



WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

24-25 Lesson Plan Template

Teacher: **Austin Gilkeson**

Subject: **English IV**

Week of: August 12	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.10(D)	E4.5	E4.2	E4.2
Learning Objective	Students will be able to introduce themselves in written and oral forms using literary imagery and allusions.	Students will be able to collaboratively create classroom norms and goals for themselves and the class.	Students will be able to hold a classroom discussion about the meanings and nuances of the concept of "respect."	Students will be able to hold a classroom discussion about the meanings and nuances of the concept of "respect."
Higher Order Thinking Questions	How can you describe yourself to others using literary imagery and allusions?	What norms and goals create a safe and productive learning environment for all students?	What does respect mean to you? How does the idea of respect change across cultures and time periods?	What does respect mean to you? How does the idea of respect change across cultures and time periods?
Agenda	<ol style="list-style-type: none"> Teacher Introduction Student Introduction Activity 	<ol style="list-style-type: none"> Writing Warm-Up Norms/Goals Activity (Snowball) 	<ol style="list-style-type: none"> Writing Warm-Up Discussion Expectations Discussion 	<ol style="list-style-type: none"> Continue Discussion Discussion Reflection
Demonstration of Learning	Student Introduction Activity	Norms/Goals Snowball Activity	Classroom Discussion	Classroom Discussion / Reflection
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: **Austin Gilkeson**Subject: **English IV**

Week of: August 19	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.4(E)	E4.7	E4.4(B)	E4.4
Learning Objective	Students will be able to complete a Naviance Professional Profile to identify career pathways.	Students will be able to identify and utilize reliable sources for researching college/career pathways.	Students will be able to research, discuss, and write about post-graduate college, career, and military goals.	Students will be able to present and answer questions about their research projects.
Higher Order Thinking Questions	What skills and talents do you possess and what careers might those lead to?	What ways can I identify the reliability of sources for research?	What post-HS career pathway will best match my interests and skills and how can I tell?	What did I learn about post-HS CCMR pathways?
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Naviance Career Profile 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Reliable Sources Intro 3. Reliable Sources Activity 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Project Intro 3. Project Work Time 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Presentation Expectations 3. Presentations
Demonstration of Learning	Naviance Career Profile	Reliable Sources Activity	CCMR Project Check-In	CCMR Presentations
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: August 26	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.10(D)	E4.5	E4.2	E4.6
Learning Objective	Students will be able to read, annotate, and generate discussion questions about articles about AI and the future of work.	Students will be able to read, annotate, and generate discussion questions about articles about AI and the future of work.	Students will be able to hold a Socratic Seminar about AI and the future of work.	Students will be able to annotate and analyze the poem "Beauty of a Strip Mall" for imagery and themes of labor and relate to their own experiences.
Higher Order Thinking Questions	What claims are the author's making? How are they making those claims?	What is the future of work? How will AI affect careers and the economy?	What is the future of work? How will AI affect careers and the economy?	How does literature represent work and labor?
Agenda	1. Writing Warm-Up 2. Article Annotation Activity	1. Writing Warm-Up 2. Create discussion questions for seminar	1. Writing Warm-Up 2. Socratic Seminar	1. Writing Warm-Up 2. Poem analysis and discussion.
Demonstration of Learning	Article Annotation	Socratic Seminar Questions	Socratic Seminar	Poem analysis
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

