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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 1 | Thursday, 8/4 | Introductory | Introductory | -Roll ,Course Outline, Expectations, Books, Discussion of Summer Reading, Website, Curriculum Calendar  -have students login to turnitin.com  -have students login to “Remind” |  |
| Friday, 8/5 | Literary Time Periods | What are the time periods for American Literature? | -students will take part in an introductory assignment where they will be researching for information regarding the various literary periods that we will be studying throughout the year  (American Literary Timeline Filler) | ELAGSE11-RI1, RI2, RI5, RI6, RI9 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 2 | Monday, 8/8 | Summer Reading | Reading Comprehension / Formative Assessment | Summer Reading Assessment | ELAGSE11-W1-W5 |
| Tuesday, 8/9 | Milestone Essay  (Argumentative Essay) | Argumentative Writing and the Milestone Test | -students will be given the Buford Writing Rubric and will be re-introduced to the rubric in terms of the Milestone Test that will be administered at the end of the year  -students will participate in a writing workshop where previous concepts will be reviewed including thesis statements, introductions, body paragraphs, conclusions, counter arguments, concessions, etc… | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6 |
| Wednesday, 8/10 | Milestone Essay  (Argumentative Essay) | -Argumentative Writing and the Milestone Test | -students will be introduced to the new form of the Milestone Testing, specifically the DOK4 written section  -students will review the necessary steps for persuasive writing  -students will be introduced to the structure of the new milestone written portion of the exam  (sample prompt, persuasive essay) | ELAGSE11-W1-W5 |
| Thursday, 8/11 | Milestone Essay  (Argumentative Essay) | -Argumentative Writing and the Milestone Test | -at the beginning, students will review concepts of the new milestone test based upon the information from yesterday’s class  -students will be given the actual texts that will be used on the performance essay for preview and annotation  -students will also be given the option of a graphic organizer to assist them with organizing the key aspects of the texts they have previewed | ELAGSE11-W1-W5 |
| Friday, 8/12 | Milestone Essay  (Argumentative Essay) | Milestone Essay (Argumentative Essay) | Argumentative Essay  -students will be given an argumentative prompt that is reflective of the new Milestone Test | ELAGSE11-W1-W5 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 3 | Monday, 8/15 | Native American and Early American Writing  (archetypes & creation myths) | What was Native American Literature and how did it influence the literature to come?  How was the style used by Native Americans effective? | -Students will be introduced to Native American writing including literary devices such as archetypes, creation myths, pictographs, etc...  -Students will read “The World on Turtle’s Back” aloud  (Native American Literature PPT, Guided Note Taking, Native American Origin Myths)-Discussion of important literary aspects to follow up (archetypes, creation myths, pictographs)  -Students will finish Native American Origin Myths worksheet  (Native American Origin Myths) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9 |
| Tuesday, 8/16 | Puritanism and Early American Writing | Who were the Puritans? Who were the settlers of the colonies? What types of writing did these early Americans produce? | -Students will be introduced to early American lifestyle, Puritan lifestyle, beliefs, and literature  -Discussion about possible themes, modes of writing, subject matter, lifestyle and how these contributed to the Puritan way of writing and life  -Students will begin reading John Smith, *A Description of New England* (handout)  (Puritan ppt, guided notes, John Smith handout) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELACC11-RI1, RI2, RI5, RI6, RI9 |
| Wednesday, 8/17 | Puritanism and Early American Writing | Compare/Contrast  How can we compare two pieces of writing from the same time period?  Which is more realistic?  Which is more persuasive?  Which paints a better picture of Early American life? | -Warm-up-Review specific points of *A Description of New England* (what was Smith’s purpose and how did he achieve it)  -Students will begin reading William Bradford *Of Plymouth Plantation*  -Students will be directed to actively take notes when they see similarities or differences between the two texts  (Smith and Bradford text, compare/contrast worksheet) | ELAGSE11-W1, W4, W5, W10  ELACC11-L1, L2, L3, |
| Thursday, 8/18 | Puritanism and Early American Writing | What was a Puritan sermon like? What techniques were used to convince the audience? | -Complete readings of Bradford and *Of Plymouth Plantation*  -Introduction to Puritan sermons and Jonathan Edwards  -Students will be given introductory worksheet over Jonathan Edwards and will complete individually  -students will read the selections from “Sinners in the Hands of an Angry God”  (*“Sinners in the Hands of an Angry God”,* Jonathan Edwards Notes) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELACC11-RI9 |
| Friday, 8/19 | Puritanism and Early American Writing | What is Puritan Plain Style and how did Anne Bradstreet use it? What are some of the earliest and most common poetic devices? | -students will continue reading the selection from “Sinners in the Hands of an Angry God”  (*“Sinners in the Hands of an Angry God”,* Jonathan Edwards Notes)  -While reading, students will focus on comprehension as well as be introduced to terms such as hyperbole, inversion, metaphor, personification, etc… | ELAGSE-11-L4, L5, L6  ELACC11-L5 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 4 | Monday, 8/22 | Puritans and The Salem Witch Trials | How did the Puritans rationalize about the world around them in the 1600s? | | -Students will be introduced to Anne Bradstreet and early American Poetry (Puritan Poetry)  -Students will read “Upon the Burning of Our House” and “To My Dear and Loving Husband”  -students will use Chromebooks and will conduct an internet search with the document, “In Search of History”  -this will serve as their introduction to Puritan culture leading up to the Salem Witch Trials (turned in upon completion) | ELAGSE-11-L4, L5, L6  ELAGSE11-L5 |
| Tuesday, 8/23 | Puritans and the Salem Witch Trials | How did the Puritans rationalize about the world around them in the 1600s? | | -students will use Chromebooks and will conduct an internet search with the document, “In Search of History”  -this will serve as their introduction to Puritan culture leading up to the Salem Witch Trials (turned in upon completion) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, |
| Wednesday, 8/24 | Puritanism and Early American Writing | Early American Literature (subjects, themes, devices, influence) | | -Students will be given a [review guide](file:///\\bhs-nas\teachers\julie.dills\early%20am\Early%20America%20Quiz%20%20Review.odt) to be completed individually in class in preparation for the Early American Literature Unit Test  -Upon completion, there will be an active class discussion and review covering Early American Writing | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, |
| Thursday, 8/25 | Puritanism and Early American Writing | Testing for comprehension and knowledge of both literary and historical concepts. | | -Students will take the unit exam covering Early American Literature | ELAGSE11-L4, L5, L6  ELAGSE11RL1, RL2, RL3, RL4, RL5, RL6  ELAGSE11-RI9 |
| Friday, 8/26 | Introduction to the American Drama | | What is special about American Drama? What are the common terms  that make up a modern day drama? Who was Arthur Miller and what influenced *The Crucible*? | -Students will be introduced to American drama with a review of literary devices associated with drama  -Students will be given information about Arthur Miller (bio) and how this influenced his writing of *The Crucible*  -Students will participate in a web search for background knowledge of McCarthyism (show McCarthyism cartoons from old newspaper publications)  (Crucible McCarthyism internet search Handout, McCarthyism cartoons non-fiction, Salem Witch Trials handout) | ELAGSE11-L4, L5, L6  ELAGSE11RL1, RL2, RL3, RL4, RL5, RL6  ELAGSE11-RI9 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 5 | Monday, 8/29 | Introduction to the American Drama | | What is special about American Drama? What are the common terms  that make up a modern day drama? Who was Arthur Miller and what influenced *The Crucible*? | -Introduction of vocabulary terms along with part of speech, definition, and example sentence context  -Using and IPAD, students will make flash cards (Quizlet)  -Students will be quizzed over vocabulary terms on Thursday  (vocab #1)  -Students will begin reading Act I (parts will be assigned for the students in the classroom)  -Students will receive a character chart handout to help them take notes on the characters as well as a study guide that will be completed as we read the play  -students will be introduced to the crucible research project  -assignment will be due the day following completion of the play  (*The Crucible* ppt, themes handout, character chart handout, research project handout) | ELAGSE11-L4, L5, L6  ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9  ELAGSE11-L5 |
| Tuesday, 8/30 | Introduction to the American Drama | | Who was Arthur Miller and what influenced *The Crucible*? Why are we talking about the Salem Witch Trials and McCarthyism? | -Students will continue reading Act I (parts will be assigned for the students in the classroom)  -Students will receive a character chart handout to help them take notes on the characters as well as a study guide that will be completed as we read the play  -students will be introduced to the crucible research project  -assignment will be due the day following completion of the play  (*The Crucible* ppt, themes handout, character chart handout, research project handout) | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9  ELAGSE11-L5 |
| Wednesday, 8/31 | American Drama and *The Crucible* | | What is special about American Drama? What are the common terms  that make up a modern day drama? Who was Arthur Miller and what influenced *The Crucible*? | -Students will continue reading Act I (parts will be assigned for the students in the classroom)  -Students will receive a character chart handout to help them take notes on the characters as well as a study guide that will be completed as we read the play  -students will be introduced to the crucible research project  -assignment will be due the day following completion of the play  (*The Crucible* ppt, themes handout, character chart handout, research project handout) | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9  ELAGSE11-L5 |
| Thursday, 9/1 | American Drama and *The Crucible* | | What is special about American Drama? What are the common terms  that make up a modern day drama? Who was Arthur Miller and what influenced *The Crucible*? | Students will first take vocab #1 quiz  -Students will continue reading Act I (parts will be assigned for the students in the classroom)  -Students will receive a character chart handout to help them take notes on the characters as well as a study guide that will be completed as we read the play  -students will be introduced to the crucible research project  -assignment will be due the day following completion of the play  (*The Crucible* ppt, themes handout, character chart handout, research project handout) | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9  ELAGSE11-L5 |
| Friday, 9/2  Early Release  (1st, 2nd, 3rd, 5th) | EOCT Preparations | | EOCT Style Practice | Students will first take vocab #1 quiz  -Students will be introduced to the EOCT and what the test entails (types of questions, multiple choice, strategies)  -Students will use IPADS to create and log in to USATestPrep.com  -Students will take a 20 question practice exam, see immediate scores, receive immediate feedback on questions that they did not get correct  -Students will have an opportunity to go back and correct the questions that they missed  (USA Test Prep, possible quiz grade) | ELAGSE11-L4, L5, L6  ELAGSE11RL1, RL2, RL3, RL4, RL5, RL6 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 6 | Monday, 9/5 | **LABOR DAY HOLIDAY** | | | |
| Tuesday, 9/6 | Milestone Essay  (Argumentative Essay) | -Argumentative Writing and the Milestone Test | -students will be introduced to the new form of the Milestone Testing, specifically the DOK4 written section  -students will review the necessary steps for persuasive writing  -students will be introduced to the structure of the new milestone written portion of the exam  (sample prompt, persuasive essay) | ELAGSE11-W1-W5 |
| Wednesday, 9/7  Essay –  English | Performance Essay | Performance Essay | Performance Essay based upon the Argumentative Response from the Milestone/EOC Assessment | ELAGSE11-W1-W5 |
| Thursday, 9/8 | American Drama and *The Crucible* | Who was Arthur Miller and what influenced *The Crucible*? Why are we talking about the Salem Witch Trials and McCarthyism? | -Students will continue reading Act II until finished  -upon completion, students will take a quiz over Act II  -Students will receive a character chart handout to help them take notes on the characters  -students will be introduced to the crucible research project  -assignment will be due the day following completion of the play  (*The Crucible* ppt, themes handout, character chart handout, research project handout) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5  ELAGSE11-W1, W2, W3, W4, W5, W10 |
| Friday, 9/9  Benchmark #1 –  Electives | American Drama and *The Crucible*  Story Outline and Note Taking | What is the developing conflict for the characters in *The Crucible*? | -Aloud in class, student will begin reading Act III until finished  -View video clips from the play  -Upon finishing, students will have an opportunity to complete the Act II study guide in preparation for a quiz over Act 3 within the next few days  (video clips) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, SEPTEMBER 7.\***

