



# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

24-25 Lesson Plan Template

Teacher: **Austin Gilkeson**

Subject: **English IV**

Week of: <b>August 12</b>	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	E4.10(D)	E4.5	E4.2	E4.2
<b>Learning Objective</b>	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."
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>Teacher Introduction</li> <li>Student Introduction Activity</li> </ol>	<ol style="list-style-type: none"> <li>Writing Warm-Up</li> <li>Norms/Goals Activity (Snowball)</li> </ol>	<ol style="list-style-type: none"> <li>Writing Warm-Up</li> <li>Discussion Expectations</li> <li>Discussion</li> </ol>	<ol style="list-style-type: none"> <li>Continue Discussion</li> <li>Discussion Reflection</li> </ol>
<b>Demonstration of Learning</b>	Student Introduction Activity	Norms/Goals Snowball Activity	Classroom Discussion	Classroom Discussion / Reflection
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

## 24-25 Lesson Plan Template

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

<b>Week of:</b> <b>August 19</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed./Thurs.</b>	<b>Friday</b>
<b>TEKS</b>	E4.4(E)	E4.7	E4.4(B)	E4.4
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Naviance Career Profile</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Reliable Sources Intro</li> <li>3. Reliable Sources Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Project Intro</li> <li>3. Project Work Time</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Presentation Expectations</li> <li>3. Presentations</li> </ol>
<b>Demonstration of Learning</b>	Naviance Career Profile	Reliable Sources Activity	CCMR Project Check-In	CCMR Presentations
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	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
<b>TEKS</b>	E4.10(D)	E4.5	E4.2	E4.6
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	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.
<b>Demonstration of Learning</b>	Article Annotation	Socratic Seminar Questions	Socratic Seminar	Poem analysis
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop

<b>Week of:</b> <b>September 2</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed./Thurs.</b>	<b>Friday</b>
<b>TEKS</b>			E4.2 / E4.7 / E4.10	E4.6
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>			How can I most effectively write my resume to capture a reader's attention?	How does literature represent work and labor?
<b>Agenda</b>			<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Resume writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Poem analysis and discussion.</li> </ol>
<b>Demonstration of Learning</b>			Resume writing	Poem analysis
<b>Intervention &amp; Extension</b>			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.
<b>Resources</b>			Notebook/Laptop	Notebook/Laptop

## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: September 9	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	E4.2 / E4.7 / E4.10	E4.2 / E4.7 / E4.10		E4.2 / E4.7 / E4.10
<b>Learning Objective</b>	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.	<b>College Center Presentation</b>	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.
<b>Higher Order Thinking Questions</b>	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?	<b>College Center Presentation</b>	What skills and experiences do employers look for? How can certain skills be adapted to different careers?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Resume Mini-Lesson</li> <li>3. Resume Reviews</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Fictional Resume Writing.</li> </ol>	<b>College Center Presentation</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Fictional Resume Discussion.</li> </ol>
<b>Demonstration of Learning</b>	Resume Example Reviews	Job Interview Questions	<b>College Center Presentation</b>	Fictional Resume Discussion
<b>Intervention &amp; Extension</b>	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.	<b>College Center Presentation</b>	Extended time, multiple response strategies, multiple modes of demonstrated learning, index cards for students uncomfortable with speaking. Independent Reading/Journaling.
<b>Resources</b>	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**

<b>Week of:</b> <b>September 23</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed./Thurs.</b>	<b>Friday</b>
<b>TEKS</b>	E4.10	E4.10	E4.10	E4.6
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>3.Writing Warm-Up</li> <li>Essay/Letter Mini-Lesson</li> <li>Essay/Cover Letter Activity</li> </ol>	<ol style="list-style-type: none"> <li>Writing Warm-Up</li> <li>Essay/Cover Letter Writing</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>Writing Warm-Up</li> <li>Poem analysis and discussion.</li> </ol>
<b>Demonstration of Learning</b>	Essay/Cover Letter Formatting Activity	Essay/Cover Letter Writing	Texas College Bridge / Khan Academy	Poem analysis
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	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
<b>TEKS</b>	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		
<b>Learning Objective</b>	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.	<b>Teacher Service Day - No Students</b>	<b>No School</b>
<b>Higher Order Thinking Questions</b>	Why are horror movies popular? What does the love of horror tell us about human nature?	How do authors generate suspense in writing?		
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Essay Intro</li> <li>3. Essay Annotation and Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Story Intro</li> <li>3. Story Annotation and Analysis</li> </ol>		
<b>Demonstration of Learning</b>	Essay annotation and guided questions	Story Annotation and Analysis		
<b>Intervention &amp; Extension</b>	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.		
<b>Resources</b>	Notebook/Laptop	Notebook/Laptop		



## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: October 7	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	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
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Story Introduction and Analysis</li> <li>3. Story Analysis and Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Story Intro</li> <li>3. Story Annotation and Analysis</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Monsters Introduction</li> <li>3. Create Your Own Monster Activity</li> </ol>
<b>Demonstration of Learning</b>	Story analysis and discussion	Story Annotation and Analysis	Texas College Bridge / Khan Academy	Create Your Own Monster (check-in)
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	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
<b>TEKS</b>	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
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Monsters Review</li> <li>3. Create Your Own Monster Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Monsters Review</li> <li>3. Create Your Own Monster Activity</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Monster Presentations</li> <li>3. Monster Peer Review</li> </ol>
<b>Demonstration of Learning</b>	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
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	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
<b>TEKS</b>	E4.5, E4.6, E4.7, E4.8	E4.5, E4.6, E4.7, E4.8		E4.5, E4.6, E4.7, E4.8
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Critical Lens Intro.</li> <li>4. Critical Lens Review activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Crooked Smile Intro</li> <li>3. Crooked Smile Analysis and Discussion</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Critical Lens Review</li> <li>3. Critical Lens Project</li> </ol>
<b>Demonstration of Learning</b>	Critical Lens Review with White Boards	Crooked Smile guided questions and discussion	Texas College Bridge / Khan Academy	Critical Lens Project (check-in)
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	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
<b>TEKS</b>	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
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Critical Lens Review</li> <li>3. Critical Lens Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Critical Lens Review</li> <li>3. Critical Lens Project</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Critical Lens Presentations</li> <li>3. Critical Lens Feedback</li> </ol>
<b>Demonstration of Learning</b>	Critical Lens Project (check-in)	Critical Lens Project (final)	Texas College Bridge / Khan Academy	Critical Lens presentations and TAG peer review
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	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
<b>TEKS</b>	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
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Rapunzel Intro</li> <li>3. Rapunzel Guided Questions and discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. "Tangled" Intro</li> <li>3. Rapunzel Vs. Tangled Discussion</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Fairy Tale Retelling Intro</li> <li>3. Fairy Tale Retelling Project</li> </ol>
<b>Demonstration of Learning</b>	Rapunzel Guided questions and discussion	Rapunzel Vs. Tangled Discussion	Texas College Bridge / Khan Academy	Fairy Tale Project (check-in)
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	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
<b>TEKS</b>	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		
<b>Learning Objective</b>	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	<b>Teacher Service Day - No Students</b>
<b>Higher Order Thinking Questions</b>	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	
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Fairy Tale Retelling Intro / Discussion</li> <li>3. Fairy Tale Retelling Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Fairy Tale Retelling Presentations</li> <li>3. TAG Peer Review</li> </ol>	Texas College Bridge / Khan Academy	
<b>Demonstration of Learning</b>	Fairy Tale Project (check-in)	Fairy Tale Retelling presentations and TAG peer review	Texas College Bridge / Khan Academy	
<b>Intervention &amp; Extension</b>	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.	
<b>Resources</b>	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
<b>TEKS</b>	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
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Beowulf Intro</li> <li>3. Beowulf Quiz</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Old English Intro</li> <li>3. Etymology Activity</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Old English Project Intro</li> <li>3. Old English Project</li> </ol>
<b>Demonstration of Learning</b>	Beowulf Quiz	Etymology Activity	Texas College Bridge / Khan Academy	Old English Project (check-in)
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	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
<b>TEKS</b>	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
<b>Learning Objective</b>	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.
<b>Higher Order Thinking Questions</b>	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?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Old English Project Intro</li> <li>3. Old English Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Old English Presentations</li> <li>3. TAG Peer Review</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Beowulf Review</li> <li>3. Beowulf chapter 1 - read and discuss</li> </ol>
<b>Demonstration of Learning</b>	Old English Project (final)	Old English project presentations and TAG peer review	Texas College Bridge / Khan Academy	Beowulf class discussion
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop	Notebook/Laptop



## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: December 2	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	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
<b>Learning Objective</b>	Students will be able to analyze the use of kennings in Old English lit	Students will be able to analyze the use of kennings in Beowulf pgs. 6-10	Texas College Bridge / Khan Academy	Students will be able to analyze and discuss Beowulf's sea monster story for Anglo-Saxon values
<b>Higher Order Thinking Questions</b>	Why did Old English use kennings? What makes an effective kenning?	How does the use of kennings contribute to authorial purpose?	Texas College Bridge / Khan Academy	What makes someone a hero? How did the idea of a hero differ between Old English times and today?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Hero's Journey Review</li> <li>2. Old English Intro</li> <li>3. Kennings Intro</li> </ol>	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Beowulf Intro</li> <li>3. Beowulf pgs. 6-10</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Writing Warm-Up</li> <li>2. Beowulf's Boasts</li> <li>3. Create Your Own Heroic Boasts</li> </ol>
<b>Demonstration of Learning</b>	Create Your Own Kenning	Kenning analysis activity	Texas College Bridge / Khan Academy	Create Your Own Heroic Boast
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop/Beowulf	Notebook/Laptop/Beowulf	Notebook/Laptop	Notebook/Laptop/Beowulf

## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: December 9	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	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
<b>Learning Objective</b>	Students will be able to analyze the Grendel battle for its portrayal of heroic tropes.	Students will be able to write an essay analyzing how kennings create meaning and theme in <i>Beowulf</i> .	Texas College Bridge / Khan Academy	Students will be able to review content for the semester.
<b>Higher Order Thinking Questions</b>	How does the Beowulf poet portray Beowulf as a hero? How does he portray Grendel as a monster?	How do kennings contribute to the author's purpose and themes of loyalty, heroism, and fate?	Texas College Bridge / Khan Academy	How do the themes and tropes and story structures we've studied so far find expression in Beowulf?
<b>Agenda</b>	1. Beowulf Recap 2. Beowulf Grendel Battle discussion	1. Kennings Essay Intro 2. Kennings Essay	Texas College Bridge / Khan Academy	1. Beowulf Recap 2. Semester Review
<b>Demonstration of Learning</b>	Class Discussion on heroic tropes	Beowulf Kennings Essay	Texas College Bridge / Khan Academy	Social Context Venn Diagram
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop/Beowulf	Notebook/Laptop/Beowulf	Notebook/Laptop	Notebook/Laptop/Beowulf

## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

<b>Week of:</b> <b>December 16</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed./Thurs.</b>	<b>Friday</b>
<b>TEKS</b>				
<b>Learning Objective</b>	<b>Finals Review</b>	<b>Finals</b>	<b>Finals</b>	<b>Finals</b>
<b>Higher Order Thinking Questions</b>				
<b>Agenda</b>				
<b>Demonstration of Learning</b>				
<b>Intervention &amp; Extension</b>				
<b>Resources</b>				

## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: January 6	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	Teacher Service Day - No Students	Students will be able to analyze Beowulf through the lens of archetypes and the Hero's Journey at the Death & Rebirth stage.	Texas College Bridge / Khan Academy	Students will be able to analyze Beowulf's homecoming for Anglo-Saxon social context and compare/contrast with our own.
Higher Order Thinking Questions		How does Beowulf's story conform to the Hero's Journey structure? How does it differ? What does that say about the kind of hero Beowulf is.	Texas College Bridge / Khan Academy	What values did the Anglo-Saxons have? How are they different from ours? How are they the same?
Agenda		<ol style="list-style-type: none"> <li>1. Beowulf Recap</li> <li>2. Inmost Cave Intro</li> <li>3. Hero's Journey Map</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Beowulf Recap</li> <li>2. Beowulf's Homecoming</li> <li>3. Social Context activity</li> </ol>
Demonstration of Learning		Beowulf Hero's Journey Map	Texas College Bridge / Khan Academy	Social Context Venn Diagram
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/Beowulf	Notebook/Laptop	Notebook/Laptop/Beowulf

## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: January 13	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	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
<b>Learning Objective</b>	Students will be able to analyze symbolism in an epic poem.	Students will be able to analyze Beowulf through the lens of archetypes and the Hero's Journey at the Return Stage	Texas College Bridge / Khan Academy	Students will be able to make a final analysis of Anglo-Saxon values and themes of fate
<b>Higher Order Thinking Questions</b>	What does the dragon symbolize in Beowulf? How does that contribute to the author's purpose and themes?	How does Beowulf's story conform to the Hero's Journey structure? How does it differ? What does that say about the kind of hero Beowulf is.	Texas College Bridge / Khan Academy	What values did the Anglo-Saxons have? How are they different from ours? How are they the same? What would Beowulf's ending look like in modern times?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Beowulf Recap</li> <li>2. Symbolism Intro</li> <li>3. Dragon Section/Symbolism Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Beowulf Recap</li> <li>2. Return Intro</li> <li>3. Hero's Journey Map 2</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Beowulf Recap</li> <li>2. Beowulf Ending</li> <li>3. Modern Beowulf activity</li> </ol>
<b>Demonstration of Learning</b>	Dragon Symbolism Activity	Beowulf Hero's Journey Map 2	Texas College Bridge / Khan Academy	Modern Beowulf Activity
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop	Notebook/Laptop/Beowulf	Notebook/Laptop	Notebook/Laptop/Beowulf

