

**Paffhausen's 1/14-1/18 LESSON PLANS 2018-2019**

	1st Honors English	2nd & 5th English III- Literature	3rd- AP English	4th- Writing 101	7th English III- Composition
<b>MONDAY</b>	<p><u>Objectives:</u> RL 10.1 Students will cite textual evidence to support analysis of what the text says</p> <p><u>Activities:</u> Shakespeare <i>Romeo and Juliet</i> Act Three Quiz Read Act Four scene 1</p> <p><u>Assessment</u> Formative on discussion Reading Questions Quiz</p>	<p><u>Objectives:</u> ACT Prep</p> <p><u>Activities:</u> Class Expectations Students use ACT Academy</p> <p><u>Assessment</u> Formative on discussion</p>	<p><u>Objectives:</u> RL 12.5 Students will analyze how an author's choices regarding how to structure specific parts of a text contribute to its overall meaning</p> <p><u>Activities:</u> Background and Introduction Faulkner's <i>As I Lay Dying</i> Read 53-67</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> Introduction to Writing 101</p> <p><u>Activities:</u> Syllabus and class expectations Write: Your strengths and weaknesses as a writer Read and take notes on 3-31 for Monday</p> <p><u>Assessment</u> Formative on discussion</p>	<p><u>Objectives:</u> ACT Prep</p> <p><u>Activities:</u> Class Expectations Students use ACT Academy</p> <p><u>Assessment</u> Formative on discussion</p>
<b>TUESDAY</b>	<p><u>Objectives:</u> RL 10.1 Students will cite textual evidence to support analysis of what the text says</p> <p><u>Activities:</u> Shakespeare <i>Romeo and Juliet</i> Act Four scene 2-5</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> RL 12.2 Students will cite textual evidence to support analysis of text</p> <p><u>Activities:</u> Class Expectations Short Story Notes and activities</p> <p><u>Assessment</u> Formative on discussion</p>	<p><u>Objectives:</u> RL 12.5 Students will analyze how an author's choices regarding how to structure specific parts of a text contribute to its overall meaning</p> <p><u>Activities:</u> Faulkner's <i>As I Lay Dying</i> Read 68-84</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> W 12.4 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience: This I Believe</p> <p><u>Activities:</u> Background of NPR program Listen to "This I Believe" examples Discuss what makes each one effective</p> <p><u>Assessment</u> Formative on discussion</p>	<p><u>Objectives:</u> ACT Prep</p> <p><u>Activities:</u> Introduce ACT Essay Discuss Rubric Discuss Sample Essay Scores Watch video</p> <p><u>Assessment</u> Formative on discussion</p>

<p><b>WEDNESDAY</b></p> <p><u>Objectives:</u> RL 10.1 Students will cite textual evidence to support analysis of what the text says</p> <p><u>Activities:</u> Shakespeare <i>Romeo and Juliet</i> Act Four Quiz Read Act Five scene 1</p> <p><u>Assessment</u> Formative on discussion Reading Questions Quiz</p>	<p><u>Objectives:</u> RL 12.2 Students will cite textual evidence to support analysis of text</p> <p><u>Activities:</u> Short story notes and activities</p> <p><u>Assessment</u> Formative on discussion</p>	<p><u>Objectives:</u> RL 12.5 Students will analyze how an author's choices regarding how to structure specific parts of a text contribute to its overall meaning</p> <p><u>Activities:</u> Faulkner's <i>As I Lay Dying</i> Read 85-102</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> W 12.4 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience: This I Believe</p> <p><u>Activities:</u> Read "This I Believe" examples Discuss what makes each one effective</p> <p><u>Assessment</u> Formative on discussion</p>	<p><u>Objectives:</u> ACT Prep</p> <p><u>Activities:</u> Take ACT Practice Essay</p> <p><u>Assessment</u> Formative on discussion</p>
<p><b>THURSDAY</b></p> <p><u>Objectives:</u> RL 10.1 Students will cite textual evidence to support analysis of what the text says</p> <p><u>Activities:</u> Shakespeare <i>Romeo and Juliet</i> Read Act Five scene 2-5</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> RL 12.2 Students will cite textual evidence to support analysis of text</p> <p><u>Activities:</u> Read and discuss 110 "The Devil and Tom Walker"</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> RL 12.5 Students will analyze how an author's choices regarding how to structure specific parts of a text contribute to its overall meaning</p> <p><u>Activities:</u> Faulkner's <i>As I Lay Dying</i> Read 103-119</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> W 12.4 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience: This I Believe</p> <p><u>Activities:</u> Assign "This I Believe" essay Brainstorm Gather Ideas</p> <p><u>Assessment</u> Formative on discussion</p>	<p><u>Objectives:</u> ACT Prep</p> <p><u>Activities:</u> Score Essays</p> <p><u>Assessment</u> Formative on discussion</p>
<p><b>FRIDAY</b></p> <p><u>Objectives:</u> RL 10.1 Students will cite textual evidence to support analysis of what the text says</p> <p><u>Activities:</u> Shakespeare <i>Romeo and Juliet</i> Read Act Five finish play Act Five Quiz Discuss end of book projects</p> <p><u>Assessment</u> Formative on discussion Reading Questions Quiz Project Rubric</p>	<p><u>Objectives:</u> RL 12.2 Students will cite textual evidence to support analysis of text</p> <p><u>Activities:</u> Read and discuss 237 "Young Goodman Brown"</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> RL 12.5 Students will analyze how an author's choices regarding how to structure specific parts of a text contribute to its overall meaning</p> <p><u>Activities:</u> Faulkner's <i>As I Lay Dying</i> Read 120-137</p> <p><u>Assessment</u> Formative on discussion Reading Questions</p>	<p><u>Objectives:</u> W 12.4 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience: This I Believe</p> <p><u>Activities:</u> Write "This I Believe" essay First Draft due Wednesday</p> <p><u>Assessment</u> Formative on discussion Essay Rubric</p>	<p><u>Objectives:</u> W 11.2</p> <p><u>Activities:</u> Discuss Employment Video- Interviews</p> <p><u>Assessment</u> Formative on discussion</p>