**\*NO OTHER MAJOR ASSESSMENTS FROM THURSDAY, SEPTEMBER 8 – FRIDAY, SEPTEMBER 16 (INCLUSIVE).\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 7 | Monday, 9/12  Benchmark #1 –  Social Studies | American Drama and *The Crucible*  Story Outline and Note Taking | How does the play reflect Miller’s feeling toward McCarthyism? Does this work with the backdrop of Puritan America? | -Aloud in class, student will continue reading Act III until finished  -View video clips from the play  -Upon finishing, students will have an opportunity to complete the Act II study guide in preparation for a quiz over Act 3 within the next few days  (video clips) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Tuesday, 9/13  Benchmark #1 –  Science | American Drama and *The Crucible*  Story Outline and Note Taking | How does the play reflect Miller’s feeling toward McCarthyism? Does this work with the backdrop of Puritan America? | -Aloud in class, students will continue reading Act III until finished  -View video clips from the play  -Upon finishing, students will have an opportunity to complete the Act II study guide in preparation for a quiz over Act 3 within the next few days  (video clips) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Wednesday, 9/14 | EOCT Preparation | EOCT Style Practice  Benchmark Review | -Students will be introduced to the Milestone Exam and what the test entails (types of questions, multiple choice, strategies)  -Students will use IPADS to create and log in to USATestPrep.com  -Students will take a 20 question practice exam, see immediate scores, receive immediate feedback on questions that they did not get correct  -Students will have an opportunity to go back and correct the questions that they missed  (USA Test Prep, possible quiz grade)  -students will also be given a study guide for Benchmark #1 | All |
| Thursday, 9/15  Benchmark #1 –  English | Benchmark #1 | Benchmark #1 | Benchmark #1 |  |
| Friday, 9/16  Benchmark #1 –  Math | -American Drama and *The Crucible*  -Story Outline and Note Taking | How does the play reflect Miller’s feeling toward McCarthyism? Does this work with the backdrop of Puritan America? | -Students will begin reading Act IVof *The Crucible* aloud in class  -Students will be able to identify the characters, rising action, plot devices, etc...  -Upon completion of Act IV, students will take an in class reading comprehension response over Act III  -Students will complete study guide for Act IV for homework | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |

**\*NO OTHER MAJOR ASSESSMENTS FROM THURSDAY, SEPTEMBER 8 – FRIDAY, SEPTEMBER 16 (INCLUSIVE).\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 8 | Monday, 9/19 | Review / Re-Teaching | Benchmark Review / EOCT Review | | -Benchmark Review / Milestone Review  -students will receive their Benchmark Exams back  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | All |
| Tuesday, 9/20 | -American Drama and *The Crucible*  -Story Outline and Note Taking | How does the play reflect Miller’s feeling toward McCarthyism? Does this work with the backdrop of Puritan America? Can you identify the characters, plot, and rising action? What is your prediction? | | -Students will finish reading Act IV aloud (3rd period is finished)  -Students will participate in an active discussion about the play thus far  -either when play is finished or if finished at the beginning of class, students will need to work on and complete both their study guides as well as their quotations worksheets (these should be done independently) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9 |
| Wednesday, 9/21 | -American Drama and *The Crucible*  -Story Outline and Note Taking | Review  What is the difference between this play and the actual historical actions of the characters? Should Miller have used a different method? | | -students will complete a multi-page review for the exam  -students will complete their study guide as well as the quotations worksheet (due Thursday) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Thursday, 9/22 | -American Drama and *The Crucible*  -Story Outline and Note Taking | Exam for Understanding | | -Unit Exam over Arthur Miller’s *The Crucible*  -students will turn in their study guides as well as their quotations worksheets at the beginning of class  \*\*remind students that they are to have their PSAT Booklets with them for Friday\*\*\* | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9 |
| Friday, 9/23  Early Release –  Homecoming  (7th, 6th, 4th, 5th) | Review / Re-Teaching | | Benchmark Review / EOCT Review | -Benchmark Review / Milestone Review  -students will receive their Benchmark Exams back  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | All |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 9 | Monday, 9/26 | Literary Periods  American Rationalism (Early National) | What literary period began after Puritanism? How was it different than Puritanism? What caused these changes? | -Students will be introduced to the American Rationalism literary period (sometimes referred to as Early National or Colonial)(themes, modes, types of documents)  -Students will be asked to engage in describing the differences between Rational writing and Puritan writing and discover what change in thought prompted these changes  (Age of Reason ppt, Rationalism ppt, Puritans vs. Rationalist doc) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9 |
| Tuesday, 9/27 | Literary Periods  American Rationalism: Writers of the Revolution | What was Benjamin Franklin’s influence on American letters? What kind of text did Franklin engage in? | -Students will be introduced to Benjamin Franklin  -Students will read *The Autobiography* excerpt and be able to distinguish between biography and autobiography  -Students will also relate Franklin’s ideas in *The Autobiography* to Rationalist thinking  (Benjamin Franklin handout) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9 |
| Wednesday, 9/28  Essay –  Social Studies | Literary Periods  American Rationalism: Writers of the Revolution | What currently produced document did Benjamin Franklin create? What do we call these little witticisms? | -Students will read selections from *Poor Richard’s Almanac*  -Students will work in groups to determine what the aphorisms (devices) are saying  -Staying in the groups, students will participate in the aphorisms assignment where they will be asked to complete commonly heard aphorisms (will also read how children completed the aphorisms for fun) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-RI1, RI2, RI5, RI6, RI9 |
| Thursday, 9/29 | Literary Periods  American Rationalism (autobiography) | How did Rationalist writers use writing to help the American Revolution? | -Students will be introduced to Thomas Paine and *The Crisis*  -Students will examine the document for persuasive techniques used by the author (charged words, pathos, ethos, logos) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-RI1, RI2, RI5, RI6, RI9 |
| Friday, 9/30 | Writers of the Revolution (Speeches) | Patrick Henry: “Speech at the Virginia Convention” | -Patrick Henry, “Speech at the Virginia Convention”  -students will work in groups using Google docs to share and identify rhetorical techniques within the text using the Patrick Henry worksheet 1.2  -text annotation and how we can use it | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, SEPTEMBER 28.**\*

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 10 | Monday, 10/3 | Writers of the Revolution (Speeches) | Patrick Henry: “Speech at the Virginia Convention” | -Patrick Henry, “Speech at the Virginia Convention”  -students will work in groups using Google docs to share and identify rhetorical techniques within the text using the Patrick Henry worksheet 1.2  -text annotation and how we can use it | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |
| Tuesday, 10/4 | Writers of the Revolution (Speeches) | Patrick Henry: “Speech at the Virginia Convention” | -Patrick Henry, “Speech at the Virginia Convention”  -students will work in groups using Google docs to share and identify rhetorical techniques within the text using the Patrick Henry worksheet 1.2  -text annotation and how we can use it | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |
| Wednesday, 10/5  Essay –  Science | Literary Periods  American Rationalism: Writers of the Revolution | Phillis Wheatley: “To His Excellency, General Washington” | -Phillis Wheatley, “To His Excellency General Washington” and Philip Freneau’s “The American Soldier”  -focus on the poetic elements of apostrophe, symbolism, metaphor and hyperbole | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |
| Thursday, 10/6 | Writers of the Revolution (political documents) | Thomas Jefferson and *The Declaration of Independence*. What influences from the time period can be seen in the DOI? | -Students will be introduced to *The Declaration of Independence*  -Discussion will surround such elements as style, rhetoric, and purpose (summarize and identify persuasive techniques as well)  -Upon completion of reading, students will be asked to develop a rhetorical précis for the document (to be completed for homework)  (rhetorical précis example) (article, Legality of Declaration) | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9  ELAGSE11-RI1, RI2,  RI5, RI6, RI9 |
| Friday, 10/7 | **FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY** | | | |

**NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, OCTOBER 5.**\*

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 11 | Monday, 10/10 | **FALL HOLIDAY!** | | | |
| Tuesday, 10/11 | Rationalism Mini-Test | Exam for Understanding and Comprehension | -Rationalism Exam (authors, themes, concepts, comprehension, vocabulary, and précis writing) | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |
| Wednesday, 10/12 | American Romanticism | *Celebrating the Individual: American Romanticism* | -Reading about American Romanticism  -For a historical context, students will also read from pages 297-305 in the textbook to complete the *Celebrating the Individual: American Romanticism* worksheet  (worksheet, PP Presentation, PP Guided Notes) | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |
| Thursday, 10/13  Early Release  Professional  Learning  (1st, 2nd, 3rd, 5th) | Formal Standardized Testing | The EOC, Milestone, PSAT, and SAT Tests  Strategies and Practice | -students will use their PSAT practice workbooks to look at sections from the Writing and Language sections of the PSAT as well as the Reading section  -after completing the sections, students will focus on both correct and incorrect answers and will work with reverse process | ALL |
| Friday, 10/14  Early Release  Professional Learning  (7th, 6th, 4th, 5th) | Formal Standardized Testing | The EOC, Milestone, PSAT, and SAT Tests  Strategies and Practice | -students will use their PSAT practice workbooks to look at sections from the Writing and Language sections of the PSAT as well as the Reading section  -after completing the sections, students will focus on both correct and incorrect answers and will work with reverse process | ALL |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | | **STANDARDS**  **(GSE, AP)** |
| Week 12 | Monday, 10/17 | Monday, 10/19 | *Celebrating the Individual: American Romanticism* | The four W’s and the H of American Romanticism: Introduction to the literary period.  Learning new vocabulary and words in context | -Students will be introduced to American Romanticism using PP presentation and a guided notes handout for the PP  -Introduction of vocabulary terms along with part of speech, definition, and example sentence context  -Using and IPAD, students will make flash cards (Quizlet)  -Students will be quizzed over vocabulary terms on Friday  (vocab #2) | |
| Tuesday, 10/18 | Tuesday, 10/20 | American Romanticism:  Washington Irving and the early elements of Romanticism | Identification of Romantic elements within a work of fiction.  Lecture, notes, group reading | -Begin “The Devil and Tom Walker”  -Conduct end of class discussion - elements of romanticism in “The Devil and Tom Walker” (students will need to begin this discussion and complete their thoughts at home)  -complete reading of “The Devil and Tom Walker” and elements of Romanticism discussion for homework | |
| Wednesday, 10/19  PSAT  ASVAB  College/Career Fair | Wednesday, 10/21 | SAT Vocabulary in Context  American Romanticism: Identification of literary era | Foundational Concepts  Identification of Romantic elements within a work of fiction.  Lecture, notes, group reading | - Discuss homework results: elements of romanticism in Tom Walker  - Discuss how this text and its concepts are different from texts in Rationalism  -Require mini-literary analysis on “The Devil and Tom Walker”: How does Irving employ diction, syntax, tone, imagery, and figurative language? What is the overall affect achieved? (*Allow students to attempt this analysis on their own - it will be reviewed in the context of re-teaching the terms in the next task)* | |
| Thursday, 10/20 | Thursday, 10/22 | American Romanticism and Nathaniel Hawthorne  Literary Elements | Understanding of literary terms such as diction, syntax, tone, figurative language, imagery, audience, purpose | - Review basic literary terms used in analysis: Diction, syntax, tone, figurative language, imagery, audience, purpose (Rhetoric PowerPoint)  - Introduce Nathaniel Hawthorne, give back ground info on *The Scarlet Letter* (Hawthorne’s connection to Salem)  -introduction of literary terms (allegory, extended metaphor, metaphor, etc…)(Rhetoric PowerPoint)  -begin reading “The Minister’s Black Veil”  -finish reading and questions for HW  (minister’s black veil questions, story elements) | |
| Friday, 10/21 | Friday, 10/23 | American Romanticism and Nathaniel Hawthorne  Literary Elements | Understanding of literary terms such as diction, syntax, tone, figurative language, imagery, audience, purpose | -students will turn in their ten sentences for their vocabulary words of the week  -students will then take multiple choice quiz looking for context of SAT vocabulary (vocab quiz #2)  -Discussion of “The Minister’s Black Veil” including summarization of elements of Romanticism and literary terms  (minister’s black veil questions) | |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 13 | Monday, 10/24 | American Transcendentalism | | Visual Text  Literary bio and | -students will take part in a web-quest that will help them gather background information about Transcendentalism  -students will turn in their findings at the end of class | ELAGSE11-RL9, RL4, RL5  ELAGSE11-SL1  ELAGSE11-L1, L2, L5 |
| Tuesday, 10/25 | American Transcendentalism | | Visual Text  Literary bio and Nathaniel Hawthorne and Elements of Dark Romanticism | -students will take part in a web-quest that will help them gather background information about Transcendentalism  -students will turn in their findings at the end of class | ELAGSE11-RL9, RL4, RL5  ELAGSE11-SL1  ELAGSE11-L1, L2, L5 |
| Wednesday, 10/26  Essay –  Math | American Romanticism: Transcendentalism and Ralph Waldo Emerson | | Lecture Notes, Guided Note Taking, Foundational Concepts of Ralph Waldo Emerson | -Introduction of Transcendentalism including author bio of Emerson and Thoreau and show pictures from Concord  (Transcendentalism PP, guided notes, photos from Concord)  -Begin reading excerpt from Emerson’s “Self Reliance” | ELAGSE11-RI5, RI6, RI7 |
| Thursday, 10/27 | American Romanticism: Transcendentalism and Ralph Waldo Emerson | | Close Reading, Discussion, Rhetorical Précis (Emerson) | -Conclude Emerson’s “Self Reliance” and discuss elements of Transcendentalism  -Begin reading excerpt from Thoreau’s *Walden*  -students will be given Conformity vs. Non-Conformity activity to begin working with the necessary texts | ELAGSE11-RI2, RI3,  RI6  ELAGSE11-W9, W2 |
| Friday, 10/28  Benchmark #2 –  Electives | American Romanticism: Transcendentalism and Henry David Thoreau | | Close Reading, Discussion  (Thoreau) | -students will finish reading excerpt from Thoreau’s *Walden*  -students will be continue working on Conformity vs. Non-Conformity activity  -to be finished for Monday (hw if necessary) | ELAGSE11-RI2, RI3,  RI6 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, OCTOBER 26.\***

