

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 21-25, 2017

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

	Monday: August 28	Tuesday: August 29	Wednesday: August 30	Thursday: August 31	Friday: September 1
ACCRS:	W.4 Write arguments to support claims with relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and syntax when reading a text. A.) Interpret figures of speech (e.g., metaphor, simile, and alliteration) as they occur in text, tracing their use, and analyzing their meaning and effect.	W.4 Write arguments to support claims with relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and syntax when reading a text. A.) Interpret figures of speech (e.g., metaphor, simile, and alliteration) as they occur in text, tracing their use, and analyzing their meaning and effect.	W.4 Write arguments to support claims with relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and syntax when reading a text. A.) Interpret figures of speech (e.g., metaphor, simile, and alliteration) as they occur in text, tracing their use, and analyzing their meaning and effect.	W.4 Write arguments to support claims with relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and syntax when reading a text. A.) Interpret figures of speech (e.g., metaphor, simile, and alliteration) as they occur in text, tracing their use, and analyzing their meaning and effect.	W.4 Write arguments to support claims with relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and syntax when reading a text. A.) Interpret figures of speech (e.g., metaphor, simile, and alliteration) as they occur in text, tracing their use, and analyzing their meaning and effect.
Additional Tasks:	1. Students are reading Part 3 of <i>The Metamorphosis</i>	1. Students were to have concluded their outside reading of <i>The Metamorphosis</i>	1. Students are to interpret characteristics of Gregor Samsa.	1. Students will review their knowledge of subject-verb agreement	1. NO SCHOOL
Before:	1. Warm-up: If you knew it would be published, name someone (alive or dead) whose biography you would love to write. You would have full access to their life.	1. Warm-up: You've just been given a limousine for a day. What will you do?	1. Warm-up: You have just bought a sailboat, and you have to name it. What would you name your boat? Where is the first place you'd sail to?	1. Warm-up: Have you ever experienced déjà vu? What was it about?	1. Warm-up: n/a
During:	1. Review for <i>The Metamorphosis</i> test	1. <i>The Metamorphosis</i> Test	1. Post Mortem of a Protagonist- Gregor	1. Lesson on subject-verb agreement	1. n/a
After:	1. Review Part 1-3 Questions	1. Students will begin their post-mortems.	1. Students will present their Post Mortems to the class.	1. Complete a worksheet on subject-verb agreement	1. n/a
Desired Outcome:	1. Students will have a clear understanding of plot, characters, and meaning of <i>The Metamorphosis</i>	1. Students will have mastered the test on <i>The Metamorphosis</i> , and understood the questions on novel.	1. Students will be able to display their interpretation of Gregor Samsa	1. Students will have a more clear understanding of subject-verb agreement	1. n/a
Formative / Summative:	1. Review game 2. Teacher observation 3. Class discussion 4. Small group collaboration	1. <i>The Metamorphosis</i> Test	1. Student presentation 2. Teacher observation	1. Teacher observation	1. n/a
Higher Order Thinking:	Essential Question: How can a reader interpret a text?	Essential Question: How does a character change over time?	Essential question: What is the role of a protagonist?	Essential Question: Why is this piece of literature significant?	Essential Question: n/a
Homework:	1. Read Ch.3 of <i>Metamorphosis</i>	1. Work on the Post Mortems.	1. None	1. Review, finish, and make corrections	1. None

<http://shhsenglish11.weebly.com/metamorphosis.html>