



Weekly Lesson Plans



Course: English 2 Honors

Period(s): 3rd

Teacher(s): Erica Acker

If you have questions, please feel free to email me: @greenville.k12.sc.us or leave me a message at 355-6577

Why is this course important?

Students entering English 2 are refining critical thinking skills, problem-solving skills, and creativity. English 2 students should be closely reading rich and challenging texts and should also be able to demonstrate the ability to analyze the structure of and techniques used within various types of print and multimedia texts.

[Link to Course Syllabus](#)

Link to Course Standards

English 2 Standards can be found on [page 130](#) of this document.

Quarter 1		Quarter 2	
Week 1 Aug 11 - 15	Week 6 Sept 15 - 19	Week 10 Oct 13 - 17	Week 15 Nov 17 - 21
Week 2 Aug 18 - 22	Week 7 Sept 22 - 26	Week 11 Oct 20 - 24	Week 16 Nov 24 - 28
Week 3 Aug 25 - 29	Week 8 Sept 29 - Oct 3	Week 12 Oct 27 - Oct 31	Week 17 Dec 1 - 5
Week 4 Sept 1 - 5	Week 9 Oct 6 -10	Week 13 Nov 3 - 7	Week 18 Dec 8 - 12
Week 5 Sept 8 - 12		Week 14 Nov 10 - 14	Dec 15 - 19

Week: **Aug 11 - 15**

Unit(s): **Course Introduction/Perception of Power**

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Warm-Up 2. Welcome to English 2: <ul style="list-style-type: none"> • Syllabus • Parent letter/permissions • Email Etiquette 	1. Warm-up 2. Nameplates 3. " Nacirema " <ul style="list-style-type: none"> • Introduction • Discussion questions 	1. Warm-up 2. Writing Prompt: Addendum to Nacirema 3. " The Danger of a Single Story " <ul style="list-style-type: none"> • Intro slides • Watch Ted Talk • Viewing questions 	1. . Warm-up 2. " The Danger of a Single Story " viewing questions (finish) 3. EOC test intro and practice 4. "100-Person Planet" <ul style="list-style-type: none"> • Gallery Walk 	1. "100-Person Planet" Poem close reading and questions (textbook) 2. Introduce Research Projects <ul style="list-style-type: none"> • Choose groups • Choose regions and begin working on planning doc
Work to Submit	Parent letter/permissions form Email	Nameplates	Nacirema addendum	Viewing Questions	CommonLit Pretest (via CommonLit) Writing response: comparison
Learning Target	I can understand the expectations and requirements of English 2 by reading Mrs. Acker's syllabus and parent letter	I can understand how POV shapes an author's purpose by discussing "Body Rituals of the Nacirema"	I can analyze how POV shapes an author's purpose by viewing and discussing "DSS"	I can summarize a text to support my comprehension of a text. I can critique the development of themes across texts	I can critique the development of themes across texts I can collaborate with others and use active listening skills to complete my research project.

ELA.E2.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods of time.

ELA.E2.OE.4 Collaborate with others and use active listening skills.

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.E2.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

Week: Aug 18 - 22

Unit(s): **Perception of Power**

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Warm up (all week) 2. Schaffer notes and feedback on "DSS" 3. Time to work on research project <ul style="list-style-type: none"> Citation support 4. SSR Project <ul style="list-style-type: none"> Check out books (after lunch) 	1. Warm up (all week) 2. SSR Project assignment <ul style="list-style-type: none"> Books due Thurs. Time to read 3. Time to work on research project	1. Warm up (all week) 2. Research presentations 3. If time: Read SSR books	1. Warm up (all week) 2. SSR/setup website <ul style="list-style-type: none"> HW: Blog 1 3. Schema peardeck and discussion 4. " Gate A4 " with Schaeffer practice	1. Warm up (all week) 2. Lit elements notes 3. Begin "The Wife's Story" w/ reading questions 4. If finished early: read SSR book
Work to Submit			Research Project	Book Choice and Blog 1 (by Monday) Schaeffer writing practice	
Learning Target	I can collaborate in a group to find credible sources to broaden understanding of our connections.	I can read for an extended period of time to broaden my understanding of the world. I can collaborate in a group to find credible sources to broaden understanding of our connections.	I can organize and communicate my ideas in a way that engages an audience.	I can read for an extended period of time to broaden my understanding of the world.	I can analyze how key elements add to and deepen meaning or enhance style within and across text by reading a short story.