**\*NO OTHER MAJOR ASSESSMENTS FROM THURSDAY, OCTOBER 27 – FRIDAY, NOVEMBER 4 (INCLUSIVE).\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 14 | Monday, 10/31  Benchmark #2 –  Science | American Romanticism: The Fireside Poets | Close Reading, Discussion, Elements of Poetry | -introduction to the Fireside Poets (themes, structure, ideas, etc…)(Fireside Poets ppt)  -review of poetic elements (structure, elements, etc…)  (poetic elements handout) (Fireside Poets ppt)  -read Longfellow “The Tide…” and Lowell “The First Snowfall”  -students will fill out a graphic organizer for the Fireside Poets selections that we read (Romantic Poetry Activity)  -read Holmes “The Chambered Nautilus” and “Old Ironsides” | ELAGSE11-RL9, RL4, RL5 |
| Tuesday, 11/1  Benchmark #2 –  Social Studies | American Romanticism: The Fireside Poets and WCB | Close Reading, Discussion, Elements of Poetry | -continue with Fireside Poets  -William Cullen Bryant, “Thanatopsis”  -students will use graphic organizer for a “re-write” of Bryant’s poem  -review concepts of Fireside Poets | ELAGSE11-RL9, RL4, RL5 |
| Wednesday, 11/2 | American Gothic: Edgar Allan Poe | Close Reading and the Gothic Story | -introduction to Gothic Fiction (common elements, themes, style, history, etc...)  -introduction to Edgar Allan Poe (works, themes, life, etc…)  (Gothic Fiction ppt, Poe ppt)(guided notes)  -read Poe, “The Masque of the Red Death” and complete analysis sheet | ELAGSE11-RL9, RL4, RL5 |
| Thursday, 11/3  Benchmark #2 –  Math | American Romanticism: Gothic Fiction (Hawthorne, Poe) | Close Reading, Discussion, Reading Comprehension | -finish analysis of “The Masque of the Red Death”  -EOC and Milestone Prep Work  -review and prepare for Benchmark #2 | ELAGSE11-RL9, RL4, RL5  ELAGSE11-SL1 |
| Friday, 11/4  Benchmark #2 –  English | Benchmark #2 | Benchmark #2 | Benchmark #2 | ALL |