Week of: September 2	Monday	Tuesday	Wed./Thurs.	Friday
TEKS			E4.2 / E4.7 / E4.10	E4.6
Learning Objective	Labor Day - No School	Teacher Service Day - No Students	Students will be able to write their own resumes with effective layouts, word choices, and experiences.	Students will be able to annotate and analyze the poem "What Work Is" for imagery and themes of labor and relate to their own experiences.
Higher Order Thinking Questions			How can I most effectively write my resume to capture a reader's attention?	How does literature represent work and labor?
Agenda			<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Resume writing 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Poem analysis and discussion.
Demonstration of Learning			Resume writing	Poem analysis
Intervention & Extension			Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources			Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: September 9	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.2 / E4.7 / E4.10	E4.2 / E4.7 / E4.10		E4.2 / E4.7 / E4.10
Learning Objective	Students will be able to analyze characteristics of good and bad resumes.	Students will be able to use a given template to create a fictional resume for a character or celebrity to practice effective resume writing.	College Center Presentation	Students will be able to review different fictional resumes and discuss which skills and experiences best fit different careers in order to understand employer mindsets.
Higher Order Thinking Questions	What language in a resume can properly capture an employers' attention and best convey skills?	How can different skills and experiences be best conveyed to employers in a short amount of time?	College Center Presentation	What skills and experiences do employers look for? How can certain skills be adapted to different careers?
Agenda	1. Writing Warm-Up 2. Resume Mini-Lesson 3. Resume Reviews	1. Writing Warm-Up 2. Fictional Resume Writing.	College Center Presentation	1. Writing Warm-Up 2. Fictional Resume Discussion.
Demonstration of Learning	Resume Example Reviews	Job Interview Questions	College Center Presentation	Fictional Resume Discussion
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	College Center Presentation	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: September 16	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.6	E4.10	E4.10	
Learning Objective	Students will be able to annotate and analyze the poem "Doing Nothing" for imagery and themes of labor and relate to their own experiences.	Students will be able to generate and discuss effective job interview questions based on the scenario they are given.	Students will be able to conduct mock job interviews using the questions they generated and critique their and their peers' performances.	Climate Survey
Higher Order Thinking Questions	How does literature represent work and labor?	What makes an effective job interview? What traits and skills would I look for as an employer?	What makes an effective job interview? What traits and skills would I look for as an employer? How can I present myself best to employers?	Climate Survey
Agenda	1. Writing Warm-Up 2. Poem analysis and discussion.	1. Writing Warm-Up 2. Job Interview questions activity	1. Writing Warm-Up 2. Mock job interviews	Climate Survey
Demonstration of Learning	Poem analysis	Job Interview Questions	Mock Job Interviews	Climate Survey
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extensions: Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: **Austin Gilkeson**Subject: **English IV**

Week of: September 23	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.10	E4.10	E4.10	E4.6
Learning Objective	Students will be able to analyze characteristics of good college essays/cover letters.	Students will be able to write their own effective college essays/cover letters and peer review them using the TAG format.	Texas College Bridge / Khan Academy	Students will be able to annotate and analyze the poem "Who Burns for the Perfection of Paper" by Martin Espada for imagery and themes of labor and relate to their own experiences.
Higher Order Thinking Questions	What language and formatting in an essay/cover letter can properly capture a college's or employer's attention?	What language and formatting in an essay/cover letter can properly capture a college's or employer's attention?	Texas College Bridge / Khan Academy	How does literature represent work and labor?
Agenda	<ol style="list-style-type: none"> 3.Writing Warm-Up Essay/Letter Mini-Lesson Essay/Cover Letter Activity 	<ol style="list-style-type: none"> Writing Warm-Up Essay/Cover Letter Writing 	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> Writing Warm-Up Poem analysis and discussion.
Demonstration of Learning	Essay/Cover Letter Formatting Activity	Essay/Cover Letter Writing	Texas College Bridge / Khan Academy	Poem analysis
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: September 30	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		
Learning Objective	Students will be able to annotate and analyze and discuss the Stephen King essay "Why We Crave Horror" and why horror stories and movies remain popular.	Students will be able to annotate, analyze, and discuss the short story "The Haunted House" by Alvin Schwartz for elements of suspense.	Teacher Service Day - No Students	No School
Higher Order Thinking Questions	Why are horror movies popular? What does the love of horror tell us about human nature?	How do authors generate suspense in writing?		
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Essay Intro 3. Essay Annotation and Discussion 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Story Intro 3. Story Annotation and Analysis 		
Demonstration of Learning	Essay annotation and guided questions	Story Annotation and Analysis		
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.		
Resources	Notebook/Laptop	Notebook/Laptop		

