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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(CCGPS, GPS, AP)** |
| Week 1 |  |  |
| Monday, 1/9 |  | -reading comp-journal writing-daily grammar and conventions review/practice | -students will begin the class with journal writing where they will be asked to assess and report upon the issues that they had the most trouble with last semester. Upon doing this, students will then, in expository form, respond as to how they plan to correct these things both inside and out of class (30 minutes)-students will take part in a grammar and conventions review followed by a quick grammar/conventions quiz (30 minutes)-students will be given their score sheets for their fall final . They will take part in correcting and writing as understanding as to 1. Why they missed the questions and 2. Why the correct answer is correct. (30 minutes)-students will be given the document “Article Review Analysis Practice” and the article “Too Much Tech?”. After reading eh article, students will complete the article review sheet (30 minutes) |  |
| Tuesday, 1/10 |  | -reading comp-journal writing-daily grammar and conventions review/practice | -students will begin the class with journal writing where they will be responding to a current event (30 minutes)-students will begin reading together and aloud in class, Hemingway’s “The Old Man and the Sea” for comprehension as well as interpretation (30 minutes)-students will take part in a grammar and conventions review (2) followed by a quick grammar/conventions quiz (30 minutes)-students will continue reading Hemingway’s “The Old Man and the Sea” together and aloud for comprehension as well as interpretation (30 minutes) |  |
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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(CCGPS, GPS, AP)** |
| Week 2 | Wednesday, 1/11 |  | -Benchmark Exam-Narrative Essay Writing | -students will take Benchmark #1 (1 hour)-students will be introduced to narrative essay writing and will compose a narrative essay (1 hour) |  |
| Thursday, 1/12 |  | -reading comp-journal writing-daily grammar and conventions review/practice | -students will begin the session with the review process of the first Benchmark. They will take part in correcting and writing as understanding as to 1. Why they missed the questions and 2. Why the correct answer is correct. (30 minutes)-students will complete the guide portion for “Old Man and the Sea” as their assessment for the piece (30 minutes)-students will take part in a grammar and conventions review followed by a quick grammar/conventions quiz (30 minutes) |  |
| Tuesday, 1/17 |  | -reading comp-journal writing-daily grammar and conventions review/practice | -students will begin the session with a journal response in regards to a current event article that they will be supplied with (30 minutes)-students will take part in a grammar and conventions review followed by a quick grammar/conventions quiz (30 minutes)-students will complete the guide portion for “Old Man and the Sea” as their assessment for the piece (30 minutes) |  |
| Wednesday, 1/18 |  | -Benchmark Exam-Narrative Essay Writing | -students will take Benchmark #2 (1 hour)-students will write an argumentative essay (1 hour) |  |
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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(CCGPS, GPS, AP)** |
| Week 3 |  |  |
| Thursday, 1/19 |  | -reading comp-journal writing-daily grammar and conventions review/practice | -students will begin the session with the review process of the second Benchmark. They will take part in correcting and writing as understanding as to 1. Why they missed the questions and 2. Why the correct answer is correct. (30 minutes)-students will take part in a grammar and conventions review followed by a quick grammar/conventions quiz (30 minutes)-students will begin reading Nathaniel Hawthorne’s “Young Goodman Brown” for comprehension as well as understanding of metaphor, symbol, and narrative point of view (30 minutes)-upon completion of reading “Young Goodman Brown” students will construct an essay in which they choose an important symbol from the story and describe the way in which the author uses it to support his theme (30 minutes) |  |
| Friday, 1/20 |  | -reading comp-journal writing-daily grammar and conventions review/practice | -upon completion of reading “Young Goodman Brown” students will construct an essay in which they choose an important symbol from the story and describe the way in which the author uses it to support his theme (30 minutes)-students will begin the session by reading a current event article and writing an article review for that particular piece (I will supply them with a template for what the review should contain and apply to (1 hour)--American Literature Review of Puritan and Rationalist time periods (30 minutes)--students will read and annotate a piece of poetry from the Puritan time period. We will use Anne Bradstreet’s “Author to Her Book”. We will work with metaphor, symbol, and structure in regards to poetry (30 minutes) |  |
| Monday, 1/23 |  | -argumentative and document based writing | -EOC Style Argumentative Essay (1 Hour, 30 mins) |  |
| Tuesday, 1/24 |  | -reading comp-journal writing-daily grammar and conventions review/practice | - Benchmark #3  |  |