

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	Introduction & Procedures															
	CLASS 1				CLASS 2				CLASS 3				CLASS 4			
Activity				8/14			W	8/16				8/18				8/22
Warm-Up	Using the posted seating chart, find your assigned seat.				Complete the paragraph rewrite worksheet. Be creative!				Take the quiz in the stack on the front table.				Take the reading quiz on “Games at Twilight” on front table.			
Objective (EQ)	What are the rules, procedures, and expectations in this class?				Why should we improve our writing?				What do you remember about the rules, procedures, and expectations in this class?				How is descriptive language used in “Games at Twilight”?			
Agenda	<ol style="list-style-type: none"> Students will find assigned seats. Introduction of teacher and class with emphasis on British literature, reading, writing. Review of classroom rules and procedures and other school rules. Q & A re. classroom procedures. Class syllabus. 1st day assembly 				<ol style="list-style-type: none"> Warm-up: paragraph rewrite. Review of student paragraph re-writes. Class discussion regarding descriptive writing with teacher modeling. Practice fire drill. Review information from day before; catch up on missed items. 				<ol style="list-style-type: none"> Students will take quiz on classroom procedures. Review of paragraph re-writes. Discussion regarding procedure for passing out/turning in textbooks. Introduction to and discussion of “Games at Twilight” by Anita Desai on page 1072 of textbook with emphasis on descriptive writing. 				<ol style="list-style-type: none"> Students will take reading quiz. Distribution of textbooks. Class discussion of “Games at Twilight” with emphasis on descriptive language and imagery to help establish setting and character. Review of five elements of fiction with emphasis on character and setting. Read “Araby” by James Joyce on page 957 and write a three-paragraph essay comparing the two stories with emphasis on imagery. 			
Materials	<ol style="list-style-type: none"> Syllabus Blank seating charts for closure activity. 				Paragraph re-write worksheet.				<ol style="list-style-type: none"> Student textbooks, pp. 1072-1077. Procedures Quiz. 				<ol style="list-style-type: none"> Student textbooks, pp 1072-1077 and 957-961. “Games at Twilight” reading quiz. 			
Closure	Who are your classmates? Students will fill in blank seating chart.				Compare rewritten paragraphs with a partner. Offer suggestions.				<ol style="list-style-type: none"> Continue reading “Games at Twilight.” Students may check out textbooks. 				Continue writing three-paragraph essay.			
Homework	Thoroughly read syllabus.				Finish worksheet.				Finish reading “Games at Twilight.”				Finish writing three-paragraph essay.			
Common Core State Standards	12SL1, 12W2				12W3d				12RL1, 12RL2, 12RL4				12RL1, 12RL2, 12RL4, 12RL5			

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	Early English Literature															
	CLASS 5				CLASS 6				CLASS 7				CLASS 8			
Activity				8/24				8/28				8/30				9/1
Warm-Up	Translate: *Obsecro sententiam interpretari conantur et sedeant. Fac rationis coniciet.				Write a paragraph to explain why common people enjoyed reading or hearing epic stories.				Re-read “The Flea” by John Donne from handout on 8/18.				Read pages 314-315 in the textbook.			
Objective (EQ)	Where did English come from?				Why do writers write?				What is metaphysics?				Who is Francis Bacon?			
Agenda	<ol style="list-style-type: none"> Students will attempt to translate Latin based on their knowledge of English. Explanation of warm-up. Class discussion regarding history of English language and literary eras with emphasis on the three languages of English. Class discussion of an epic generally and <i>Beowulf</i> Class discussion of <i>Gilgamesh</i> and its relationship to epic English works. Students will take turns reading <i>Gilgamesh</i> p. 48. 				<ol style="list-style-type: none"> Warm-up: Students will self-identify the reason for literature. General discussion of the purpose of literature, brief discussion of Chaucer, and introduction to Shakespeare. Discussion of the mechanics of Shakespeare’s sonnets (p. 277). Class will read sonnets 71, 116, and 130. Class discussion regarding Shakespeare’s sonnets. 				<ol style="list-style-type: none"> Review of sonnets. Selected students will read theirs aloud. Discussion of John Donne. Class will read “A Valediction: Forbidding Mourning” on p. 305, then compare it to Shakespeare’s Sonnet 71. Then read “Death be Not Proud” on p. 313. What are prevailing themes in this era’s poetry? 				<ol style="list-style-type: none"> Students eavesdrop on the conversation of two scholars. Discussion of the term “metaphysical” and how this sums up the intent of Renaissance literature. Discussion of Francis Bacon (p. 323) and reading of “Of Studies” on p. 325. Students will choose one of the axioms on p. 327 and write a paragraph to explain it; then will show how this summarizes philosophies of Renaissance literature. Book summary reminder. 			
Materials	<ol style="list-style-type: none"> Translation of warm-up Textbooks, pp 48-53 Examples of English handout 				Textbook pp. 277 et. seq.				<ol style="list-style-type: none"> Student textbooks, pp. 305 and 313. Sonnet 116 				Student textbooks, pp 323-327.			
Closure	Take <i>Gilgamesh</i> quiz (open book)				Write a sonnet.				Write a 3-paragraph essay comparing the attitudes of John Donne and William Shakespeare regarding metaphysical love.				Finish writing paragraph—ticket out the door.			
Homework	Finish <i>Gilgamesh</i> quiz.				Finish writing sonnet.				Finish essay.				None.			
Common Core State Standards	12SL2, 12SL3, 12SL4, 12SL5				12SL2, 12SL3, 12SL4, 12SL5, 12W4, 12W5				12SL2, 12SL3, 12SL4, 12SL5, 12W4, 12W5				12SL2, 12SL3, 12SL4, 12SL5, 12W4, 12W5			

