

Plans for Monday, November 9, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.[2C]

Learner Objective: TSW demonstrate his/her awareness of how the pilgrims of "The Prologue" reflect the historic, social and economic ideas/beliefs of the Middle Ages.

Activities/Practices: Test

Technology Integration: N/A

Plans for Tuesday, November 10, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.[2C]

Learner Objective: TSW compile a list of top twenty occupations In Groesbeck that prove that characters of a given community reelect the economy and societal beliefs of our time. The student will do the same for Groesbeck High School

Activities/Practices: List of GBT occupations; list of types found at GHS

Technology Integration: N/A

Plans for Wednesday, November 11, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse).[14B]

[Integrated] Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.[14]

[Integrated] Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.[13]

Learner Objective: TSW begin writing a 24-36 line poem that describes various "types" found in GHS. TLW use Chaucer's model examined in The Canterbury Tales (iambic pentameter and couplet).

Activities/Practices: review iambic pentameter and couplet, write descriptive lines

Technology Integration: NO

Plans for Thursday, November 12, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.[13]

[Integrated] Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.[14]

[Integrated] write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse).[14B]

Learner Objective: TSW begin writing a 24-36 line poem that describes various "types" found in GHS. TLW use Chaucer's model examined in The Canterbury Tales (iambic pentameter and couplet).

Activities/Practices: continue to develop descriptive writing

Technology Integration: NO

Plans for Friday, November 13, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.[13]

[Integrated] Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.[14]

[Integrated] write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse).[14B]

Learner Objective: TSW continue writing a 24-36 line poem that describes various "types" found in GHS. TLW use Chaucer's model examined in The Canterbury Tales (iambic pentameter and couplet). When finished, TSW revise and edit lines so that the final product meets ALL criteria and is ready for publication.

Activities/Practices: write creative poem, student may use computer if needed (RhymeZone, Rhyming words, etc)

Technology Integration: As needed