

	Advanced English 12 CCP 5 th Period	English 12 2 nd and 3 rd Periods	Advanced English 10 6 th Period	English 10 1 st and 7 th Periods
Monday	<p><i>The Taming of the Shrew</i> by William Shakespeare</p> <p>DUE: Reading and attempted study guide questions for the play.</p> <p>Read the original text and discuss the study guide questions as a class.</p>	<p><i>Macbeth</i> by William Shakespeare</p> <p>DUE: Act Three reading and study guide questions, equivocation(s), tragic hero notes, and theme reflection.</p> <p>Read Act Three (original Shakespearean text) aloud as a class by taking parts.</p>	<p>ARGUMENTATIVE WRITING based on INFORMATIONAL TEXT:</p> <p>DUE: Essay Map</p> <p>After having read and discussed the two passages and completed an essay map to plan a response to the argumentative writing prompt, compose the assigned essay. Refer to the formal writing rubric for guidance.</p> <p>FINAL DRAFTS DUE THURSDAY!</p>	
Tuesday	<p><i>The Taming of the Shrew</i> by William Shakespeare</p> <p>Read the original text and discuss the study guide questions as a class.</p>	<p><i>Macbeth</i> by William Shakespeare</p> <p>Finish reading Act Three (original Shakespearean text) aloud as a class by taking parts and discussing the study guide questions, equivocation(s), tragic hero notes, and theme reflection.</p>	<p>ARGUMENTATIVE WRITING based on INFORMATIONAL TEXT:</p> <p>Continue composing essays in response to the argumentative writing prompt. Refer to the formal writing rubric for guidance.</p> <p>FINAL DRAFTS DUE THURSDAY!</p>	
Wednesday	<p><i>The Taming of the Shrew</i> by William Shakespeare</p> <p>Continue reading the original text and discuss the study guide questions as a class.</p>	<p><i>Macbeth</i> by William Shakespeare</p> <p>Act Three: Watch the third act of the filmed theater play to help students visualize and understand the context and text of the play.</p> <p>QUIZ FRIDAY</p>	<p>ARGUMENTATIVE WRITING based on INFORMATIONAL TEXT:</p> <p>Continue composing essays in response to the argumentative writing prompt. Refer to the formal writing rubric for guidance.</p> <p>FINAL DRAFTS DUE TOMORROW!</p>	
Thursday: Substitute	<p>Substitute Teacher</p> <p><i>The Taming of the Shrew</i> by William Shakespeare</p> <p>Continue reading the original text and discuss the study guide questions as a class.</p>	<p>Substitute Teacher</p> <p><i>Macbeth</i> by William Shakespeare</p> <p>Read Acts Four and Five of the play, and work on answering the study guide questions.</p> <p>Reading and completed study guides are due next Tuesday, March 3, 2020.</p>	<p>Substitute Teacher</p> <p>ARGUMENTATIVE WRITING based on INFORMATIONAL TEXT:</p> <p>FINISH composing essays in response to the argumentative writing prompt. Refer to the formal writing rubric for guidance.</p> <p>Print and turn in final drafts.</p> <p>FINAL DRAFTS DUE TODAY!</p>	

<p>Friday</p>	<p><i>The Taming of the Shrew</i> by William Shakespeare</p> <p>Continue reading the original text and discuss the study guide questions as a class.</p>	<p><i>Macbeth</i> by William Shakespeare</p> <p>QUIZ over Act Three of the play</p> <p>The quiz is on Progress Book and is both open book and open note.</p> <p>Assignment: Read Acts Four and Five and complete the study guide for next Tuesday.</p>	<p>ARGUMENTATIVE WRITING based on INFORMATIONAL TEXT:</p> <p>Using previously written and scored (graded) essays as exemplars and the formal rubric, self-assess and peer-assess your final draft to determine what score you would earn in each of the 3 categories on the rubric: 1-Purpose, Focus, and Organization (4 points), 2-Evidence and Elaboration (4 points), and 3-Conventions of Standard English (2 points). Then, add up your scores to determine what you believe your response would earn out of 10 points on the rubric.</p> <p>Turn in your self-assessed final drafts and scoring rubrics for a formal writing grade.</p> <p>FINAL DRAFTS DUE TODAY!</p>
---------------	--	--	---

<p>Speech 4th Per.</p>	<p>Monday: Read chapter 14 in the textbook: "Oral Interpretation: the process by which a speaker performs literature aloud for an audience." --Take notes over the objectives found on page 326, the review questions found on page 352, and the first two discussion questions found on page 352. --Consider possible material (literature) you may choose for your own oral interpretation presentation in class (see in-class activity number four on page 353).</p> <p>Tuesday: Continue the assignment from Monday, and finish for Wednesday's class discussion.</p> <p>Wednesday: Discuss Chapter 14 and Oral Interpretation. Activity: In teams of 3 or more, take turns orally interpreting the selections found on pages 354-355. Question: What did you notice about the activity in regards to how it is a different type of "speech" act than other speaking occasions? Be as specific as possible.</p> <p>Thursday: Substitute Teacher Study Hall</p> <p>Friday: Formally assign students to find a piece of literature (or two pieces if they are short) to present in a formal oral interpretation speech.</p>
-----------------------------------	--