Lesson Plan supplement:

Translation of warm-up activity—“Please, remain seated and try to translate this sentence. Make logical guesses.”

Literary Eras:

Anglo-Saxon

Epic poems such as Beowulf,

Middle English

Geoffrey Chaucer, *The Canterbury Tales* (1343-1400); cf. Boccaccio’s *The Decameron* (1313-1375)

1450—Printing Press invented

The Renaissance 1500-1660

Elizabethan Period (1558-1603)

Jacobean Period (1603-1625)

Caroline Period (1625-1649)

Commonwealth Period (1649-1669)

The Neo-Classical Period 1660-1785

The Restoration (1660-1700)

The Augustan Age (1700-1745)

Puritanical/Colonial (America) 1650-1750)

The Romantic Period 1785-1830 (includes the Gothic Period)

The Victorian Period 1848-1901

The Edwardian Period 1901-1914

The Modern Period 1914-1945

Post Modernism 1945-present

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	Neo-Classical Era/Satire															
	CLASS 9		CLASS 10		CLASS 11		CLASS 12									
Activity				9/6				9/8				9/12				9/14
Warm-Up	Write a paragraph explaining satire.				Think of something at school that is negative; then describe it in a funny way. (2 or 3 ss.)				Read “Advice to Youth” (front table).				Describe a person in this room not sitting very near, but do not say who it is.			
Objective (EQ)	What marks the Neo-Classical period?				What is Satire?				How else can satire be used?				How do you refine satire for maximum affect?			
Agenda	1. Students will access prior knowledge to understand purpose of art. 2. Class discussion of various ideas for purpose of art. 3. Teacher instruction regarding Restoration and Neo-Classicism; introduction to Jonathan Swift and satire and how Swift found the voice that would be heard. 4. Class will read “A Modern Proposal” after discussion of plight of Irish. 5. Class reading of “A Modern Proposal” pp. 430-437.				1. Warm-up: Students will attempt to create satire. 2. Class review of warm-ups. 3. Class discussion of a satire and sarcasm and what distinguishes them. 4. Comparison of student’s satires with “A Modest Proposal.” 5. Students will share homework lists and class will discuss how to satirize idea with discussion of expanding students’ world view. 6. Description and instructions of satirical essay assignment. 7. Students will use one idea from their list and write first paragraph which only describes problem.				1. Students will read “Advice to Youth” by Mark Twain. 2. Teacher assistance to conclude reading of warm-up with class discussion of Mark Twain’s brand of satire. 3. Further discussion of writing assignment with students sharing first paragraphs. Complain by praising. 4. Students will continue writing essays.				1. Students will caricaturize others in warm-up 2. Discussion of writing caricatures of others for satirical effect. 3. Explanation of peer-review process. Reviewers must know what you are complaining about and how you seem to be praising it. 4. Students will make revisions to their own essays; then get written comments from at least three other students.			
Materials	Textbooks, pp 430-437				Student created lists of things to change.				1. copies of “Advice to Youth” 2. Student paragraphs				Student drafts of satirical essays.			
Closure	Answer this question: Who in particular might be the target of Swift’s criticism?				Share your paragraph with a neighbor and get suggestions to improve it.				Continue writing essay to conclusion.				Begin revising essays based upon teacher and peer comments.			
Homework	Finish reading “A Modest Proposal.” Write a list of five things that make you angry enough to want to change them.				Rewrite introduction paragraph. Make it zing.				Finish essay. Bring red pen to next class.				Revise satirical essay. Upload it to Turnitin.com.			
Common Core State Standards	12RL2, 12RL4, 12RL5, 12RL6, 12RI1, 12RI2, 12RI3, 12RI4, 12RI5, 12RI6				12W1a-e, 12W4, 12W5				12W1a-e, 12W4, 12W5				12W1a-e, 12W4, 12W5			

