

	MONDAY 8/11/2025	TUESDAY 8/12/2025	WEDNESDAY 8/13/2025	THURSDAY 8/14/2025	FRIDAY 8/15/2025
STANDARD			12.TT.1.a, 12.TSS.2.a	12.TT.1.a, 12.TSS.2.a	12.TT.1.a, 12.TSS.2.a
LEARNING TARGET	I can provide a strong and thorough CER paragraph response to prompt: "How is a Language Arts class all about me?"	Unit 1 Pre-Test Assessment	Class will be divided into groups, group leader is lected, and group will discuss Unit 1 Project.	<ul style="list-style-type: none"> <li>I can identify elements of Epic Poetry, such as universal themes, long speeches, formal diction, and serious tone.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify elements of Epic Poetry, such as a hero who performs great deeds, goes on a dangerous journey, and embodies values of his society, supernatural creatures, universal themes, long speeches, formal diction, and serious tone.</li> </ul>
SUCCESS CRITERIA 1	Inductive reasoning cluster		Agree upon final product	Identify hero's qualities and flaws	Identify hero's qualities and flaws
SUCCESS CRITERIA 2	3 pieces of evidence from last week's notes on presentation		Agree upon group member's contribution	Hero embodies values of his society	Hero embodies values of his society
ACTIVATOR	Hamburger Paragraph cutouts.		<ul style="list-style-type: none"> <li>Activator Question: All students create a heading to answer question: What makes a hero?</li> <li>Show a short montage of modern "heroes" (film) while students use images to stimulate ideas on how to answer question.</li> </ul>	<ul style="list-style-type: none"> <li>PP slide with heading and activator question: What makes a hero?</li> <li>Show Bonnie Tyler's "I Need a Hero" animated lyrics video while students use images/words to stimulate ideas to answer question.</li> </ul>	<ul style="list-style-type: none"> <li>Using student annotations during readings, groups will complete an Heroic Traits bubble map, recording specific evidence from Beowulf illustrating heroic qualities and flaws.</li> </ul>
FOCUSED INSTRUCTION (I do)				Introduction to Epic Poetry (9), Background (10), Heroic archetypes & Campbell's Hero's Journey (PP). Class begins <i>Beowulf</i> reading using gradual release model and color pencils to highlight elements of epics.	<ul style="list-style-type: none"> <li>Continue Beowulf reading using gradual release model and color pencils to highlight elements of epics and heroic traits.</li> </ul>
GUIDED INSTRUCTION (We do together)					
COLLABORATIVE LEARNING (You do together)					
INDEPENDENT LEARNING (You do)					
CLOSING / ASSESSMENT	In groups, students will complete CER Paragraph response: cluster, rough draft of paragraph, and self-evaluate based on rubric provided.	Last 10 minutes, class will be divided into groups; Groups will elect a leader and review Unit 1 Project timeline and tasks.	Group Leader to submit Group Project Sheet. Group members provide individual proposals.	Students will highlight Beowulf text in different colors and marginal annotations and write a CER response on one element of fiction.	<ul style="list-style-type: none"> <li>Using annotations from readings, each student will provide a different quote and what was learned about heroic traits/flaws to complete the Heroic Traits bubble map.</li> </ul>
HOMEWORK	*Students will need to bring HMH Textbook to class on Wednesday for discussion on text selection. For class participation grade, make sure you have picked up textbook from Media Center!	* Students will tear out & bring to class pages for "Beowulf" (8-27) along with color pencils.	* Students will tear out & bring to class pages for "Beowulf" (8-27) along with color pencils.	0	0
NOTES:					