

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: 6th

	Monday: August 21	Tuesday: August 22	Wednesday: August 23	Thursday: August 24	Friday: August 25
ACCRS:	W.4 Write arguments to support claims with relevant and sufficient evidence and relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., rhetorical devices, stylistic choices) (aesthetically) L.5.a Demonstrate understanding of figurative language, word meaning, and word meaning. A.) Interpret figures of speech and their role in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., rhetorical devices, stylistic choices) (aesthetically) L.5.a Demonstrate understanding of figurative language, word meaning, and word meaning. A.) Interpret figures of speech and their role in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., rhetorical devices, stylistic choices) (aesthetically) L.5.a Demonstrate understanding of figurative language, word meaning, and word meaning. A.) Interpret figures of speech and their role in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., rhetorical devices, stylistic choices) (aesthetically) L.5.a Demonstrate understanding of figurative language, word meaning, and word meaning. A.) Interpret figures of speech and their role in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and relevant and sufficient evidence. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., rhetorical devices, stylistic choices) (aesthetically) L.5.a Demonstrate understanding of figurative language, word meaning, and word meaning. A.) Interpret figures of speech and their role in the text
Additional Tasks:	1. Students should be conducting outside reading of <i>The Metamorphosis</i> Part 2	1. Students should be conducting outside reading of <i>The Metamorphosis</i> Part 2 2. Review grammar	1. Students should be conducting outside reading of <i>The Metamorphosis</i> Part 3 2. Review grammar	1. Students should be conducting outside reading of <i>The Metamorphosis</i> Part 3 2. Review grammar	1. Students should be conducting outside reading of <i>The Metamorphosis</i> Part 3 2. Students should be reviewing grammar
Before:	1. Warm-up: Do you think dinosaurs and humans could coexist today? What would make that possible or impossible?	1. Warm-up: What did you think of yesterday's eclipse? Did it live up to the hype?	1. Warm-up: Finish this sentence: "I would love to jump into a pile of..."-appropriate	1. Warm-up: If you could talk to Mother Nature, what would you say?	1. Warm-up: You're running for President of the United States. What thing(s) from your past could your opposition use against you?
During:	1. Review the correct answers to the Grammar lessons over hyphens, dashes, parentheses, and ellipsis	1. Quiz over Part 2 of <i>The Metamorphosis</i>	1. Part 3 Questions http://www.auburn.edu/~mitrege/ENGL221 2.	1. Finish post mortems	1. Test over hyphens, dashes, parentheses, and ellipsis
After:	1. Study within learning communities revisions/corrections	1. Students will silently begin reading Part 3 after they finish their quiz. 2. Activity on Part 2	1. Post Mortem of a Protagonist- on big paper	1. Students will present their post mortem on the character of their choice	1. Students will read <i>The Metamorphosis</i> Part 3 silently 2.
Desired Outcome:	1. Students should have a better understanding of hyphens, dashes, parentheses, and ellipsis	1. Students should have comprehension of Part 2 of <i>The Metamorphosis</i>	1. Students will have a better understanding of character traits for characters in the novel	1. Students will have a better understanding of character traits for characters in the novel	1. Students should have a better understanding of hyphens, dashes, parentheses, and ellipsis
Formative / Summative	1. Teacher observation 2. Class discussion	1. Reading quiz over Ch. 2	1. Teacher observation	1. Teacher observation	1. Grammar Test: Hyphens, Dashes, Parentheses, and Ellipsis
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: What significance does a text have?
Homework	1. Read Ch.2 of Metamorphosis 2. Study Grammar Revisions	1. Read Ch.3 of Metamorphosis 2. Study Grammar Revisions	1. Read Ch.3 of Metamorphosis 2. Study Grammar Revisions	1. Read Ch. 3 of Metamorphosis 2. Study Grammar Revisions	1. Read Ch. 3 of Metamorphosis

