English 12	Monday	Tuesday	Wednesday	Thursday	Friday - Teacher Workday
ACCRS		RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama L.11-12.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking L.11-12.4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama L.11-12.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking L.11-12.4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama L.11-12.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking L.11-12.4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama L.11-12.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking L.11-12.4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Before			Work in groups to create a list of facts that students know about medieval life	Background notes on Chaucer	Vocabulary Test
During		Read collaberatively background info on Thomas a Becket and Medieval Europe Work in groups to create a group of modern day travelers - use six modern day stereotypes to develop characters Practice with pronoun/antecedent agreement	Read collaberatively background info on Thomas a Becket and Medieval Europe Work in groups to create a group of modern day travelers - use six modern day stereotypes to develop characters Practice with pronoun/antecedent agreement	Review direct and indirect characterization Create character chart to accompany reading "The Prologue" to The Canterbury Tales	Review direct and indirect characterization Create character chart to accompany reading "The Prologue" to The Canterbury Tales
After		Groups share their characters with the class	Groups share their characters with the class	Each group will present info form the chart	Each group will present info form the chart
Desired Outcome		Students will be able to explain how liteature reflects society.	Students will be able to explain how liteature reflects society.	Students will be able to explain how liteature reflects society.	Students will be able to explain how liteature reflects society.

Formative/ Summative Assessment		Class participation	Class participation	Students' charts	Students' charts
Higher Order Question	How does literature reflect society?	How does literature reflect society?	How does literature reflect society?	How does literature reflect society?	How does literature reflect society?