

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: September 4	Tuesday: September 5	Wednesday: September 6	Thursday: September 7	Friday: September 9
ACCRS:	W.4 Write arguments to support claims using relevant reasoning and sufficient evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and rhetorical devices. A.) Interpret figures of speech (e.g., metaphor, simile, and personification) in the text	W.4 Write arguments to support claims using relevant reasoning and sufficient evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and rhetorical devices. A.) Interpret figures of speech (e.g., metaphor, simile, and personification) in the text	W.4 Write arguments to support claims using relevant reasoning and sufficient evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and rhetorical devices. A.) Interpret figures of speech (e.g., metaphor, simile, and personification) in the text	W.4 Write arguments to support claims using relevant reasoning and sufficient evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and rhetorical devices. A.) Interpret figures of speech (e.g., metaphor, simile, and personification) in the text	W.4 Write arguments to support claims using relevant reasoning and sufficient evidence. RL. 5 Discuss the author's choices and how they affect meaning and tone (aesthetically). L.5.a Demonstrate understanding of figurative language, word meaning, and rhetorical devices. A.) Interpret figures of speech (e.g., metaphor, simile, and personification) in the text
Additional Tasks:	1. NO SCHOOL	1. Students were to finish their grammar worksheets for HW	1. Students are to study subject-verb agreement rules	1. Students are to work on their Anglo-Saxon sentences	1. Students are to review annotations on "The Seafarer"
Before:		1. Warm-up: Finish this sentence: "Life is short..."	1. Warm-up: Write a thank you note to a special person in your life. What would you thank them for?	1. Warm-up: Have you ever pretended to be something that you weren't? Would you?	1. Warm-up: Name something simple that brings you joy.
During:		1. Go over correct answers for subject-verb agreement	1. Quiz over subject-verb agreement	Anglo Saxon Vocabulary Review PP 1. Discuss key points from "The Seafarer" lines 1-26 2. Annotate text as individuals then discuss as learning communities (Circle unfamiliar words, summarize stanzas, pose ?'s, make observations.	1. Discuss key points from "The Seafarer" lines 27-80 2. Annotate text as individuals then discuss as learning communities (Circle unfamiliar words, summarize stanzas, pose ?'s, make observations.
After:		1. Begin Anglo-Saxon Unit 2. Begin reading and discussion page 2-13	1. Continue reading and discussing page 2-13 in the green book	1. Share findings and summaries in whole group discussion	1. Share findings and summaries in whole group discussion
Desired Outcomes:		1. To give students a better understanding of Anglo-Saxon language and literature so that they can understand the roots of the English language	1. To give students a better understanding of Anglo-Saxon language and literature so that they can understand the roots of the English language	1. Annotate text for literary elements	1. Annotate text for literary elements
Formative / Summative		1. Teacher observation	1. Quiz	1. Examine annotation on individual copies of poem	1. Examine annotation on individual copies of poem
Higher Order Thinking Skills		Essential Question: How does culture influence language?	Essential question: What is the role of religion in society?	Essential Question: What is the relationship between the individual and the community?	Essential Question: What is the relationship between the individual and the community?
Homework		1. Anglo-Saxon sentence construction	1. Anglo-Saxon sentence construction	1. Seafarer Questions	1. Seafarer Questions