Week of: January 20	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	MLK Jr. Day - No School	Students will be able to read Chaucer's Miller's Tale Prologue and analyze medieval values vs Anglo-Saxon and Modern values	Texas College Bridge / Khan Academy	Students will be able to read the Miller's Tale and analyze and discuss it for themes of love, humor, and ethics.
Higher Order Thinking Questions		What values did medieval people have? How are they different from Anglo-Saxon values and modern day values? How are they the same? How are they reflected in Chaucer's story?	Texas College Bridge / Khan Academy	What does Chaucer's story say about love, humor, and ethics? Do you agree with Chaucer's views? Why or why not?
Agenda		<ol style="list-style-type: none"> <li>1. Chaucer Intro</li> <li>2. Miller's Tale Intro</li> <li>3. Miller's Tale Prologue Reading</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Miller's Tale</li> <li>3. Miller's Tale Discussion</li> </ol>
Demonstration of Learning		Medieval Values activity	Texas College Bridge / Khan Academy	Miller's Tale 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.
Resources		Notebook/Laptop/Chaucer	Notebook/Laptop/Chaucer	Notebook/Laptop/Chaucer

## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: January 27	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	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
<b>Learning Objective</b>	Students will be able to write about and discuss their views of themes like fate, loyalty, and betrayal.	Students will be able to break down and analyze the language and meaning of Shakespeare's Sonnet 18.	Texas College Bridge / Khan Academy	Students will be able to analyze and discuss the language and meaning of Shakespeare's Sonnet 130.
<b>Higher Order Thinking Questions</b>	What actions are acceptable or unacceptable to get what you want? Why? Can we change our fate or is it predetermined? Why do you think so?	How does Shakespeare express love in the poem? Does literature confer immortality as Shakespeare claims? Why or why not?	Texas College Bridge / Khan Academy	Why does Shakespeare present his lover negatively? How does it compare/contrast to Sonnet 18? How would you feel if someone wrote about you that way?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Shakespeare Intro</li> <li>3. Macbeth Anticipation Guide</li> </ol>	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Sonnets/Dark Lady Intro</li> <li>3. Sonnet 18 Reading &amp; Questions</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Sonnet 130 Intro</li> <li>3. Shakespeare Insult Battle</li> </ol>
<b>Demonstration of Learning</b>	<i>Macbeth</i> Anticipation Guide	Sonnet 18 guided questions	Texas College Bridge / Khan Academy	Shakespeare Insult Battle
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop	Notebook/Laptop/Sonnet	Notebook/Laptop	Notebook/Laptop/Sonnet

## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: February 3	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	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
<b>Learning Objective</b>	Students will be able to read Macbeth Act 1, Scenes 1-4 and analyze its use of figurative language to contribute to theme and authorial purpose.	Students will be able to read Macbeth Act 1: Scene 5 and analyze its use of soliloquy to contribute to character, theme and authorial purpose.	Texas College Bridge / Khan Academy	Students will be able to read Macbeth 1:7 and analyze its use of social context to further plot and character development.
<b>Higher Order Thinking Questions</b>	How does Shakespeare use figurative language to deepen the themes and meaning of the text?	How does Shakespeare use soliloquy to create characters and deepen the themes and meaning of the text?	Texas College Bridge / Khan Academy	What values did Shakespeare's audience have? How are they reflected in the text and characters? What do they tell us about Macbeth and Lady Macbeth's emotions and actions?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Macbeth Intro</li> <li>3. Macbeth Act 1:1-4</li> <li>4. Figurative Language Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Macbeth Recap</li> <li>3. Soliloquy Intro</li> <li>4. Macbeth 1:5</li> <li>5. Write Your Own Soliloquy</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Social Context Intro</li> <li>3. Macbeth Recap</li> <li>4. Macbeth 1:7</li> <li>5. Social Context Activity</li> </ol>
<b>Demonstration of Learning</b>	<i>Macbeth</i> figurative language activity	Write Your Own Soliloquy	Texas College Bridge / Khan Academy	Social Context compare/contrast activity
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop/Macbeth	Notebook/Laptop/Macbeth	Notebook/Laptop	Notebook/Laptop/Macbeth



## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: February 10	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	E4.2, E4.4, E4.6, E4.7, E4.8	E4.2, E4.4, E4.6, E4.7, E4.8		
<b>Learning Objective</b>	Students will be able to read Macbeth Act 2:1 and analyze and discuss its use of symbolism to deepen character and theme.	Students will be able to read Macbeth Act 2:2 and analyze and discuss its use of symbolism to deepen character and theme.	Texas College Bridge / Khan Academy	<b>Teacher Service Day - No Students</b>
<b>Higher Order Thinking Questions</b>	What does the knife symbolize? What does Macbeth's knife soliloquy tell us about Shakespeare's themes of guilt and fate? Why does Macbeth decide to do what he does?	What does blood symbolize? What does Macbeth and Lady Macbeth's argument tell us about them, and themes of guilt, death, and power? Why do they react so differently to the murder?	Texas College Bridge / Khan Academy	
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Macbeth Recap</li> <li>3. Macbeth Act 2:1</li> <li>4. Knife Symbolism Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Macbeth Recap</li> <li>3. Macbeth Act 2:2</li> <li>4. Blood Symbolism Discussion</li> </ol>	Texas College Bridge / Khan Academy	
<b>Demonstration of Learning</b>	Macbeth Knife Soliloquy Class Discussion	Macbeth Blood Symbolism Class Discussion	Texas College Bridge / Khan Academy	
<b>Intervention &amp; Extension</b>	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.	
<b>Resources</b>	Notebook/Laptop/Macbeth	Notebook/Laptop/Macbeth	Notebook/Laptop	

Week of: February 17	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	President's Day - No School	Students will be able to read Macbeth Act 2:4 and analyze and discuss its double entendre to deepen understanding of themes of power and masculinity.	Texas College Bridge / Khan Academy	Students will be able to hold a mock trial of Macbeth and Lady Macbeth to deepen understanding of Shakespeare's themes of guilt, complicity, crime, and power.
Higher Order Thinking Questions		Why does Shakespeare introduce the Porter? How do his jokes contribute to Shakespeare's themes of power, masculinity, and violence?	Texas College Bridge / Khan Academy	Who is truly guilty of Duncan's murder? How do we know? How does Shakespeare's play deepen and complicate our ideas of guilt, complicity, and crime?
Agenda		<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Macbeth Recap</li> <li>3. Macbeth Act 2:4</li> <li>4. Double Entendre Intro</li> <li>5. Double Entendre Activity</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>1. Do Now</li> <li>2. Macbeth Recap</li> <li>3. Mock Trial Intro and Role Assignment</li> <li>4. Mock Trial Preparation</li> </ol>
Demonstration of Learning		Make Your Own Double Entendre Activity	Texas College Bridge / Khan Academy	Mock Trial Preparation
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/Macbeth	Notebook/Laptop	Notebook/Laptop/Macbeth

## 24-25 Lesson Plan Template

Teacher: Austin Gilkeson

Subject: English IV

Week of: February 24	Monday	Tuesday	Wed./Thurs.	Friday
<b>TEKS</b>	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
<b>Learning Objective</b>	Students will be able to hold a mock trial of Macbeth and Lady Macbeth to deepen understanding of Shakespeare's themes of guilt, complicity, crime, and power.	Students will be able to hold a mock trial of Macbeth and Lady Macbeth to deepen understanding of Shakespeare's themes of guilt, complicity, crime, and power.	Texas College Bridge / Khan Academy	Students will be able to reflect on the Macbeth Mock Trial and how it compares/contrasts to the treatment of themes of guilt and complicity in the play.
<b>Higher Order Thinking Questions</b>	Who is truly guilty of Duncan's murder? How do we know? How does Shakespeare's play deepen and complicate our ideas of guilt, complicity, and crime?	Who is truly guilty of Duncan's murder? How do we know? How does Shakespeare's play deepen and complicate our ideas of guilt, complicity, and crime?	Texas College Bridge / Khan Academy	How did your classmates' treatment of Duncan's murder and Macbeth's guilt compare/contrast with Shakespeare's? Why?
<b>Agenda</b>	<ol style="list-style-type: none"> <li>Mock Trial Reminders</li> <li>Mock Trial Preparation</li> </ol>	<ol style="list-style-type: none"> <li>Mock Trial Set-Up</li> <li>Mock Trial</li> </ol>	Texas College Bridge / Khan Academy	<ol style="list-style-type: none"> <li>Do Now</li> <li>Mock Trial Review</li> <li>Mock Trial Reflection</li> </ol>
<b>Demonstration of Learning</b>	Mock Trial Preparation	Mock Trial	Texas College Bridge / Khan Academy	Mock Trial Reflection
<b>Intervention &amp; Extension</b>	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.
<b>Resources</b>	Notebook/Laptop/Macbeth	Notebook/Laptop/Macbeth	Notebook/Laptop	Notebook/Laptop/Macbeth