

Teacher:

Course: **English IV-H**

Period(s): 1<sup>st</sup> Block

Week of: / Dates: August 28-September 1, 2017

Unit Title:

State Standards:

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Plan	Activities (aligned, sequenced, build, time)	Student Work (Thinking & Problem Solving, Real World)	Assessment (aligned, rubrics, >2, written)	Grouping Method	Materials	Accommodations (IEP, 504, ESOL)
<b>Monday</b>	E4-SL4 E4- SL5 E4-SL6 E4-L3 E4-L4	<ul style="list-style-type: none"> <li>Identify Kid President and Pep talks and personal goals for class and the year.</li> <li>Create final drafts of PowerPoints, Acrostic, I am From, and Ego Tripping poems.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will show Kid President’s pep talk for students and teachers.</li> <li>Students will respond in writing to video; discussion will follow.</li> <li>Students will use the remaining time to work on laptops to complete their PowerPoints and final drafts of poems to prepare for presentations tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the things that can make our year better; how you are going to be more awesome; what you are going to teach the world. Write response and relate to own life.</li> <li>Students will work independently to get their writing to final drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation as the students write their responses, work on laptops and complete their final drafts.</li> </ul>	Individual work	Laptops, student drafts	No IEP, 504, or ESOL students in this class.	
<b>Tuesday</b>	E4-W1-a-e E4-W5	<p>The students will</p> <ul style="list-style-type: none"> <li>present their original PowerPoint slides entitled “The Ten Things You Should Know about Me.” And the poems.</li> <li>Identify procedures for critiquing: 3 positive comments and one I wish statement.</li> <li>Critique each other’s presentation.</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>Listen, observe, and offer suggestions/criticism of the presentations.</li> <li>Write critiques using the same format as the students will use.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Present PowerPoint creation</li> <li>Listen as others present</li> <li>Quietly take notes</li> <li>Complete 3 positive comments and an “I wish…” comment</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and student comments will be used to “grade” presentations.</li> </ul>	Individual presentations and critiques.	Smartboard, student work.	No IEP, 504, or ESOL students in this class	

Wednesday	E4-SL-1 E4-SL3 E4-L-4 E4-L-5	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Respond to “A Hero’s Story” Students will identify characteristics of a hero.</li> <li>• Understand the impact of historical, social, and political elements on the literature extending from the beginnings of the British tradition to 1066 ce.</li> <li>• Identify the characteristics of literature of the Anglo-Saxon Period.</li> <li>• Appreciate the literature of history, miracle tale, heroic epic, elegy, and riddles</li> <li>• Identify terms, background information, and time period of <i>Beowulf</i>.</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Present Quick Write: Give students notes on The Anglo Saxon Period.</li> <li>• Introduce the epic poem <i>Beowulf</i></li> <li>• Ask and answer background questions</li> <li>• Assign reading to students</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Listen, question, and respond to teacher’s information.</li> <li>• Complete assignment for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Notes will be used later to study for first test</li> <li>• Student will be tested on the background information of the Anglo Saxon Period</li> </ul>		Smartboard,	No IEP, 504, or ESOL students in this class
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Thursday	E4-RL-1 E4-RL-2 E4-RL5 E4-SL-1 E4-SL3 E4-L-4 E4-L-5	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Read, interpret, analyze, and evaluate a heroic epic focusing on a chieftain's battles with three monsters.</li> <li>• Understand how the Anglo-Saxon Period influenced this piece (<i>Beowulf</i>) of literature</li> <li>• Analyze and understand <i>alliteration</i>, <i>motif</i>, and <i>kenning</i>.</li> <li>• Develop writing skills</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Guide students in reading and discussing <i>Beowulf</i></li> <li>• Direct classroom discussion</li> <li>• Monitor responses and behavior of students</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Ask, respond, and participate in class discussion.</li> <li>• Complete assignment for homework</li> </ul>	•			No IEP, 504, or ESOL students in this class
Friday	E4-W-3 E4-L3.1.f E4-L3.3a E4-L4	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Read, interpret, analyze, and evaluate a heroic epic focusing on a chieftain's battles with three monsters.</li> <li>• Understand how the Anglo-Saxon Period influenced this piece (<i>Beowulf</i>) of literature</li> <li>• Analyze and understand <i>alliteration</i>, <i>motif</i>, and <i>kenning</i>.</li> <li>• Develop writing skills (continue on Tuesday, September 4)</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Guide students in note taking</li> <li>• Direct classroom discussion</li> <li>• Monitor responses and behavior of students</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Ask, respond, and participate in note taking and class discussion.</li> <li>• Complete assignment for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Read the remainder of <i>Beowulf</i> for homework.</li> <li>• Due Wednesday, September 5</li> </ul>			No IEP, 504, or ESOL students in this class

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.