**\*NO OTHER MAJOR ASSESSMENTS FROM THURSDAY, OCTOBER 27 – FRIDAY, NOVEMBER 4 (INCLUSIVE).\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 15 | Monday, 11/7 | Review / Re-Teaching | Benchmark Review / EOCT Review | | -Benchmark Review / EOCT Review  -students will receive their Benchmark Exams back  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | All |
| Tuesday, 11/8 | American Romanticism: Gothic Fiction (Hawthorne, Poe) | Close Reading and the Gothic Story | | -Benchmark Review / EOCT Review  -students will receive their Benchmark Exams back  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers  -students will begin reading Poe and “The Fall of the House of Usher”  -students will be responsible for story annotations as well as answering comprehension questions  -notation of gothic elements | ELAGSE11-RL9, RL4, RL5  ELAGSE11-SL1 |
| Wednesday, 11/9  Essay –  Electives | American Romanticism: Gothic Fiction (Hawthorne, Poe) | Close Reading and the Gothic Story | | -students will finish reading Poe and “The Fall of the House of Usher”  -students will be responsible for story annotations as well as answering comprehension questions  -notation of gothic elements | ELAGSE11-RL9, RL4, RL5  ELAGSE11-SL1 |
| Thursday, 11/10 | Review / Re-Teaching | | Close Reading, Discussion, Reading Comprehension, Literary Time Periods, Poetry | -in class, teacher led review of Romanticism  -group study guide work  -study guide and preparation for Romanticism Exam  -kahoot for class review of Romanticism unit  -students will be taking their exam for Romanticism on Monday | ELAGSE11-RL9, RL4, RL5  ELAGSE11-SL1 |
| Friday, 11/11 | Review / Re-Teaching | | Close Reading, Discussion, Reading Comprehension, Literary Time Periods, Poetry | -in class, teacher led review of Romanticism  -group study guide work  -study guide and preparation for Romanticism Exam  -kahoot for class review of Romanticism unit  -students will be taking their exam for Romanticism on Monday | ELAGSE11-RL9, RL4, RL5  ELAGSE11-SL1 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, NOVEMBER 9.\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | | **STANDARDS**  **(GSE, AP)** |
| Week 16 | Monday, 11/14 | American Romanticism Reading and Comprehension | Reading Comprehension, Exam for Understanding | -American Romanticism Exam | ELAGSE11-RL9, RL4, RL5  ELAGSE11RL1, RL2, RL3, RL4, RL6 | |
| Tuesday, 11/15 | SAT Vocabulary | Rhetoric in Non-Fiction  Historical Connections | -introduction to Frederick Douglass and the slave narrative  -hand out Frederick Douglas books and materials (*An Introduction of Slave Narratives)*  -read intro for homework | ELAGSE11-L4, L5, L6  ELAGSE11-RL9, RL5 | |
| Wednesday, 11/16 | Non-Fiction Narrative and Realism | Rhetoric in Non-Fiction  Historical Connections | -review of rhetorical appeals (logos, ethos, pathos, irony, repetition, imagery, denotation, connotation)  -discuss *An Introduction of Slave Narratives*  -Begin reading chapter one and two of *NOLOFD* (finish for homework) | ELAGSE11-RI2, RI3, RI6  ELAGSE11-W9, W2 | |
| Thursday, 11/17 | Non-Fiction Narrative and Realism | Rhetoric in Non-Fiction  Historical Connections  Rhetoric | -Discuss chapter one and two of *NOLOFD*  -handout “reading Douglas’s Rhetoric  -allow students time to complete worksheet and answer questions  -discuss students’ ideas about rhetorical appeals in *NOLOFD*  *-*students will read chapters three to five for homework in preparation for a quiz on Friday | ELAGSE11-RI2, RI3, RI6  ELAGSE11-W9, W2 | |
| Friday, 11/18 | SAT Vocabulary | Learning new vocabulary and words in context  Rhetoric in Non-Fiction  Historical Connections  Rhetoric | -students will take chapters 1-5 questions/quiz at the beginning of class  -afterward, we will discuss chapters 3 - 5 as a class  -upon completion, students will begin reading chapter 6 of *NOLOFD* for Monday | ELAGSE11-L4, L5, L6  ELAGSE11-RI2, RI3, RI6  ELAGSE11-W9 | |
| **THANKSGIVING BREAK!**  **11/21 🡪 11/25** | | | | | | |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 17 | Monday, 11/28 | Non fiction and the narrative | Learning new vocabulary and words in context  Rhetoric in Non-Fiction  Historical Connections  Rhetoric | -Introduction of vocabulary terms along with part of speech, definition, and example sentence context  -Using and IPAD, students will make flash cards (Quizlet)  -Students will be quizzed over vocabulary terms on Friday  (vocab #3)  -students will have read chapter 6 of *NOLOFD*  -class will participate in a brief discussion of chapters 5 - 6  -students will then complete the “chapters 5 -6 Rhetoric worksheet by answering questions and identifying rhetorical devices within certain passages  -students will begin reading chapter 7 and finish for homework | ELAGSE11-L4, L5, L6  ELAGSE11-RL9, RL5 |
| Tuesday, 11/29 | Non-Fiction Narrative and Realism | Rhetoric in Non-Fiction  Historical Connections  Rhetoric | -students will participate in the assignment “Chapter 7 Rhetoric” during class  -when finished, students will read chapter 8 of *NOLOFD* as a group in class  -will continue reading chapter 8 for homework | ELAGSE11-RI2, RI3, RI6  ELAGSE11-W9, W2 |
| Wednesday, 11/30 | Non-Fiction Narrative and Realism | Rhetoric in Non-Fiction  Historical Connections  Rhetoric | -a brief discussion will take place regarding chapter 8 of the narrative  -Students will begin reading chapter 9 and will continue reading for homework until completed | ELAGSE11-RI2, RI3, RI6  ELAGSE11-W9, W2 |
| Thursday, 12/1 | Non-Fiction Narrative and Realism | Rhetoric in Non-Fiction  Historical Connections  Rhetoric | -students will participate in the assignment “Chapter 9 Rhetoric” during class  -when finished, students will begin reading chapter 10 of the narrativeand will finish for homework if necessary  -warm up to in class essay Friday focusing on *NOTLOFD* | ELAGSE11-RI2, RI3, RI6  ELAGSE11-W9, W2 |
| Friday, 12/2 |  | Learning new vocabulary and words in context  Rhetoric in Non-Fiction  Historical Connections  Rhetoric | -students will turn in their ten sentences for their vocabulary words of the week  -students will then take multiple choice quiz looking for context of SAT vocabulary (vocab quiz #3)  -students will then start working on “Chapter 10 Rhetoric” and will continue this on Monday when we return | ELAGSE11-RI2, RI3, RI6  ELAGSE11-W9, W2 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 18 | Monday, 12/5 | Non-Fiction Narrative and Realism | Rhetoric in Non-Fiction  Historical Connections  Rhetoric | -students will continue working on “Chapter 10 Rhetoric” and will finish before the end of class  -students will then begin reading chapter 11 of *NOTLOFD* and will finish the narrative for homework if necessary (some time during tomorrow’s class to continue reading) | ELAGSE11-RI2, RI3, RI6  ELAGSE11-W9, W2 |
| Tuesday, 12/6 | Non-Fiction Narrative and Realism | Rhetoric in Non-Fiction  Historical Connections  Rhetoric  Assessment | -students will be finishing with chapter 11 of *NOTLOFD*  -students will also have some class time to complete their study guide  -these will be turned in at the end of class Wednesday in prep for the exam of *NOTLOFD* | ELAGSE11-W9, W2 |
| Wednesday, 12/7 | Non-Fiction Narrative and Realism | Rhetoric in Non-Fiction  Historical Connections  Rhetoric  Assessment | -Assessment of *NOTLOFD* |  |
| Thursday, 12/8 | EOC Practice and Review | EOC Style Practice  Benchmark Review | -Students will be reviewing material for the Milestone and what the test entails (types of questions, multiple choice, strategies)  -Students will take a 20 question practice exam, see immediate scores, receive immediate feedback on questions that they did not get correct  -Students will have an opportunity to go back and correct the questions that they missed  -included will be review of the previous Benchmarks for the semester as well | All |
| Friday, 12/9 | EOCT Preparation | EOCT Style Practice  Benchmark Review | -Students will be reviewing material for the Milestone and what the test entails (types of questions, multiple choice, strategies)  -Students will use IPADS to create and log in to khanacademy.org  -Students will take a 20 question practice exam, see immediate scores, receive immediate feedback on questions that they did not get correct  -Students will have an opportunity to go back and correct the questions that they missed  (kahnacademy.org, possible quiz grade)  -students will also be given a study guide for Benchmark #3  -included will be review of the previous Benchmarks for the semester as well | All |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(CCGPS, GPS, AP)** |
| Week 19 | Monday, 12/12 | EOCT Preparation | | EOCT Style Practice  Benchmark Review | -Students will be reviewing material for the Milestone and what the test entails (types of questions, multiple choice, strategies)  -Students will use IPADS to create and log in to khanacademy.org  -Students will take a 20 question practice exam, see immediate scores, receive immediate feedback on questions that they did not get correct  -Students will have an opportunity to go back and correct the questions that they missed  (kahnacademy.org, possible quiz grade)  -students will also be given a study guide for Benchmark #3 | All |
| Tuesday, 12/13 | **Semester Exams (Benchmark #3) – 7th Period** | | | | |
| Wednesday, 12/14 | **Semester Exams (Benchmark #3) – 1st & 2nd Periods** | | | | |
| Thursday, 12/15 | **Semester Exams (Benchmark #3) – 3rd & 4th Periods** | | | | |
| Friday, 12/16 | **Semester Exams (Benchmark #3) – 5th & 6th Periods** | | | | |