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	Argumentation															
	CLASS 13				CLASS 14				CLASS 15				CLASS 16			
Activity				9/18			W	9/20				9/22				9/26
Warm-Up	Write a paragraph explaining why women are or are not equal to men in this modern age.				Quietly read the poem “To the Ladies” on page 494, then write one paragraph comparing it to your own opinion.				Write one sentence describing a condition that must change. Write one sentence explaining why. Write one sentence explaining how.				Read the Argumentative Essay guidelines (on podium).			
Objective (EQ)	What is enlightenment?				How do you change the way people think?				How do you formulate an argument?				How do you write an effective argument?			
Agenda	<ol style="list-style-type: none"> Students will express their opinion of equality of sexes. Class discussion regarding the status of women today vs. earlier times. Teacher introduction to Mary Wollstonecraft (mother of Mary Shelley), 1759-1797. Students will silently read selection from “A Vindication of the Rights of Women,” textbook pp. 487-491. Class discussion of reading. 				<ol style="list-style-type: none"> Warm-up: Students will analyze a poem about the rights of women and offer opinions. Class discussion of “To the Ladies” and sharing of opinions. Class discussion of argumentative essays. Students will silently read selection from “The Education of Women” by Daniel Defoe, textbook pp. 495-497. Class discussion of reading with comparisons to Wollstonecraft and Swift. 				<ol style="list-style-type: none"> Students create the framework of an argument. Students will share their argument frameworks while teacher lists topics on board. Class discussion of elements of an argument: e.g. claim, evidence, solution, counterclaim. Using the Five-Minute Research Worksheet, students will conduct research, coming up with two sources as evidence and one source for a counterclaim. 				<ol style="list-style-type: none"> Students will familiarize themselves with the argumentative essay guidelines. Teacher will review argumentative essay guidelines with students. Students will write the first draft of their argumentative essay and include intext citations. 			
Materials	Textbooks, pp. 487-492.				Textbooks, pp. 494-498.				Five-Minute Research Worksheet,				<ol style="list-style-type: none"> Argumentative Essay Guidelines. Sample research paper 			
Closure	Write a short essay (one-page double spaced) answering question 8 on page 492.				Write an essay responding to the prompt on page 498.				Write an outline of an argument for your own claim with research results included.				Finish the first draft of your argumentative essay.			
Homework	None.				Rewrite essay.				None.				Type argumentative essay. Typed, double-spaced, Times New Roman 12 point font.			
Common Core State Standards	12RL4, 12RL6, 12W1, 12W2				12RL4, 12RL6, 12W1, 12W2				12W1a-e, 12W4, 12W5, 12W7				12W1a-e, 12W4, 12W5, 12W7			

