

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 in an analysis related to texts and relevant issues and perspectives; use relevant textual evidence and appropriate reasoning and research to analyze and evaluate issues and perspectives. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., diction, point of view, mode of narration, and so on) in a text and analyze how these choices contribute to what the text says and does. L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., literal, connotative, and denotative meanings). Interpret figures of speech (e.g., metaphor, simile, and allusion) and analyze their role in the text.	W.4 Write arguments in support of a claim or thesis, analyzing the relevant issues and perspectives, using relevant textual evidence and appropriate reasoning and research to analyze and evaluate issues and perspectives. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., diction, point of view, mode of narration, and so on) in a text and analyze how these choices contribute to what the text says and does. L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., literal, connotative, and denotative meanings). Interpret figures of speech (e.g., metaphor, simile, and allusion) and analyze their role in the text.	W.4 Write arguments in support of a claim or thesis, analyzing the relevant issues and perspectives, using relevant textual evidence and appropriate reasoning and research to analyze and evaluate issues and perspectives. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., diction, point of view, mode of narration, and so on) in a text and analyze how these choices contribute to what the text says and does. L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., literal, connotative, and denotative meanings). Interpret figures of speech (e.g., metaphor, simile, and allusion) and analyze their role in the text.	W.4 Write arguments in support of a claim or thesis, analyzing the relevant issues and perspectives, using relevant textual evidence and appropriate reasoning and research to analyze and evaluate issues and perspectives. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., diction, point of view, mode of narration, and so on) in a text and analyze how these choices contribute to what the text says and does. L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., literal, connotative, and denotative meanings). Interpret figures of speech (e.g., metaphor, simile, and allusion) and analyze their role in the text.	W.4 Write arguments in support of a claim or thesis, analyzing the relevant issues and perspectives, using relevant textual evidence and appropriate reasoning and research to analyze and evaluate issues and perspectives. RL. 5 Discuss the author's choices and how they shape meaning and tone (e.g., diction, point of view, mode of narration, and so on) in a text and analyze how these choices contribute to what the text says and does. L.5.a Demonstrate understanding of figurative language, word meanings, and nuances in a text (e.g., literal, connotative, and denotative meanings). Interpret figures of speech (e.g., metaphor, simile, and allusion) and analyze their role in the text.
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. Review AP Diagnostic Test	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. Ask questions over missed questions	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 been exposed to M/C questions similar to that of the AP Exam	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. <i>The Metamorphosis</i> essays are due	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. None	1. None

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