ELA.E2.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods of time.

ELA.E2.OE.4 Collaborate with others and use active listening skills.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

ELA. AOR 1.2: Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

ELA.E2.AOR.3.1 Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

Week: Aug 25 - 29

Unit(s): **Perception of Power**

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Warm up (all week) 2. Finish discussion questions for "The Wife's Story" 3. Begin reading "What of this Goldfish..." <ul style="list-style-type: none"> Discussion questions 	1. Warm up 2. SSR: Read 3. "What of This Goldfish..." <ul style="list-style-type: none"> Discussion questions 	1. Warm up 2. " Handsomest Drowned Man... " <ul style="list-style-type: none"> Group annotation activity 	1. Warm up 2. SSR: Blog 2 3. Unit 1 test review	1. Warm up 2. Unit 1 test (MC)
Work to Submit	Goldfish discussion questions		"Handsomest" discussion questions/annotations		Test
Learning Target	I can critique the development of themes across texts by reading a short story. I can analyze how key elements add to and deepen meaning or enhance style within and across text by reading a short story.	I can read for an extended period of time to broaden my understanding of the world. I can evaluate how POV shapes meaning within a text by evaluating a character's motivation	I can critique the development of themes across texts by reading a variety of short stories. I can analyze how key elements add to and deepen meaning or enhance style within and across text by evaluating their use in a short story.	I can read for an extended period of time to broaden my understanding of the world. I can review material for my test.	I can evaluate the effect of POV, tone, and irony in a variety of texts by taking a final unit test.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA. AOR 1.2: Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

ELA.E2.AOR.3.1 Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

C4.1.d: apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.

Week: Sept 1 - 5

Unit(s): **Unit 2: Intro to *Oedipus Rex***

	Monday School Holiday	Tuesday	Wednesday	Thursday	Friday
Agenda		SSR: Reading Test, part 2	Oedipus webquest	SSR: Book Blogs Agree/Disagree classwork	"Greek Tragedy" informational article and discussion questions
Work to Submit		Test part 2 (Mastery Connect)	Oedipus webquest via Google Classroom	Blog #3 due by Tuesday, 9/9 A/D classwork via Google Classroom	Discussion questions
Learning Target		I can evaluate the effect of POV, tone, and irony in a variety of texts by taking a final unit test	I can learn cultural details about Ancient Greece by researching its theatre.	I can read for an extended period of time to broaden my understanding of the world	I can learn cultural details about Ancient Greece by researching its theatre.

Standards for the Week

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.
 ELA.E2.AOR.5.1 Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
 ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
 ELA.E2.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts

Week: Sept 8 - 12

Unit(s): **Conflict and Connection: *Oedipus Rex***

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Warm-Up: All week 2. <i>Oedipus</i> guided notes 3. Begin Prologue <ul style="list-style-type: none"> Study questions 	1. Warm-up 2. SSR 3. Finish Prologue and study questions/discuss 4.	1. Warm-up 2. Read Scenes 1, <i>Oedipus Rex</i> <ul style="list-style-type: none"> Guided Questions 3. Begin scene 2	1. Warm-up 2. SSR and Blog 4 3. <i>Oedipus</i> scene 2 4. Intro: Theme tracking	1. Warm-up 2. <i>Oedipus</i> , part 1 quiz <ul style="list-style-type: none"> Turn in questions 3. Part 1: theme tracking
Work to Submit				Blog 4 (due Tues before class)	Part 1 questions Part 1 quiz
Learning Target	I can understand the context and influence of Greek theatre.	I can anticipate major themes in <i>Oedipus Rex</i> by reading the prologue	I can anticipate major themes in <i>Oedipus Rex</i> by reading the prologue	I can trace a theme's development throughout <i>Oedipus Rex</i> by tracking important ideas in the first half of the play.	I can trace a theme's development throughout <i>Oedipus Rex</i> by tracking important ideas in the first half of the play.