**End 1st Semester**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 1 | Tuesday, 1/3 | **FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY** | | | |
| Wednesday, 1/4 | Transitional Poetry: Walt Whitman/Emily Dickinson | While reading selected poems, students will focus on comprehension as well as be introduced to terms such as hyperbole, inversion, metaphor, personification, etc… | Poetry of Transition: Lecture on Whitman and Dickinson  -Students will read “I Hear America Singing” 510, “Song of Myself” (512) , possible other selections  -Upon completion, there will be an active class discussion and review of poetry selections  (Whitman Poetry handout) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Thursday, 1/5 | Transitional Poetry: Walt Whitman/Emily Dickinson | While reading selected poems, students will focus on comprehension as well as be introduced to terms such as hyperbole, inversion, metaphor, personification, etc… | -“A Noiseless Patient Spider” (512), “I heard a fly buzz”, “Success is counted sweetest” and other selections  -Upon completion, there will be an active class discussion and review of poetry selections  (Dickinson Poetry handout) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Friday, 1/6 | Transitional Poetry: Walt Whitman/Emily Dickinson | While reading selected poems, students will focus on comprehension as well as be introduced to terms such as hyperbole, inversion, metaphor, personification, etc… | -continue with Whitman and discuss his various poems  -begin with short intro to Emily Dickinson, continue with her poetry  -“Because I Could Not Stop for Death” (526) Begin Dickinson paraphrase activity, Review Whitman  -Upon completion, there will be an active class discussion and review of poetry selections  (Dickinson Poetry handout) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 2 | Monday, 1/9 | Transitional Poetry: Walt Whitman/Emily Dickinson  SAT Vocabulary | While reading selected poems, students will focus on comprehension as well as be introduced to terms such as hyperbole, inversion, metaphor, personification, etc…  Learning new vocabulary and words in context | -continue with Whitman and discuss his various poems  -begin with short intro to Emily Dickinson, continue with her poetry  -“Because I Could Not Stop for Death” (526) Begin Dickinson paraphrase activity, Review Whitman  -Upon completion, there will be an active class discussion and review of poetry selections  (Dickinson Poetry handout)  -Introduction of vocabulary terms along with part of speech, definition, and example sentence context  -Using and IPAD, students will make flash cards (Quizlet)  -Students will be quizzed over vocabulary terms on Friday  (vocab #5) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Tuesday, 1/10 | Transitional Poetry: Walt Whitman/Emily Dickinson | Understand Poetic Relationship between Transitional Authors | -students will be introduced the “Whitman and Dickinson Compare Contrast” assignment  -in pairs, students will create a slide show presentation based upon the similarities and differences between Walt Whitman and Emily Dickinson  -while focusing on the biographies of both poets, students will also be responsible for analyzing two different poems by these authors that have not been previously covered in class  -assignment is due at the end of class Wed. 1/11 | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Wednesday, 1/11 | Transitional Poetry: Walt Whitman/Emily Dickinson | Understand Poetic Relationship between Transitional Authors | -students will continue working on the “Whitman and Dickinson Compare Contrast” assignment  -in pairs, students will create a slide show presentation based upon the similarities and differences between Walt Whitman and Emily Dickinson  -while focusing on the biographies of both poets, students will also be responsible for analyzing two different poems by these authors that have not been previously covered in class  -assignment is due at the end of class Wednesday | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5  ELAGSE11-W1, W4, W5 |
| Thursday, 1/12 | Transitional Poetry: Walt Whitman/Emily Dickinson | Understand Poetic Relationship between Transitional Authors | -Whitman/Dickinson Mini-Test  -students will continue working on the “Whitman and Dickinson Compare Contrast” assignment  -in pairs, students will create a slide show presentation based upon the similarities and differences between Walt Whitman and Emily Dickinson  -while focusing on the biographies of both poets, students will also be responsible for analyzing two different poems by these authors that have not been previously covered in class  -assignment is due at the end of class today | ELAGSE11-W1, W4, W5  ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9  ELAGSE11-RI1, RI2,  RI5, RI6, RI9 |
| Friday, 1/13 |  |  | -Students will be introduced to American Realism by reading pgs 619-629 in the book and answering guided questions for the historical points of the reading  -Begin reading Interactive reading questions/guide  (­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­Realism PP, guided notes, photos)  -Students will be introduced to American Realism using PP presentation and a guided notes handout for the PP  (­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­Realism PP, guided notes, photos)    -students will be given a realism cluster map that will introduce them to the concepts of American Realism  -students will use the chrome-books in order to research the material necessary for completing the cluster map  (Realism Cluster Map) | ELAGSE11-L4, L5, L6 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 3 | Monday, 1/16 | **MLK HOLIDAY, Barton’s Birthday** | | | |
| Tuesday, 1/17 | American Realism | -Recognition of Author voice and genres  -Presentation | -Students will be introduced to American Realism using PP presentation and a guided notes handout for the PP  (­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­Realism PP, guided notes, photos)    -students will be given a realism cluster map that will introduce them to the concepts of American Realism  -students will use the chrome-books in order to research the material necessary for completing the cluster map  (Realism Cluster Map)  -Bierce – “Occurrence at Owl Creek Bridge “ (582)  -Students will begin reading aloud in class  (Graphic Organizer) | ELAGSE11-L4, L5, L6  ELAGSE11-SL1 |
| Wednesday, 1/18 | American Realism: Ambrose Bierce | Close reading, Identification of Literary Elements  Recognition of Author Voice | -Finish “Occurrence at Owl Creek Bridge” and complete questions  -Finish close reading Interactive reading questions/guide | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELAGSE11-SL1 |
| Thursday, 1/19 | American Realism: Kate Chopin | Close reading, Identification of Literary Elements  Recognition of Author Voice | - students will read Kate Chopin – “The Story of an Hour” (760)  -students will also complete the reading interpretation questions for “The Story of an Hour” | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELAGSE11-SL1 |
| Friday, 1/20 | American Realism: Poetry | How can we describe Realism poetry (subjects, themes, devices, influence)? | -Students will turn in the reading interpretation questions for “The Story of an Hour”  Realism poetry/review Realism (Masters, Robinson)  - While reading selected poems, students will focus on comprehension as well as be introduced to poetic devices employed by Realism poets  (Realism Poetry handout) | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELAGSE11-SL1,  ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 4 | Monday, 1/23 | Contemporary Literature and Current Events | Contemporary Review of Op/Ed Articles | -Upon completion, there will be an active class discussion and review of poetry selections/Realism  -students will participate in reading and evaluating an opinion/editorial piece from a nationally renowned newspaper and will complete an article review for the piece they have chosen to read | ELAGSE11-L5  ELAGSE11-W1, W4, W5 |
| Tuesday, 1/24 | Milestone Essay  (Argumentative Essay) | -Argumentative Writing and the Milestone Test | -at the beginning, students will review concept of the new milestone test based upon the information from yesterday’s class  -students will be given the actual texts that will be used on the performance essay for preview and annotation  -students will also be given the option of a graphic organizer to assist them with organizing the key aspects of the texts they have previewed | ELAGSE11-W1-W5 |
| Wednesday, 1/25  Essay –  English | Milestone Essay  (Argumentative Essay) | Milestone Essay (Argumentative Essay) | Argumentative Essay  -students will be given an argumentative prompt that is reflective of the new Milestone Test | ELAGSE11-W1-W5 |
| Thursday, 1/26 | American Regionalism: Mark Twain and vernacular | What are the influences and techniques that authors use when writing Regional works? | -Mark Twain and “The Notorious Jumping Frog of Calaveras County”  -discussion of regionalist literature and the usage of dialect  -students will be prompted to discuss realist as well as regionalist aspects from the short story  -students will also be responsible for answering accompanying comprehension questions | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |
| Friday, 1/27 | American Realism and Naturalism | Close Reading  Foundational Concepts of Naturalism | -Introduction to Naturalism  -Jack London, “To Build a Fire” | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, JANUARY 25.**\*

