

Lesson Plans for Jo Newman, Groesbeck HS

Week of Monday, May 2, 2016

<p><u>Monday, May 2, 2016</u> Day 181</p>	<p><u>Tuesday, May 3, 2016</u> Day 182</p>	<p><u>Wednesday, May 4, 2016</u> Day 183</p>	<p><u>Thursday, May 5, 2016</u> Day 184</p>	<p><u>Friday, May 6, 2016</u> Day 185</p>
<p>English IV</p>	<p>English IV</p>	<p>English IV</p>	<p>English IV</p>	<p>English IV</p>
<p>The student is expected to... » Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.[1] » analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.[1B] » relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.[2C] Learner Objective: TSW continue reading Frankenstein and be able to discuss how the characters reflect 18th C beliefs on science and medicine.</p> <p>Activities/Practices: Read, small group, whole group discussion</p> <p>Technology Integration:</p>	<p>The student is expected to... » Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.[23] » provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information. [23A] » is of sufficient length and complexity to address the topic.[23E] Learner Objective: TSW learn how to create an annotated bibliography using MLA format and structure</p> <p>Activities/Practices: Notes, practice, annotated bibliography</p> <p>Technology Integration: Google Docs</p>	<p>The student is expected to... » Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.[2] » relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.[2C] Learner Objective: TSW continue to understand how writings of periods reflect the values and beliefs of the time in which they are written.</p> <p>Activities/Practices: Read, discuss, quiz #2</p> <p>Technology Integration:</p>	<p>The student is expected to... » modify the major research question as necessary to refocus the research plan. [22A] » critique the research process at each step to implement changes as the need occurs and is identified.[22C] » uses a variety of formats and rhetorical strategies to argue for the thesis.[23B] Learner Objective: TSW learn how to convert working outline into a formal outline.</p> <p>Activities/Practices: notes, discussion, change outline into formal outline</p> <p>Technology Integration: Google Docs</p>	<p>The student is expected to... » Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.[1] » relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.[2C] Learner Objective: TSW read chapters and make inferences as to why the main character is motivated by the plot.</p> <p>Activities/Practices: read, questions</p> <p>Technology Integration:</p>