

Plans for Monday, September 28, 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] structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.[13B]

Learner Objective: TSW complete adding textual evidence to the hero chart and then structure ideas through using an outline

Activities/Practices: finish reading all sections of *Beowulf*; complete epic hero chart; develop outline for writing analytical character analysis

Technology Integration: as needed for hero chart and outline

Plans for Tuesday, September 29, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.[13A]

[Integrated] write an analytical essay of sufficient length that includes[15A]

Learner Objective: TSW begin writing the first draft of the analytical hero essay using the hero chart and the outline that was previously completed

Activities/Practices: use hero chart to structure ideas in a persuasive way

Technology Integration: N/A

Plans for Wednesday, September 30, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion.[9A]

[Integrated] plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.[13A]

Learner Objective: TSW finish writing first draft of analytical character analysis.

Activities/Practices: finish essay--use direct quotes, summaries and paraphrases to strengthen paper

Technology Integration: N/A

Plans for Thursday, October 1, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.[13C]

Learner Objective: TSW edit and revise first draft of character analysis so that their meaning is clear and their response achieves the purpose of proving that Beowulf is an epic hero.

Activities/Practices: edit and revise draft (6 weeks test grade)

Technology Integration: N/A

Plans for Friday, October 2, 2015

By: Jo Newman

English IV

Learning Standards:

[Integrated] analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters.[5B]

Learner Objective: TSW gain insight about early civilization by reading an excerpt from the *Iliad*.

Activities/Practices: read excerpt of the *Iliad*

Technology Integration: N/A