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 5 | Monday, 1/30 | American Realism and Naturalism | | Close Reading  Foundational Concepts of Naturalism | -Introduction to Naturalism as a literary genre  -Jack London, “To Build a Fire” | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9 |
| Tuesday, 1/31 | American Realism and Naturalism | | Close Reading  Foundational Concepts of Naturalism | -finish Jack London, “To Build a Fire”  -realism review and test prep | ELAGSE11-L4, L5, L6  ELAGSE11RL1, RL2, RL3, RL4, RL5, RL6 |
| Wednesday, 2/1  Essay –  Social Studies | American Realism/Regionalism/Naturalism | | Close reading, Identification of Literary Elements  Recognition of Author Voice | -Realism/Regionalism/Naturalism Review  -what are the concepts, themes, and author intentions of this particular literary period | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELAGSE11-SL1 |
| Thursday, 2/2 | American Realism/Regionalism/Naturalism | | Examination for Understanding | Realism/Regionalism/Naturalism Exam | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELAGSE11-SL1  ELAGSE11-L4, L5, L6 |
| Friday, 2/3 | Modernism | Students will acquire background and historical knowledge on the literary period of Modernism | | -Introduction to Modernism (Notes and Lecture)  -For a historical context, students will also read from pages in the textbook to complete the *American Modernism* worksheet | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELAGSE11-SL1 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, FEBRUARY 1.**\*

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 6 | Monday, 2/6 | Modernism | Students will acquire background and historical knowledge on the literary period of Modernism | -Introduction to Modernism (Notes and Lecture)  -For a historical context, students will also read from pages in the textbook to complete the *American Modernism* worksheet | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELAGSE11-SL1 |
| Tuesday, 2/7 | Modernism:  William Faulkner | Close Reading  William Faulkner and the Disjointed Timeline | -begin reading William Faulkner – “A Rose for Emily” (1018)  (guided questions, group discussions)  -explanation of disjointed timeline approach  -Finish reading for HW | RL2, RL3, RL4, RL6,  ELAGSE11-L5 |
| Wednesday, 2/8 | Modernism:  William Faulkner | Close Reading  William Faulkner and the Disjointed Timeline | -discussion of Faulkner and “A Rose for Emily” and the usage of dialect as well as the effect of a disjointed timeline  -have students complete worksheet that puts the events of the story in the actual time sequence  -listen and respond to Faulkner’s Nobel Prize Speech | RL2, RL3, RL4, RL6,  ELAGSE11-L5 |
| Thursday, 2/9 | Modernism: Ernest Hemingway | What is the Iceberg Theory and how does Hemingway effectively use it? | -“In Another Country” – Guided questions, group discussions, small group reading  -Finish reading for homework | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9, R17  ELAGSE11-L5 |
| Friday, 2/10  Benchmark #1 –  Electives | Modern Poetry: The Harlem Renaissance | Close Reading  What is this “re-birth” that many of these authors experiencing? | Introduction of Harlem Renaissance including author bios of authors, visuals  (­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­ [Harlem Renaissance PP](file:///C:\Users\brandon.barton\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\2011\modernism\harlem\Harlem%20Renaissance.ppt), guided notes, photos)  -Begin reading poems by Langston Hughes  Interactive reading questions/guide  -Begin reading [poems](file:///C:\Users\brandon.barton\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\2011\modernism\harlem\harlem%20poems.docx) by HR poets,  Interactive reading questions/guide, group analysis handout | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9  ELAGSE11-L5 |

**\*NO OTHER MAJOR ASSESSMENTS FROM THURSDAY, FEBRUARY 9 – FRIDAY, FEBRUARY 17 (INCLUSIVE).\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 7 | Monday, 2/13  Benchmark #1 –  Math | Milestone/Benchmark review | Benchmark review | -Benchmark Prep / Milestone Prep  -students will begin preparing for the Benchmark Exam focusing on reading comprehension, grammar and conventions, as well as a literary period review  -study guide and practice exam | All |
| Tuesday, 2/14  Benchmark #1 –  English | Benchmark Exam | Benchmark Exam | Benchmark Exam | All |
| Wednesday, 2/15 | Milestone/Benchmark review | Benchmark review | -Benchmark Review / Milestone Review  -students will receive their Benchmark Exams back  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers  -students will have an opportunity to work on study guides for the novel as well as their Gatsby assignment | All |
| Thursday, 2/16  Benchmark #1 –  Science | Modern Poetry: The Harlem Renaissance | Close Reading  Class discussion, group discussion of reading guides. What effect does dialect have on the reader? | -students will read “How it feels to be colored me”  Pg. 860, answer questions  -students will engage in group discussion determining whether or not Hughes, Cullen and Hurston are similar and they each reflect characteristics of the Harlem Renaissance  -Finish Hughes for HW if necessary | ELAGSE11-RL1, RL2,  RL3, RL4, RL5, RL6,  RL7, RL9  ELAGSE11-L5 |
| Friday, 2/17  Benchmark #1 –  Social Studies | Modern Poetry | Summarization of Modernism and the Harlem renaissance | -students will review material in prep for the Harlem Renaissance/Modernism exam  -EOCT and Milestone practice and preparation | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |

**\*NO OTHER MAJOR ASSESSMENTS FROM THURSDAY, FEBRUARY 9 – FRIDAY, FEBRUARY 17 (INCLUSIVE).\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 8 | Monday, 2/20 | **Winter Holiday** | | | |
| Tuesday, 2/21 |
| Wednesday, 2/22 |
| Thursday, 2/23 | **FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY** | | | |
| Friday, 2/24 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 9 | Monday, 2/27 | Modernism as a Literary Period | Commonalities found amongst Modern writers.  Review for Exam | -students will review material in prep for the Harlem Renaissance/Modernism exam  Review for Modernism test | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Tuesday, 2/28 | Modernism as a Literary Period | Examination for understanding | -students will take their exam covering Modernism Exam  -after completing the exam, students will take part in a re-reading survey prior to an introduction to *The Great Gatsby* | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Wednesday, 3/1  Essay –  Science | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | -Intro to *The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -Students will be given a study guide and quote journal that they will work on through the course of the book  -HW: Read Chapter One | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-SL1 |
| Thursday, 3/2 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -work on study guide and quote journal  -HW: Read Chapter Two | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-SL1 |
| Friday, 3/3 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | -Quiz, Chapters One and Two of *The Great Gatsby*  -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -work on study guide and quote journal  -HW: Read Chapters Three and Four | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-SL1 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, MARCH 1.**\*

