

	Advanced English 12 CCP 5 <sup>th</sup> Period	English 12 2 <sup>nd</sup> and 3 <sup>rd</sup> Periods	Advanced English 10 6 <sup>th</sup> Period	English 10 1 <sup>st</sup> and 7 <sup>th</sup> Periods
Monday	<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><b>Assignment:</b> Read Acts Four and Five and complete the study guide for Tuesday.</p>	<p><b>READING LITERARY TEXT: Think, Pair, Share</b></p> <p>Read the passage and answer the multiple choice questions based on it. When you are finished attempting all of the questions on your own (THINK), work with a partner or two to discuss the questions and answers (PAIR). If your teammate disagrees, discuss your answers and why you chose them, but do not feel pressured to change your answer unless you believe your answer is actually incorrect.</p> <p>Be prepared to re-read the passage and discuss the passage and the answers to the questions as a class tomorrow (SHARE).</p>	
Tuesday	<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><b>Assignment DUE:</b> Reading and study guide for Acts Four and Five, including study guide questions, equivocations, tragic hero notes, and theme reflections.</p>	<p><b>READING LITERARY TEXT: Think, Pair, Share</b></p> <p>Complete the SHARE portion of the Think, Pair, Share lesson on reading literary text.</p> <p>Re-read the passage as a class, and discuss the passage and the answers to the questions as a class (SHARE).</p> <p>Turn in completed assignments for a grade.</p> <p><b>Introduce a SHORT poetry unit!</b></p>	
Wednesday: 2-hour delay	<p>Two-Hour Delay Schedule for Teacher In-Service</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>Two-Hour Delay Schedule for Teacher In-Service</p> <p><i>Macbeth</i> by William Shakespeare</p> <p>Read Acts Four and Five (original Shakespearean text) aloud as a class by taking parts.</p>	<p>Two-Hour Delay Schedule for Teacher In-Service</p> <p><b>Poetry Unit: Day 1 of 4</b></p> <p>Read "There Will Come Soft Rains" by Sara Teasdale.</p> <p>Respond to the text dependent questions and the discussion questions using Think-Pair-Share.</p> <p>Finish for homework.</p>	

Thursday	<p><i>The Taming of the Shrew</i> by William Shakespeare</p> <p>Finish discussing the study guide.</p>	<p>Two-Hour Delay Schedule for Teacher In-Service</p> <p><i>Macbeth</i> by William Shakespeare</p> <p>Continue reading Acts Four and Five (original Shakespearean text) aloud as a class by taking parts.</p>	<p><b>Poetry Unit: Day 2 of 4</b></p> <p>Discuss "There Will Come Soft Rains" by Sara Teasdale and turn in finished work for a grade.</p> <p>Read "Dreamers" by Siegfried Sassoon.</p> <p>Respond to the text dependent questions and the discussion questions using Think-Pair-Share.</p> <p>Finish for homework.</p> <p>Turn in finished work for a grade.</p>
Friday	<p><i>The Taming of the Shrew</i> by William Shakespeare</p> <p><b>Assignment:</b> Read the article titled "Effects of similarity of life goals, values, and personality on relationship satisfaction and stability: Findings from a two-wave panel study." Highlight important ideas that might relate to relationships between characters in Austen's novel and Shakespeare's play. Annotate the article (in the margins) as well. This will be due for discussion on Tuesday.</p>	<p><i>Macbeth</i> by William Shakespeare</p> <p>Finish reading Acts Four and Five (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><b>Poetry Unit: Day 3 of 4</b></p> <p>Discuss "Dreamers" by Siegfried Sassoon and turn in finished work for a grade.</p> <p>Read "Ozymandias" by Percy Bysshe Shelley.</p> <p>Respond to the text dependent questions and the discussion questions using Think-Pair-Share.</p> <p>Finish for homework.</p>

Speech 4 <sup>th</sup> Per.	<p><b>Monday:</b> Oral interpretation of literature: find pieces of literature to present in a formal oral interpretation speech.</p> <p><b>Tuesday:</b> Continue to plan the oral interpretation of literature presentations, which begin on Thursday.</p> <p><b>Wednesday: Two-Hour Delay Schedule for Teacher In-Service</b> Continue planning the oral interpretation of literature presentations, which begin Monday.</p> <p><b>Thursday:</b> Continue planning the oral interpretation of literature presentations, which begin Monday.</p> <p><b>Friday:</b> Finish planning the oral interpretation of literature presentations, which begin Monday.</p>
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