Standards for the Week

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

Week: [Sept 15 - 19](#)

Unit(s): **Conflict and Connection: *Oedipus Rex***

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1.Warm-Up: All week 2. <i>Oedipus Rex</i> , scene 3 in groups <ul style="list-style-type: none"> Roles 	1.Warm-Up: All week 2. SSR 3. Quiz review 3. <i>Oedipus Rex</i> , scene 4	1.Warm-Up: All week 2. Theme tracing : group work/analysis questions 3. Review video	1.Warm-Up: All week 2. Quiz, <i>Oedipus</i> part 2 <ul style="list-style-type: none"> Turn in questions 3. SSR/ Book Blog 5	1.Warm-Up: All week 2. Informational TDW review 3. Final theme discussion
Work to Submit	Book blog pop check! (4 blogs present)	Scene 3 and 4 questions		Quiz Scene 3 and 4 questions	
Learning Target	I can analyze how universal themes develop throughout <i>Oedipus</i>	I can analyze how universal themes develop throughout <i>Oedipus</i>	I can identify author's craft techniques throughout the play by analyzing specific scenes	I can respond to my choice book by writing a blog post about it.	I can review the requirements for the informational TDW.

Standards for the Week

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.5.1 Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise .***focus on irony***

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

Week: [Sept 22 - 26](#)

Unit(s): **Conflict and Connection: *Oedipus Rex***

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	Warm-Up: All week SSR Essay prep: read article and discuss as a class	Warm-Up: All week In-class essay	Warm-Up: All week SSR Reader's Theater assignment and time to work	Warm-Up: All week Book Blog #6 and 7 Reader's Theater assignment and time to work	Warm-Up: All week Reader's Theater Performances <i>Night</i> reading assignments
Work to Submit	Essay prep materials (will be returned tomorrow)	Final Essay			Reader's Theater performance
Learning Target	I can improve my writing by planning and revising my response to an informational prompt.	I can write an informative text to analyze and explain complex ideas and information.	I can collaborate with others and use what I know about the play to create an updated version of <i>Oedipus Rex</i>	I can collaborate with others and use what I know about the play to create an updated version of <i>Oedipus Rex</i>	I can collaborate with others and use what I know about the play to create an updated version of <i>Oedipus Rex</i>

Standards for the Week

ELA.E2.C.2.1: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information.

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and

ELA.E2.C.8.1: Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts.

Week: Sept 29 - Oct 3	Unit(s): Night
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	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	1. Warm-Up: All week 2. Anticipation guide and practice writing 3. Holocaust Background and notes	1. Warm-Up 2. Check out <i>Night</i> books 2. SSR 3. Background notes	1. Warm-Up 2. Finish notes 2. Read Chapter 1 • Terms to know HW: Ch. 2 due Friday	1. Warm-Up 2. Book Blogs 8 and 9 3. " The Hangman " and discussion questions	1. Warm-Up 2. Finish "Hangman" 3. Read Chapter 3 4. Fever Chart 1
Work to Submit	Anticipation guide writing			"Hangman" discussion questions Book Blogs 8 and 9	
Learning Target	I can analyze the historical context of the Holocaust as it relates to the upcoming text Night	I can analyze the historical context of the Holocaust as it relates to the upcoming text Night	I can examine characterization in chapter 1 in order to understand the narrator Elie.	I can review figurative language and theme in order to analyze a poem.	I can analyze the development of main themes in <i>Night</i> as they're reflected in chapters 1-3.