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	Essay Revision															
	CLASS 17				CLASS 18				CLASS 19				CLASS 20			
Activity				9/28				10/10				10/12				10/16
Warm-Up	Rewrite the following sentence: We were approached by a horse with a rider who had no head and he was coming quickly.				Write the correct MLA citation for “The Education of Women” by Daniel Defoe, in textbook pp. 495-497. Use the guide from earlier class.				Write two reasons why a literary era might be called the Romantic Period.				Prepare desks for first quarter exam. Make sure you have a pencil <u>and</u> a pen.			
Objective (EQ)	What is revision?				How do you properly cite information per MLA?				What is the Romantic Period in English literature?				First quarter exam.			
Agenda	<ol style="list-style-type: none"> Students will use prior knowledge to revise sentence. Students will share rewrites of sentences. Teacher discussion of revision process with emphasis on five-sentence intro. paragraph including dynamic opener, thesis, clarification sentences, and concluding transitional sentence. Students will silently rewrite their first paragraph following teacher’s model. Students will share first paragraphs with small groups. 				<ol style="list-style-type: none"> Warm-up: Students practice writing an MLA citation. Class discussion of MLA citation method for selection in textbook. Demonstration of creating citations using http://www.easybib.com or http://www.lib.ncsu.edu/citationbuilder/. Students will check and revise their citations. Students will check essay for all instances of cited material. Teacher will demonstrate use of in-text citations. 				<ol style="list-style-type: none"> Students will use prior knowledge to explain the Romantic Era, 1798-1832. General discussion of the Romantic Era. Art should improve upon nature. Writers look into minds of subjects and desire to go back to neo-classical times. Emphasis on mutability. William Blake’s poems, etc. Class will read the two “Chimney Sweeper” poems and discuss differences, pp. 542-543. Students will read “The World is Too Much with Us” on p. 562. General discussion of poem on p. 562. 				Students will take the first quarter exam. Note: This is the last lesson before the October Break.			
Materials	Student-produced essays.				<ol style="list-style-type: none"> Student-produced essays. MLA Rules handout. Smart Cart w/internet. 				Textbooks.				<ol style="list-style-type: none"> First quarter exam question packets. Scantrons. 			
Closure	Students will begin revising balance of essay.				Students will edit essays for in-text citations.				Write short essay to answer question 7 on p. 563.				Read personal novel.			
Homework	Finish revising essay.				Edit essay for proper MLA citations. Upload to Turnitin.com				<ol style="list-style-type: none"> Study for first quarter exam. Bring a novel to class. 				None.			
Common Core State Standards	12RL4, 12RL6, 12W1, 12W2				12RL4, 12RL6, 12W1, 12W2				12RL1, 12RL2, 12RL3				All standards to date.			

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	College & Career Project															
	CLASS 21				CLASS 22				CLASS 23				CLASS 24			
Activity			W	10/18				10/20				10/24				10/26
Warm-Up	Write one paragraph describing at least two useful talents you have.				Write a list of your high school activities, categorized by year and type of activity.				Review college research project packets.				Write one paragraph that describes your best personality trait.			
Objective (EQ)	How do you write a job résumé?				How do you write an academic resume?				How do you research colleges?				How do you write a college application essay?			
Agenda	1. Students will prewrite to begin building resume. 2. Class discussion regarding resume writing with demonstration by teacher of effective resume. 3. Class will write a rough draft of their resumes. 4. Teacher review of resume rough drafts. 5. Teacher announcement of resumes due first day of class next week.				1. Students will review and annotate their high school activities. 2. Distribution of College & Career Research packets. 2. Teacher instruction regarding writing of academic resumes. 3. Students will write rough draft of academic resume.				1. Students will go to the career center and receive instruction by on career and college searching. a. Creating academic résumés on computers; students will revise and type academic résumés. b. Researching colleges. c. Application process. 2. Discussion of college research project.				1. Students will identify their best personality trait. 2. General discussion college of application essays—three types: you, why us, and creative. 3. Review of essay packet. 4. Students will begin writing the “you” style essay.			
Materials	Sample student resume (handout to students).				1. Sample academic resume. 2. College Research Project packets.				1. Student-produced academic résumés and research results. 2. Handouts by Career Center.				1. College Application Essay packet. 2. College Research Project packets.			
Closure	Students will continue working on resume.				Finish creating rough draft of academic resume.				Students will work on college research projects.				Finish writing the “you” application essay.			
Homework	Revise and finalize resume.				Bring rough draft of academic resume to class.				Students will work on college research projects.				1. Revise and perfect the “you” application essay. 2. Work on project.			
Common Core State Standards	12W2, 12W2d, 12W2e.				12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, and 12W2f, and 12L1-3.				12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, and 12L1-3.				12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, and 12L1-3.			

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	College & Career Project															
	CLASS 25				CLASS 26				CLASS 27				CLASS 28			
Activity				10/31				11/2				11/6			W	11/8
Warm-Up	Write a paragraph explaining why you want to go to your chosen college.				Log into school computer network.				Log into school computer network.				Revise your research “To Do” list.			
Objective (EQ)	How do you write a college application essay?				How would you “sell” a college?				How would you “sell” a college?				How would you “sell” a college?			
Agenda	1. Students will identify their reason for choosing a college. 2. Review discussion of college application essays—three types: you, why us, and creative. 3. Review of essay packet. 4. Students will begin writing the “why us” style essay.				1. Students will be given instruction on research project with review of rubric. 2. Students will use computer lab to conduct online research and to prepare a presentation. 3. Presentation by SSG Louis Gonzalez, NVARNG.				1. Students will be given instruction on research project with review of rubric. 2. Students will use computer lab to finalize online research and to prepare a presentation. 3. Guest speaker?				1. Students will determine what remains to be done on their college research project IAW rubric in packet. 2. Teacher review of college research project rubric. 3. Students will sign up for presentation time slots. 4. Students will finish requirements of college research projects. 5. Guest speaker?			
Materials	College Application Essay packet.				Student devices				Student devices				Project presentation sign-up sheet.			
Closure	Finish writing the “why us” application essay.				Students will write a “To Do” list of what remains to do on their project.				Students will write a “To Do” list of what remains to do on their project.				Finish writing the “you” application essay.			
Homework	1. Revise and perfect the “why us” application essay. 2. Work on project.				Work on college research project: due Nov. 5 and 7				Work on college research project: due Nov. 5 and 7				Work on college research project presentation: due next class.			
Common Core State Standards	12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, and 12L1-3.				12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, and 12L1-3.				12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, and 12L1-3.				12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, and 12L1-3.			

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	College & Career Project				CLASS 29				CLASS 30				CLASS 31				CLASS 32			
Activity				11/13			W	11/15				11/17				11/21				
Warm-Up	Prepare your project for presentation to the class.				Prepare your project for presentation to the class.				Prepare your project for presentation to the class.				Using your smart phone or dictionary, look up the definition of objectivism; then give an example in your notebook.							
Objective (EQ)	How do you make an oral presentation?				How do you make an oral presentation?				How do you make an oral presentation?				What is objectivism?							
Agenda	1. Students will give oral presentations of their college research projects for credit in the Career Center. 2. Students not presenting will complete peer evaluation sheets.				1. Students will give oral presentations of their college research projects for credit in the Career Center. 2. Students not presenting will complete peer evaluation sheets.				1. Students will give oral presentations of their college research projects for credit in the Career Center. 2. Students not presenting will complete peer evaluation sheets.				1. Students will self-teach meaning of objectivism. 2. Class discussion of objectivism. 3. Class discussion of Ayn Rand. 4. Power point on objectivism and Ayn Rand followed by class discussion.							
Materials	1. Student-produced presentations. 2. Peer Evaluation Sheets				1. Student-produced presentations. 2. Peer Evaluation Sheets				1. Student-produced presentations. 2. Peer Evaluation Sheets				1. Anthem pre-reading powerpoint #1. 2. Class copies of <i>Anthem</i> .							
Closure	Finalize peer evaluation sheets.				Finalize peer evaluation sheets.				Finalize peer evaluation sheets.				Silently read Chapter one (p. 17) of <i>Anthem</i> by Ayn Rand.							
Homework	Work on college research project presentation: due next class.				Work on college research project presentation: due next class.				Bring to class your bibliography for your college research project.				Finish reading Chapter 1 at home at http://www.fullbooks.com/Anthem.html .							
Common Core State Standards	12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, 12L1-3, 12SL3, 12SL4, and 12SL5.				12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, 12L1-3, 12SL3, 12SL4, and 12SL5.				12W2, 12W2d, 12W2e, 12W1d, 12W2a, 12W2b, 12W2d, 12W2e, 12W2f, 12W6, 12W7, 12W8, 12L1-3, 12SL3, 12SL4, and 12SL5.				RL1-6, RI1, RI4, RI7, W1, W3-9, SL1, SL3-4							

