

WEEKLY PLANNER
GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS

Teacher's Name: Ms. West

Course/Block: Honors English 4 Blocks 2 &3

Unit Topic: Unit 1 - Anglo-Saxon Literature and Medieval Period

Subject: the Seafarer; Lyric Ballads and connecting media (Anglo-Saxon Period continued)

Standard(s) with Synopsis: Reading Standards 1-4 - Understanding organization, syntax, etymology to support fluency and comprehension; Standard 7 - making connections between text and multimedia for insightful demonstration of ideas as well as making cultural connections between the text and the time-period; Standard 13 - Range and complexity for independent and longer works; Writing Standard 1 - writing arguments, utilizing valuable text based evidence to make a claim and develop a line of reasoning.

Dates: 9/22

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
Transition from one historical lens to another RL 12.7; Review the Medieval Era; RL 12.5 - Analyze how an author's choices concerning structure contribute to overall structure, meaning, aesthetic impact; Determine the meaning of words and phrases as they are used in the text very important for characterization, including figurative and connotative meanings;	RL 12.5 - Analyze how an author's choices concerning structure contribute to overall structure, meaning, aesthetic impact; RL 12.4 - analyzing "shifts" in literature to signal new perspectives; ballad tradition - shifts, tone, mood, plot details. RL 11-12.5 - Characterization is paramount to TCT - Look at the author's choice and make inferences about this person's respectability in the time	RL 11-12.5 - Characterization is paramount to TCT - Look at the author's choice and make inferences about this person's respectability in the timeDetermine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	Analyze multiple interpretations of a story, drama, or poem; RL 12.7 Analyze the critical lens through Medieval and modern lens; Purpose: Notice differences in their tones and mood. RL 11-12.5 - Characterization is paramount to TCT - Look at the author's choice and make inferences about this person's respectability in the time	RL 12.6 distinguishing between what is said and what is implied. Where does the author leave matters uncertain for the reader? RL 11-12.5 - Characterization is paramount to TCT - Look at the author's choice and make inferences about this person's respectability in the time
ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)

Bellringer: Kahoot Review	Bellringer: Web it! Glencoe Brit Lit favorite songs	Bellringer: The Pardoner's Tale video	Bellringer- Taking a journey, who and what would you bring and how would you pass the time? Quickwrite	Bellringer: The Wife of Bath's cartoon
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INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY
Text: Scottish Ballads - Textbooks and PDF Task: 30 Minutes - Take the Elegy Quiz after the Kahoot. Sir Patrick Spens; Go through Bonny Barbara Allan stanza by stanza for rhyme scheme and meaning; "Poetry to Prose"/ Mandy by Barry Manilow Talk: Discuss the differences between AS	Text: Textbook - Lyrical Ballads and The Canterbury Tales Prologue (Textbook) pg 142 Task: Get Up and Bar the Door; Country; Robin Hood and The Demon Lover - Graphic Organizer and translate from poetry to prose - What is lost in the changing of genre? Connections/clips B3- Prologue and Introduction to The Pardoner's Tale Talk: All of the Tales have a lesson. Some are founded in reason, others reveal the speaker's vice. Discuss	ext: :Lyrical Ballads and The Canterbury Tales Prologue (Textbook) Task: The Demon Lover cont.; Robin Hood and the 3 Squires; Read, rhyme scheme, meaning, poetry to prose, modern connection *Ballad form review - Quiz Friday B3:The Pardoner's Tale read, review; group work for theme and the "honor" test; Clip from "The Way"	Text (25):Textbook The Canterbury Tales - Chaucer Task: B2: Introduction Medieval Literature - Intro The Canterbury Tales; Begin the Prologue Graphic Organizer for the characters Talk: Discuss taking a trip. What are the qualities you would want in a travel companion? What would help you pass the time today? How is our dependence on interpersonal communication different?	Text: :Textbook The Canterbury Tales - Chaucer Task: Continue to the Prologue with character stations B3 - Discuss the implications of the each character. What is the tone and characteristic of each person, who would you want to bring and why? Where does Hypocrisy live in this time-period and what is the relationship between Chrsitianity and the people who believed in other faiths; Graphic Organizer; Station work; Introduction to The Pardoner Talk: Characterization wall - Who is your favorite character from the Prologue? Some characters aren't given much attention in this introductory section. Create a page for this character a "vision" wall so to speak about this character. Who are they (today) what do

				they enjoy? How are they similar or different to you?
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Text (25): The text supports students' understanding of the content and allows them to complete the task and talk. Text exists in varied forms (print, visual, audio, multimodal, etc.) This is the vehicle for thinking.

Task (30): The task involves student understanding from the text. Students are applying and performing tasks based on their knowledge and interpretation of the text.

Talk (25): The talk concludes the lesson with a summarizing strategy. This strategy allows students to share or express feedback involved in their learning with the text and task.

ASSESSMENTS	ASSESSMENTS	ASSESSMENTS	ASSESSMENTS	ASSESSMENTS
☐ Class Work ☐ Journals ☐ Group Discussion ☐ Individual Participation ☐ Quiz / Test ☐ Project ☐ Conference ☐ Other:	☐ Class Work ☐ Journals ☐ Group Discussion ☐ Individual Participation ☐ Quiz / Test ☐ Project ☐ Conference ☐ Other:	☐ Class Work ☐ Journals ☐ Group Discussion ☐ Individual Participation ☐ Quiz / Test ☐ Project ☐ Conference ☐ Other:	☐ Class Work ☐ Journals ☐ Group Discussion ☐ Individual Participation ☐ Quiz / Test ☐ Project ☐ Conference ☐ Other:	☐ Class Work ☐ Journals ☐ Group Discussion ☐ Individual Participation ☐ Quiz / Test ☐ Project ☐ Conference ☐ Other: