

**Paffhausen's 1/22-1/26 LESSON PLANS 2023-2024**

|                | 3rd, 6th, 7th English III  | 1st, 2nd- AP English  | 5th- Honors English   |  |  |
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| <b>MONDAY</b>  | <p><u>Objectives:</u><br/>RL 11.2 and 11.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development, and analyze impact of author's choices: <i>The Great Gatsby</i></p> <p><u>Activities:</u><br/><i>The Great Gatsby</i><br/>HO- Fitzgerald Biography with questions<br/>HO- Jazz Age with questions<br/>Vocabulary</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions<br/>Vocabulary</p> | <p><u>Objectives:</u><br/>RIT 12.6<br/>Students will analyze a complex set of ideas and structure related to poetry</p> <p><u>Activities:</u><br/>Literary Terms Packet<br/>Assign 1-15 Quiz for Monday<br/>Poetry Review Packet<br/>-structure of poetry<br/>-types of poetry (ballad, lyric, ode, elegy, dramatic monolog, sonnet, villanelle)</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Poetry Packet</p>       | <p><u>Objectives:</u><br/>RL 10.2 and 10.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development and analyze impact of author's choices : <i>Julius Caesar</i></p> <p><u>Activities:</u><br/><i>Julius Caesar</i><br/>Act Three scene 1</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions</p>    |  |  |
| <b>TUESDAY</b> | <p><u>Objectives:</u><br/>RL 11.2 and 11.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development, and analyze impact of author's choices: <i>The Great Gatsby</i></p> <p><u>Activities:</u><br/><i>The Great Gatsby</i><br/>Read and Discuss<br/>Chapter One</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions</p>  | <p><u>Objectives:</u><br/>RIT 12.6<br/>Students will analyze a complex set of ideas and structure related to poetry</p> <p><u>Activities:</u><br/>Poetry Review Packet<br/>-structure of poetry<br/>-types of poetry (ballad, lyric, ode, elegy, dramatic monolog, sonnet, villanelle<br/>Interpretation of Poetry<br/>"The Snale"<br/>"The Sick Rose"</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Poetry Packet</p> | <p><u>Objectives:</u><br/>RL 10.2 and 10.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development and analyze impact of author's choices : <i>Julius Caesar</i></p> <p><u>Activities:</u><br/><i>Julius Caesar</i><br/>Act Three scene 1, 2</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions</p> |  |  |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>WEDNESDAY</b></p> <p><u>Objectives:</u><br/>RL 11.2 and 11.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development, and analyze impact of author's choices: <i>The Great Gatsby</i></p> <p><u>Activities:</u><br/><i>The Great Gatsby</i><br/>Read and Discuss<br/>Chapter One<br/><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions</p> | <p><u>Objectives:</u><br/>RIT 12.6<br/>Students will analyze a complex set of ideas and structure related to poetry</p> <p><u>Activities:</u><br/>Poetry Review Packet<br/>Interpretation of Poetry<br/>"The Snale"<br/>"The Sick Rose"<br/>Compare and Contrast<br/>"She Walks in Beauty"<br/>Sonnet 130<br/>HO- How to read a poem</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Poetry Packet</p> | <p><u>Objectives:</u><br/>RL 10.2 and 10.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development and analyze impact of author's choices : <i>Julius Caesar</i></p> <p><u>Activities:</u><br/><i>Julius Caesar</i><br/>Act Three scene 3<br/>Act Three Language<br/>Act Three Quiz</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions<br/>Quiz</p> |  |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>THURSDAY</b></p> <p><u>Objectives:</u><br/>RL 11.2 and 11.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development, and analyze impact of author's choices: <i>The Great Gatsby</i></p> <p><u>Activities:</u><br/><i>The Great Gatsby</i><br/>Read and Discuss<br/>Chapter Two<br/><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions</p>  | <p><u>Objectives:</u><br/>RIT 12.6<br/>Students will analyze a complex set of ideas and structure related to poetry</p> <p><u>Activities:</u><br/>Poetry Packet<br/>Assign 1-5</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Poetry Packet</p>   | <p><u>Objectives:</u><br/>RL 10.2 and 10.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development and analyze impact of author's choices : <i>Julius Caesar</i></p> <p><u>Activities:</u><br/><i>Julius Caesar</i><br/>Watch Act Three video</p> <p><u>Assessment</u><br/>Formative on discussion</p>  |  |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>FRIDAY</b></p> <p><u>Objectives:</u><br/>RL 11.2 and 11.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development, and analyze impact of author's choices: <i>The Great Gatsby</i></p> <p><u>Activities:</u><br/><i>The Great Gatsby</i><br/>Read and Discuss<br/>Chapter Two<br/><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions</p>    | <p><u>Objectives:</u><br/>RIT 12.6<br/>Students will analyze a complex set of ideas and structure related to poetry</p> <p><u>Activities:</u><br/>Poetry Packet<br/>Discuss 1-5<br/>Assign 6-9 for Monday</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Poetry Packet</p>  | <p><u>Objectives:</u><br/>RL 10.2 and 10.3<br/>Students will cite textual evidence to support analysis of text, determine themes and development and analyze impact of author's choices : <i>Julius Caesar</i></p> <p><u>Activities:</u><br/><i>Julius Caesar</i><br/>Act Four scenes 1, 2, 3</p> <p><u>Assessment</u><br/>Formative on discussion<br/>Reading Questions</p>  |  |  |

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