Standards for the Week	<p>ELA.E2.AOR.1.1 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.</p> <p>ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.</p> <p>ELA.E2.AOR.3.1 Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).</p>
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Week: [Oct 6 -10](#)

Unit(s): **Night**

	Monday	Tuesday	Wednesday	Thursday	Friday End of Q1 Grading Period
Agenda	1. Ch. 1-3 Quiz 2. Work in groups on Fever Charts for Chunks 1 and 2 3. Begin Chapter 4	PSAT DAY 1. Work on Book Blogs	1. Read Chapter 4 • 34 minutes 2. Fever charts (Chunk 3)	1. Benchmark 2. Read pg. 66-76 on your own.	1. View Oprah/Elie interview 2. Introduce podcast project
Work to Submit	Ch. 1-3 Quiz	Book Blog #10 and all other blogs		All book blogs due today.	
Learning Target	I can analyze the development of main themes in <i>Night</i> as they're reflected in chapters 1-3.	I can respond in writing about a book I am reading	I can analyze the development of main themes in <i>Night</i> as they're reflected in chapters 4-5	I can show what I know on my benchmark.	I can choose a podcast topic related to the Holocaust.

Standards for the Week

ELA.E2.AOR.1.1 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.
 ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.
 ELA.E2.AOR.3.1 Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

Week: [Oct 13 - 17](#)

Unit(s): **Night**

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda		1. Warm-Up: All week 2. Finish Chapter 5 <ul style="list-style-type: none"> p. 76-84 3. Fever Chart <ul style="list-style-type: none"> Chunk 4 	1. Warm-Up 2. Read Chapter 6 <ul style="list-style-type: none"> 23 minutes Quiz review game 3. Podcast project: choose partners/review research guides	1. Warm-Up 2. <i>Night</i> , Ch. 4-6 quiz 3. Podcast project: <ul style="list-style-type: none"> Research with partner HW: Read Ch. 7	1. Warm-Up 2. Ch. 7 discussion <ul style="list-style-type: none"> Silent discussion activity 3. Read 8 and 9
Work to Submit		Fever Charts: Chunk 4		Ch. 4-6 Quiz	Discussion Activity
Learning Target		I can track a major theme as it develops through Chapter 5 by plotting quotes on a fever chart.	I can research outside information from reliable sources to help me write my podcast.	I can research outside information from reliable sources to help me write my podcast.	I can discuss major themes in Chapter 7 of <i>Night</i> with classmates by participating in a silent discussion.

Standards for the Week

ELA.E2.AOR.1.1 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3.1 Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

ELA.E2.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.

ELA.E2.R.1.3 Analyze findings to determine relevance to the topic(s) and purpose of inquiry.

ELA.E2.R.1.4 Logically organize findings as relevant to the purpose and audience.

Week: Oct 20 - 24

Unit(s):

	Monday Q1 Report Card	Tuesday	Wednesday	Thursday	Friday
Agenda	Fever chart Chunk 5 (Ch. 6-9) Group gallery walks	SSR: Introduce book clubs/find partners Fever chart final writing	Podcast work day: <ul style="list-style-type: none"> Cover/Blueprint Script Audio 	Book Club initial meeting Podcast work day: due end of class!	Start <i>Julius Caesar</i>
Work to Submit	Writing assignment tomorrow				
Learning Target					

Standards for the Week

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.
ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.

Week: Oct 27 - Oct 31

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda		SSR		Book Clubs mtg. 1	
Work to Submit					
Learning Target					
Standards for the Week					

Week: Nov 3 - 7

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Nov 10 - 14

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Nov 17 - 21

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Nov 24 - 28	Unit(s):
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		Monday	Tuesday	Wednesday School Holiday	Thursday School Holiday	Friday School Holiday
Agenda Work to Submit Learning Target						
Standards for the Week						

Week: Dec 1 - 5

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Dec 8 - 12

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Dec 15 - 19

Unit(s):

Standards for the Week	Monday	Tuesday	Wednesday	Thursday	Friday End of Q2 Grading Period Half Day for Students
	Agenda				
	Work to Submit				
	Learning Target				