|  | **Monday: August 14** | **Tuesday: August 15** | **Wednesday: August 16** | **Thursday: August 17** | **Friday: August 18** |
| **ACCRS:** | **W.4 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)****L.5.a Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. A.)Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text** | **W.4 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)****L.5.a Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. A.)Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text** | **W.4 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)****L.5.a Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. A.)Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text** | **W.4 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)****L.5.a Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. A.)Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text** | **W.4 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)****L.5.a Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. A.)Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text** |
| **Additional Tasks** | Make sure students have the text *The Metamorphosis*.Post Mortem is due for homework. | 1. Define diction and mood | **1**. Review grammar knowledge on hyphens and dashes | 1. Quiz over Part 1
 | 1.Review grammar knowledge onparentheses and commas |
| **Before:**  | 1. Warm-up: You wake up as an insect. What insect would you be? | 1. Warm-up: An alien has abducted you.Give three reasons why it would send you back to Earth. | 1.Warm-up: If you could indulge in anything without consequence, what wouldit be?-Keep it appropriate | 1.Warm-up: Name a fictional character you would love to have as afriend. Why do you think they would bea good friend to you? | 1.Warm-up: Outline a mission statement for your life. |
| **During:**  | 1. Assign copies of the text2. Begin popcorn reading of the novel. | 1. Poem- Madam and the Rent Man2. Analyze for tone, mood, and Diction. Annotate. | 1. Grammar Lesson- hyphens, dashes | 1. Popcorn read Part 2 | 1. Grammar Lesson- parentheses, commas |
| **After:** | 1. Answer Part 1, first three questions2. http://www.auburn.edu/~mitrege/ENGL2210/study-guides/kafka.html | 1.Write a poem over your summer | 1. Answer Part 1, seven and 82. http://www.auburn.edu/~mitrege/ENGL2210/study-guides/kafka.html | 1.Answer Part 2, 1-22. http://www.auburn.edu/~mitrege/ENGL2210/study-guides/kafka.html | 1. Answer Part 2, 3-42. http://www.auburn.edu/~mitrege/ENGL2210/study-guides/kafka.html |
| **Desired Outcome:** | 1.Students will acquire a basic Knowledge of the short novel | 1.Students will analyze mood and tone in the poem, and explaintheir relevance.  | 1.Students will obtain and refresh their knowledge ofHyphens and dashes | 1. Students will understand the plot and setting of the novella. | 1.Students will obtain and refresh their knowledge of parentheses and commas |
| **Formative /****Summative** | Exit slip: Share one thing you’ve learnedShare one thing you didn’t understand | 1. Teacher observation
2. Class discussion
 | 1. Teacher observation 2. Identify important themes in literature | **1. Reading quiz over Ch. 1** | Exit slip:Share one thing you’ve learnedShare one thing you didn’t understand |
| **Higher Order Questions:** | Essential Question: How does narrative technique lend to story telling? | Essential Question: What is the role of reader in texts? | Essential question: What is the purpose of applying grammar and mechanic skills? | Essential Question: How does narrative technique lend to story telling? | Essential question: What is the purpose of applying grammar and mechanic skills? |
| **Homework** | 1. Read Ch.1 of Metamorphosis | 1. Read Ch.1 of Metamorphosis2. Answer Part 1, four-six3. http://www.auburn.edu/~mitrege/ENGL2210/study-guides/kafka.html | 1. Read Ch.1 of Metamorphosis2. Reading quiz tomorrow! | 1. Read Ch.2 of Metamorphosis | 1. Read Ch.2 of Metamorphosis |