

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: September 4	Tuesday: September 5	Wednesday: September 6	Thursday: September 7	Friday: September 9
ACCRS:	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning 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 meanings, and nuances in general (e.g., literal, connotative, and denotative meanings). A.) Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, personification, onomatopoeia, and alliteration) in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning 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 meanings, and nuances in general (e.g., literal, connotative, and denotative meanings). A.) Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, personification, onomatopoeia, and alliteration) in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning 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 meanings, and nuances in general (e.g., literal, connotative, and denotative meanings). A.) Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, personification, onomatopoeia, and alliteration) in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning 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 meanings, and nuances in general (e.g., literal, connotative, and denotative meanings). A.) Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, personification, onomatopoeia, and alliteration) in the text	W.4 Write arguments to support claims with relevant and sufficient evidence and reasoning 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 meanings, and nuances in general (e.g., literal, connotative, and denotative meanings). A.) Interpret figures of speech (e.g., metaphors, similes, paradoxes, oxymorons, irony, personification, onomatopoeia, and alliteration) in the text
Additional Tasks:	1. NO SCHOOL	1. Students were to buy a copy of Wuthering Heights	1. Read Ch. 1-8 of Wuthering Heights	1. Read Ch. 1-8 of Wuthering Heights	1. Read Ch. 1-8 of Wuthering Heights
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. Distribute Post Mortems 2. Wuthering Heights Anticipation Guide- complete individually 3. Popcorn read Wuthering Heights 4. Ch. 1-8 due next week- reading Journals!	1. Anglo Saxon Unit- notes and assign Vocabulary 2. 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. 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.	1. Timed writing- from past AP test
After:		1. Read individually	1. Continue reading and discussing page 2-13 in the green book	1. Share findings and summaries in whole group discussion	1. Submit timed writing to homework Basket, stapled prompt on top
Desired Outcomes:		1. Students will have an anticipation Of the novel 2. Annotate text for literary elements	1. Annotate text for literary elements	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 context shape meaning?	Essential question: What is the role of religion in Anglo-Saxon literature?	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

