

# 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 14-17, 2017

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

	Monday: November 13	Tuesday: November 14	Wednesday: November 15	Thursday: November 16	Friday: November 17
<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., point of view, tone, language) and how they contribute to their meaning and aesthetic value (e.g., beauty, form, style). <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and sentence structure in a text. A.) Interpret figures of speech in the text	<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., point of view, tone, language) and how they contribute to their meaning and aesthetic value (e.g., beauty, form, style). <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and sentence structure in a text. A.) Interpret figures of speech in the text	<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., point of view, tone, language) and how they contribute to their meaning and aesthetic value (e.g., beauty, form, style). <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and sentence structure in a text. A.) Interpret figures of speech in the text	<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., point of view, tone, language) and how they contribute to their meaning and aesthetic value (e.g., beauty, form, style). <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and sentence structure in a text. A.) Interpret figures of speech in the text	<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., point of view, tone, language) and how they contribute to their meaning and aesthetic value (e.g., beauty, form, style). <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and sentence structure in a text. A.) Interpret figures of speech in the text
<b>Additional Tasks:</b>	1. <b>NO SCHOOL TEACHER WORK DAY</b>	1. <b>TWOB Quiz</b>	1.	1.	1. <b>AP Fieldtrip to Troy University</b>
<b>Before:</b>	1.	1. Warm-up: Why does the knight's wife yield sovereignty back to him after he has given it to her?	1. Warm-up: What are characteristics of Beowulf and Grendel?	1. Warm-up: How is Beowulf an epic hero?	1. Warm-up: In what ways was Beowulf not a hero?
<b>During:</b>	1.	1. Introduction to the research process and thesis statement formulation	1. Continuation of the introduction to the research process and thesis statement formulation lecture	1. Review Beowulf, starting with page 40. 2. Have students read page 40-44 individually 3. Answer the reading strategy ? pg. 42	1. Continue post card activity- due at the end of class
<b>After:</b>	1.	1. Distribute Research Outline and Plagiarism Contract	1. Work on thesis statements and thesis maps 2. Work on outline	1. Have students create a post card from the Danes to Beowulf appealing to him for help	1. Google Classroom Activity
<b>Desired Outcome:</b>	1.	1. Preparation for research paper	1. Preparation for research paper	1. Review Beowulf for research paper	1. Review Beowulf for research paper
<b>Formative / Summative:</b>	1.	1. Quiz results 2. Class discussion	1. Teacher observation	1. Teacher observation 2. Postcard activity	1. Google Classroom assignment
<b>Higher Order Thinking Skills:</b>	Essential Question:	Essential Question: HOW CAN A TOPIC OF INTEREST BE DEVELOPED INTO A RESEARCH PAPER?	Essential Question: HOW CAN A TOPIC OF INTEREST BE DEVELOPED INTO A RESEARCH PAPER?	Essential Question: HOW CAN A TOPIC OF INTEREST BE DEVELOPED INTO A RESEARCH PAPER?	Essential Question: HOW CAN A TOPIC OF INTEREST BE DEVELOPED INTO A RESEARCH PAPER?

<b>Homework</b>	1.	1.	1.	1.	1.
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