

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Strategies What the teacher will do to ensure the student meets the goals:	Activities The student will:	Homework & Assessment Student achievement will be measured by:
Monday	Review: All reading standards will be included E4-4.1 E4:4.2 E4-4.3 E4-4.4	The students will: <ul style="list-style-type: none"> Review notes on Renaissance Period Read, interpret, analyze and evaluate Petrarchan sonnets about unrequited love. Understand how the Renaissance period influence these sonnets Analyze and understand <i>sensory details</i> and <i>personification</i> Compare and contrast the themes and speakers 	The teacher will: <ul style="list-style-type: none"> Present notes Monitor and guide students in their note taking Guide, monitor, and analyze students in their discussion. Share ideas and encourage student ideas about unrequited love 	The student will: <ul style="list-style-type: none"> Take notes Ask questions if necessary Answer questions when Share their knowledge and understanding of unrequited love Read the poems aloud Define and identify sensory details, parallel structure, and personification Identify theme and speakers 	The students will: <ul style="list-style-type: none"> Take notes on Renaissance Period Homework: Complete exercises on page 259 about unrequited love and read biography of William Shakespeare on page 260, take notes, and identify 5 facts about his life.
Tuesday	Review: All reading standards will be included E4-4.1 E4:4.2 E4-4.3 E4-4.4	Students will: <ul style="list-style-type: none"> Critique each book. Discuss chapters 4-6 of <i>Dr. Jekyll and Mr. Hyde</i> 	The teacher will: <ul style="list-style-type: none"> Monitor and guide students in their presentations and their audience participation and class discussion. 	The student will: <ul style="list-style-type: none"> Watch presentations Critique each other's presentations and books. Answer questions about <i>Dr. Jekyll and Mr. Hyde</i> 	Homework: <ul style="list-style-type: none"> Complete Renaissance Period Handouts <i>Dr. Jekyll and Mr. Hyde</i>: Chapters 7-9 and handouts due Thursday, March 117
Wednesday	E4-3.1 E4-3.3	Students will: <ul style="list-style-type: none"> Continue discussion Renaissance sonnets 	The teacher will: <ul style="list-style-type: none"> Monitor and guide students in their reading and discussion Review homework handout 	The student will: <ul style="list-style-type: none"> Ask questions if necessary Answer questions when asked Share responses to homework handout 	Homework Assignment: Read "The Passionate Shepherd to his Love" and The Nymph's Reply to the Shepherd" and Classifying Words (269-273)

Thursday	E4-1.2 E4-1.3 E4-1.4 E4-1.5 E4-1.6 E4-1.7 E4- 1.8	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss chapters 4-6 of <i>Dr. Jekyll and Mr. Hyde</i> 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Monitor and guide students in their class discussion. 	<p>The student will:</p> <ul style="list-style-type: none"> • Answer and ask questions about <i>Dr. Jekyll and Mr. Hyde</i>. • Base class discussion on reading and handouts. 	<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Dr. Jekyll and Mr. Hyde</i>: Chapters 7-9 and handouts due Tuesday, March 22 • <i>Final Jekyll and Hyde</i> test March 24
Friday	E4-1.1 E4- 1.2 E4-1.3 E4-1.4 E4-1.5 E4-1.6 E4-1.7	<p>The students will:</p> <ul style="list-style-type: none"> • Read, interpret, analyze and evaluate two pastoral poems that mirror each other • Describe the characteristics of pastoral poetry as contrasted with courtly poetry. • Identify, analyze and understand <i>pastoral</i>, <i>enjambment</i>, and <i>end stopping line</i> • Compare and contrast the speakers' points of view in both poems 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Lead discussions of : “The Passionate Shepherd to his Love” and The Nymph’s Reply to the Shepherd” • Guide, monitor, and analyze students in their discussion. • Share ideas and encourage student ideas about pastoral poetry 	<p>The student will:</p> <ul style="list-style-type: none"> • Share their knowledge and understanding of pastoral poems and love poems • Read the poems aloud • Define and identify pastoral, enjambment, and end stopping line • Identify theme and speakers’ points of view. 	<p>Homework Assignment: Read “Song: Celia” and “On My First Son” (274-27 answer the questions on page 278)</p>

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