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: October 7	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		E4.2, E4.4, E4.6, E4.7, E4.8
Learning Objective	Students will be able to annotate and analyze the story "Lacrimosa" by Silvia Moreno-Garcia for imagery and themes of horror, cultural heritage, and family trauma.	Students will be able to annotate and analyze the story "The Wife's Story" by Ursula K. LeGuin for plot twists and misdirection.	Texas College Bridge / Khan Academy	Students will be able to take abstract concepts and express them in concrete terms by creating their own monsters based on abstract fears.
Higher Order Thinking Questions	How do different cultures express themes of horror and trauma? How do those horrors cross culture and time?	How do authors create unexpected surprises and twists in stories?	Texas College Bridge / Khan Academy	How can abstract fears be expressed and symbolized by concrete characters like monsters?
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Story Introduction and Analysis 3. Story Analysis and Discussion 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Story Intro 3. Story Annotation and Analysis 	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Monsters Introduction 3. Create Your Own Monster Activity
Demonstration of Learning	Story analysis and discussion	Story Annotation and Analysis	Texas College Bridge / Khan Academy	Create Your Own Monster (check-in)
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: October 7	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		E4.2, E4.4, E4.6, E4.7, E4.8
Learning Objective	Students will be able to take abstract concepts and express them in concrete terms by creating their own monsters based on abstract fears.	Students will be able to take abstract concepts and express them in concrete terms by creating their own monsters based on abstract fears.	Texas College Bridge / Khan Academy	Students will be able to present their monsters to their classmates and provide peer review and feedback using the TAG format.
Higher Order Thinking Questions	How can abstract fears be expressed and symbolized by concrete characters like monsters?	How can abstract fears be expressed and symbolized by concrete characters like monsters?	Texas College Bridge / Khan Academy	How well did my classmates and I represent and symbolize our abstract fears as concrete monsters?
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Monsters Review 3. Create Your Own Monster Activity 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Monsters Review 3. Create Your Own Monster Activity 	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Monster Presentations 3. Monster Peer Review
Demonstration of Learning	Create Your Own Monster (check-in)	Create Your Own Monster (final)	Texas College Bridge / Khan Academy	Create Your Own Monster presentations and TAG peer review
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: October 14	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.5, E4.6, E4.7, E4.8	E4.5, E4.6, E4.7, E4.8		E4.5, E4.6, E4.7, E4.8
Learning Objective	Students will be able to apply various critical lenses to literature.	Students will be able to apply various critical lenses J. Cole's song "Crooked Smile" through guided questions and discussion.	Texas College Bridge / Khan Academy	Students will be able to apply a specific critical lens to their own favorite work of art.
Higher Order Thinking Questions	How can we analyze different texts through different critical lenses?	How can we analyze a song through different critical lenses?	Texas College Bridge / Khan Academy	How can I apply a critical lens and analyze my favorite work of art?
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Critical Lens Intro. 4. Critical Lens Review activity 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Crooked Smile Intro 3. Crooked Smile Analysis and Discussion 	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Critical Lens Review 3. Critical Lens Project
Demonstration of Learning	Critical Lens Review with White Boards	Crooked Smile guided questions and discussion	Texas College Bridge / Khan Academy	Critical Lens Project (check-in)
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: October 21	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.5, E4.6, E4.7, E4.8	E4.5, E4.6, E4.7, E4.8		E4.2, E4.4, E4.6, E4.7, E4.8
Learning Objective	Students will be able to apply a specific critical lens to their own favorite work of art.	Students will be able to apply a specific critical lens to their own favorite work of art.	Texas College Bridge / Khan Academy	Students will be able to present their Critical Lens Projects and provide peer review and feedback using the TAG format.
Higher Order Thinking Questions	How can I apply a critical lens and analyze my favorite work of art?	How can I apply a critical lens and analyze my favorite work of art?	Texas College Bridge / Khan Academy	How well did my classmates and I analyze our favorite works of art using critical lenses?
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Critical Lens Review 3. Critical Lens Project 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Critical Lens Review 3. Critical Lens Project 	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Critical Lens Presentations 3. Critical Lens Feedback
Demonstration of Learning	Critical Lens Project (check-in)	Critical Lens Project (final)	Texas College Bridge / Khan Academy	Critical Lens presentations and TAG peer review
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: October 28	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.5, E4.6, E4.7, E4.8	E4.5, E4.6, E4.7, E4.8		E4.2, E4.4, E4.6, E4.7, E4.8
Learning Objective	Students will be able to read and analyze "Rapunzel" for themes of love, violence, and social duty.	Students will be able to compare old fairy tales to modern retellings in order to analyze how similar stories can express different cultural norms across time.	Texas College Bridge / Khan Academy	Students will be able to retell a classic fairy tale in a modern setting with a modern day moral.
Higher Order Thinking Questions	How do old fairy tales express cultural norms and values?	How do modern retellings of fairy tales express modern cultural norms and values, and how do they differ from the original stories?	Texas College Bridge / Khan Academy	How can an old fairy tale be retold to express modern day social norms and values?
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Rapunzel Intro 3. Rapunzel Guided Questions and discussion 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. "Tangled" Intro 3. Rapunzel Vs. Tangled Discussion 	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Fairy Tale Retelling Intro 3. Fairy Tale Retelling Project
Demonstration of Learning	Rapunzel Guided questions and discussion	Rapunzel Vs. Tangled Discussion	Texas College Bridge / Khan Academy	Fairy Tale Project (check-in)
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: **Austin Gilkeson**Subject: **English IV**

Week of: November 4	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		
Learning Objective	Students will be able to retell a classic fairy tale in a modern setting with a modern day moral.	Students will be able to present their Fairy Tale Retellings and provide peer review and feedback using the TAG format.	Texas College Bridge / Khan Academy	Teacher Service Day - No Students
Higher Order Thinking Questions	How can an old fairy tale be retold to express modern day social norms and values?	How well did my classmates and I retell fairy tales with modern social norms and values?	Texas College Bridge / Khan Academy	
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Fairy Tale Retelling Intro / Discussion 3. Fairy Tale Retelling Project 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Fairy Tale Retelling Presentations 3. TAG Peer Review 	Texas College Bridge / Khan Academy	
Demonstration of Learning	Fairy Tale Project (check-in)	Fairy Tale Retelling presentations and TAG peer review	Texas College Bridge / Khan Academy	
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: November 11	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		E4.2, E4.4, E4.6, E4.7, E4.8
Learning Objective	Students will be able to understand and discuss the history and context of <i>Beowulf's</i> time period and culture.	Students will be able to understand and research the history of the English language and how it changes.	Texas College Bridge / Khan Academy	Students will be able to research the values, norms, and history of the Old English period to better understand Beowulf's context.
Higher Order Thinking Questions	How can an old fairy tale be retold to express modern day social norms and values?	How and why do languages change? What ancient words do we still use and why?	Texas College Bridge / Khan Academy	What values and norms did the people of Old England have? How are they similar or different than ours? Why did they change?
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Beowulf Intro 3. Beowulf Quiz 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Old English Intro 3. Etymology Activity 	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Old English Project Intro 3. Old English Project
Demonstration of Learning	Beowulf Quiz	Etymology Activity	Texas College Bridge / Khan Academy	Old English Project (check-in)
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: November 18	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		E4.2, E4.4, E4.6, E4.7, E4.8
Learning Objective	Students will be able to research the values, norms, and history of the Old English period to better understand Beowulf's context.	Students will be able to present their Fairy Tale Retellings and provide peer review and feedback using the TAG format.	Texas College Bridge / Khan Academy	Students will be able to analyze and discuss the first section of Beowulf.
Higher Order Thinking Questions	What values and norms did the people of Old England have? How are they similar or different than ours? Why did they change?	How well did my classmates and I research Old English norms and values?	Texas College Bridge / Khan Academy	What makes someone a hero? How did the idea of a hero differ between Old English times and today?
Agenda	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Old English Project Intro 3. Old English Project 	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Old English Presentations 3. TAG Peer Review 	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> 1. Writing Warm-Up 2. Beowulf Review 3. Beowulf chapter 1 - read and discuss
Demonstration of Learning	Old English Project (final)	Old English project presentations and TAG peer review	Texas College Bridge / Khan Academy	Beowulf class discussion
Intervention & Extension	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
Resources	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: November 18	Monday	Tuesday	Wed./Thurs.	Friday
TEKS				
Learning Objective	Thanksgiving Break - No School	Thanksgiving Break - No School	Thanksgiving Break - No School	Thanksgiving Break - No School
Higher Order Thinking Questions				
Agenda				
Demonstration of Learning				
Intervention & Extension				
Resources				