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	Novel Study				CLASS 33				CLASS 34				CLASS 35				CLASS 36			
Activity				11/28				11/30				12/4				W	12/6			
Warm-Up	In your notebook, explain the unusual use of plural pronouns in Chapter 1.				Complete the Chapters 3-4 worksheet by yourself.				Complete the Chapter 7 Reflection worksheet.				Review reading through end of Chapter 10.							
Objective (EQ)	What is collectivism?				How is nature affected by objectivism?				How does the protagonist discover his dissatisfaction with collectivism?				What allusions does Ayn Rand use to help us understand <i>Anthem</i> ?							
Agenda	1. Students will self-evaluate plural pronouns as expression of collectivism. 2. Power point on collectivism with discussion and activities; students will work in small groups and research assigned form of government: communism, fascism, and capitalism using the worksheet; then report to class. 3. Class discussion of which form of government best accommodates objectivism.				1. Students will read Chapters 3 and 4 and complete worksheet. 2. Class discussion of worksheet results. 3. Class will read chapters 5-7.				1. Students will synergize character development in <i>Anthem</i> with prior knowledge or experience. 2. Students will read chapters 8&9 when finished with worksheet.				1. Students will catch up on reading. 2. Power point with discussion on chapters 8-10, focus on literary allusions. 3. Students will complete the Worksheet for chapters 8-10.							
Materials	1. Anthem pre-reading powerpoint #2. 2. Competing Forms of Government worksheet. 3. Class copies of <i>Anthem</i> .				1. <i>Anthem</i> worksheet for chapters 3&4. 2. Chapter 7 worksheet. 2. Class copies of <i>Anthem</i> .				1. Chapter 7 Reflection Worksheet. 2. Class copies of <i>Anthem</i> .				1. Anthem Ch. 8-10 power point. 2. Chapters 8-10 worksheet. 3. Class copies of <i>Anthem</i> .							
Closure	Silently read chapter 2 (p. 38) through 4 of <i>Anthem</i> by Ayn Rand.				Students will complete Chapter 7 worksheet, then start on Chapter 8.				Continue reading through end of Chapter 10.				Read chapters 11-12.							
Homework	Finish reading through chapter 4 at home at http://www.fullbooks.com/Anthem.html .				Read chapter 8-10 at home at http://www.fullbooks.com/Anthem.html .				Finish reading through end of chapter 10 at home at http://www.fullbooks.com/Anthem.html .				Finish reading through end of chapter 12 at home at http://www.fullbooks.com/Anthem.html .							
Common Core State Standards	RL1-6, RI1, RI4, RI7, W1, W3-9, SL1, SL3-4				RL1-6, RI1, RI4, RI7, W1, W3-9, SL1, SL3-4				RL1-6, RI1, RI4, RI7, W1, W3-9, SL1, SL3-4				RL1-6, RI1, RI4, RI7, W1, W3-9, SL1, SL3-4							

Unit	Novel Study															
	CLASS 37				CLASS 38				CLASS 39				CLASS 40			
Activity				12/8				12/12				12/14			C	12/18
Warm-Up	Complete the Chapter 11&12 worksheet. Work independently.				Prepare project for presentation.				Write a list of those topics we covered in class this semester that you need to study more.				Review and make-up day			
Objective (EQ)	What is the significance of objectivism?				What is the point of <i>Anthem</i> .				What do you need to pass the final exam?				Review and make-up day			
Agenda	1. Students will complete worksheet. 2. Whole class discussion of book and significance of objectivism/individualism vs. collectivism. 3. Review the <i>Anthem</i> Project handout.				Students will present projects to class.				1. Students will finish presenting projects. 2. Students will determine their weak areas for the final exam. 3. Teacher-directed review of this semester’s material. Note: Last class before final exams.				Review and make-up day			
Materials	1. Chapter 11&12 Worksheet. 2. Class copies of <i>Anthem</i> . 3, <i>Anthem</i> Project handout. 4. Poster boards.				None.				Missing assignment reports.				Review and make-up day			
Closure	Finish reading <i>Anthem</i> . Work on missing assignments from this unit. Students who are finished may review project requirements.				Review for exam.				Work on missing assignments or study for final exam.				Review and make-up day			
Homework	Finish reading through end of chapter 12 at home at http://www.fullbooks.com/Anthem.html .				Review for exam.				Work on missing assignments or study for final exam.				Review and make-up day			
Common Core State Standards	RL1-6, RI1, RI4, RI7, W1, W3-9, SL1, SL3-4				All standards to date.				All standards to date.				All standards to date.			

NOTE: Final exams for 2nd period will be on 12/19.