

Plans for Monday, September 21, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.[3A]
[Integrated] Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.[5]

Learner Objective: TSW find textual evidence that supports their understanding of Beowulf as an epic hero; relate how characters and events reflect the time

Activities/Practices: create epic hero chart as prewriting, find evidence to add to chart

Technology Integration: use docs to create chart

Plans for Tuesday, September 22, 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]

[Integrated] paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.[21C]

Learner Objective: TSW understand the importance of the hero in the AS culture; be able to use quotes and paraphrase to add to chart to prepare for "Epic Hero Essay."

Activities/Practices: read *Beowulf* and *The Battle with Grendel* and add to chart

Technology Integration: as needed for Epic Hero Chart

Plans for Wednesday, September 23, 2015

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English IV

Learner Objective: TSW understand the importance of the hero in the AS culture; be able to use quotes and paraphrase to add to chart to prepare for "Epic Hero Essay."

Activities/Practices: continue to read *Beowulf* and *The Battle with Grendel* and add to chart

Technology Integration: as needed for *Epic Hero Chart*

Plans for Thursday, September 24, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary works.[6A]

[Integrated] Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.[8]

Learner Objective: TSW continue to examine the role of the epic hero in Anglo Saxon culture.

Activities/Practices: read, discussion, note taking (epic hero chart) --share

Technology Integration: as needed

Plans for Friday, September 25, 2015

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English IV

Learning Standards:

[Integrated] Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.[1]

[Integrated] use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.[1E]

Learner Objective: **TSW** increase his/her vocabulary and be able to use new vocabulary words in his/her writing.

Activities/Practices: Vocabulary Workbook (consumable)

Technology Integration: N/A