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 10 | Monday, 3/6 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | -Quiz, Chapters Three and Four of *The Great Gatsby*  -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -work on study guide and quote journal  -HW: Read Chapter Five | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-SL1 |
| Tuesday, 3/7 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -work on study guide and quote journal  -HW: Read Chapter Six | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-SL1 |
| Wednesday, 3/8 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -work on study guide and quote journal  -HW: Read Chapter Seven (due Friday) | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-SL1 |
| Thursday, 3/9 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -discussion of chapter six and continue reading chapter seven  -work on study guide and quote journal | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-SL1 |
| Friday, 3/10 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | -Quiz, Chapter Seven of *The Great Gatsby*  -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -discussion of chapter seven  -students will continue working on study guide  -exam covering the reading of *The Great Gatsby* on half days  -HW: Read Chapters 8 and 9 | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-SL1 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 11 | Monday, 3/13 | FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY | | | | |
| Tuesday, 3/14 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | | -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -discussion of chapters eight and nine  -exam review and prep | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Wednesday, 3/15 | Modernism:  Fitzgerald and *The Great Gatsby* | Close Reading  Students will engage in group discussion determining how Fitzgerald and TGG reflect Modernist views | | -*The Great Gatsby* (Modernism ties and Fitzgerald’s idea of the American Dream)  -discussion of chapters eight and nine  -exam review and prep | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Thursday, 3/16  Early Release  Professional  Learning  (1st, 2nd, 3rd, 5th) | Modernism and *The Great Gatsby* | | Examination for understanding | -students will take the unit test covering *The Great Gatsby* | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Friday, 3/17  Early Release  Professional  Learning  (7th, 6th, 4th, 5th) | Modernism and *The Great Gatsby* | | Examination for understanding | -students will take the unit test covering *The Great Gatsby* | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 12 | Monday, 3/20 | Post Modernism in American Literature: ***A Raisin in the Sun*** | What is the plot and who are the characters of *A Raisin in the Sun*  What is special about American Modern Drama? What are the common terms that make up a modern day drama? What were the major influences of *A Raisin in the Sun*? | -Introduction to Post Modernism  -***A Raisin in the Sun***, Lorraine Hansberry  -Students will review the literary devices associated with drama  -Students will be given information about A Raisin in the Sun (visuals: Prezi intro., guided notes)  -Students will participate in a web search for background knowledge of Civil Rights movement  (internet search Handout)  -Students will begin reading Act 1 aloud in class, including work with study guide and character analysis  **\*reading quizzes will be given at various times throughout the reading of the text** | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Tuesday, 3/21 | Post Modernism in American Literature: ***A Raisin in the Sun*** | What is the plot and who are the characters of *A Raisin in the Sun* | -Students will complete study guides with drama terms attached for note taking while reading *A Raisin in the Sun*  -Students will *A Raisin in the Sun* aloud in class  -Students will have an opportunity to volunteer for specific parts in the play as we will act it out in class and complete the reading of Act 1  **\*reading quizzes will be given at various times throughout the reading of the text** | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Wednesday, 3/22  Essay –  Math | Post Modernism in American Literature: ***A Raisin in the Sun*** | What is the plot and who are the characters of *A Raisin in the Sun* | -Students will complete study guides with drama terms attached for note taking while reading *A Raisin in the Sun*  -Students will *A Raisin in the Sun* aloud in class  -Students will have an opportunity to volunteer for specific parts in the play as we will act it out in class  Act 2  **\*reading quizzes will be given at various times throughout the reading of the text** | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Thursday, 3/23 | SAT Vocabulary  Post Modernism in American Literature: ***A Raisin in the Sun*** | What is the plot and who are the characters of *A Raisin in the Sun* | -Students will complete study guides with drama terms attached for note taking while reading *A Raisin in the Sun*  -Students will *A Raisin in the Sun* aloud in class  -Students will have an opportunity to volunteer for specific parts in the play as we will act it out in class  Act 2  -after completing the surveys, students will be given the article (online) “A Dream Unrealized…” and will answer article review questions regarding authorial purpose and rhetorical techniques  **-completed for homework and will be turned in on Friday**  **\*reading quizzes will be given at various times throughout the reading of the text** | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Friday, 3/24 | Post Modernism in American Literature: ***A Raisin in the Sun*** | Examination for Understanding | -Students will complete study guides with drama terms attached for note taking while reading *A Raisin in the Sun*  -Students will *A Raisin in the Sun* aloud in class  -Students will have an opportunity to volunteer for specific parts in the play as we will act it out in class  Act 3  **\*reading quizzes will be given at various times throughout the reading of the text** | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, MARCH 22.**\*

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 13 | Monday, 3/27 | Post Modernism in American Literature: ***A Raisin in the Sun*** | Examination for Understanding | -Students will complete study guides with drama terms attached for note taking while reading *A Raisin in the Sun*  -Students will *A Raisin in the Sun* aloud in class  -Students will have an opportunity to volunteer for specific parts in the play as we will act it out in class  Act 3  **\*reading quizzes will be given at various times throughout the reading of the text** | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Tuesday, 3/28 | Editorial Writing | Current Events and Opinion/Editorial Articles | -students will be taking a look at the nature of opinion editorials as we move toward research material  -students will se designated media sites in order to locate controversial issues and then rhetorically analyze the article  (Op-Ed Article Evaluation Sheet) | ELAGSE11-L5  ELAGSE11-W1, W4, W5 |
| Wednesday, 3/29 | Post Modernism in American Literature: ***A Raisin in the Sun*** | What is the plot and who are the characters of *A Raisin in the Sun* | -students will take an written, in-class formative assessment covering *A Raisin in the Sun*  -students will be able to use both the book as well as any written notes for this assignment  *-*students will also turn in the study guides for *A Raisin in the Sun* | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| Thursday, 3/30 | Post Modernism in American Literature: ***A Raisin in the Sun*** | Based upon our reading of the play, does the author’s life reflect some of the themes expressed in the piece? | -students will read and answer comprehension questions based upon Lorraine Hansberry’s “To Be Young, Gifted, and Black”, articles published based upon Hansberry’s personal struggles and triumphs  -upon completion, students will also be given an opportunity to work on finishing their study guide | ELAGSE11-RI1, RI2, RI3, RI4, RI5 |
| Friday, 3/31 | Post Modernism in American Literature: ***A Raisin in the Sun*** | Assessment | “A Raisin in the Sun” exam | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9  ELAGSE11-L5 |
| **SPRING BREAK!**  **Friday, 4/3 🡪 Friday, 4/7** | | | | | |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 14 | Monday, 4/10 | Research Paper Material | Note taking and plagiarism/Becoming a critical researcher | -Guided notes handout and PowerPoint, students will participate in active group discussion of reliable and unreliable sources, plagiarism vs. originality, while reviewing the concepts  (plagiarism ppt) | ELAGSE11-W2, W4, W5, W6, W7, W8, W9 |
| Tuesday, 4/11 | Research Paper Material | Beginning your research, choosing the right tools, evaluating sources | -Guided notes handout and PowerPoint, students will participate in active group discussion of proper sources, tools  (plagiarism ppt, Research Paper Handout and Schedule, research database) | ELAGSE11-W2, W4, W5, W6, W7, W8, W9 |
| Wednesday, 4/12 | Research Paper Material | Quoting, Paraphrasing, Summarizing, Documenting, MLA Overview and Review | Guided notes handout and PowerPoint, students will participate in active group discussion of MLA citations, quotes, paraphrasing | ELAGSE11-W2, W4, W5, W6, W7, W8, W9 |
| Thursday, 4/13 | Research Paper Material | How can I utilize all of my sources in the library? How does research work in the media center? | -**student/teacher evaluations**  -Mrs. Moon will guide students through a thorough presentation of resource materials they can utilize in the media center | ELAGSE11-W2, W4, W5, W6, W7, W8, W9 |
| Friday, 4/14  Benchmark #2 –  Electives | EOCT Preparation | EOCT Style Practice  Benchmark Review | -Students will be introduced to the EOCT and what the test entails (types of questions, multiple choice, strategies)  -Students will use IPADS to create and log in to USATestPrep.com  -Students will take a 20 question practice exam, see immediate scores, receive immediate feedback on questions that they did not get correct  -Students will have an opportunity to go back and correct the questions that they missed  (USA Test Prep, possible quiz grade)  -students will also be given a study guide for Benchmark #5 | All |

**\*NO OTHER MAJOR ASSESSMENTS FROM THURSDAY, APRIL 13 – FRIDAY, APRIL 21 (INCLUSIVE).\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 15 | Monday, 4/17  Benchmark #2 –  English | Benchmark Exam | Benchmark Exam | Benchmark Exam | All |
| Tuesday, 4/18  Benchmark #2 –  Math | Review / Re-Teaching | Benchmark Review / EOCT Review | -Benchmark Review / EOCT Review  -students will receive their Benchmark Exams back  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers  **-** Students utilize resources available to them in media center and computer lab to conduct research | All |
| Wednesday, 4/19 | Research Paper Material | How can I utilize all of my sources in the library? How does research work in the media center? | **not in the media center**  **-** Students utilize resources available to them in media center and computer lab to conduct research | ELAGSE11-W2, W4, W5, W6, W7, W8, W9 |
| Thursday, 4/20  Benchmark #2 –  Social Studies | Research Paper Material | Media Center/Computer lab | -Students utilize resources available to them in media center and computer lab to conduct research  -Type Paper  -**Bibliography Cards DUE (min 5)** | ELAGSE11-W2, W4, W5, W6, W7, W8, W9 |
| Friday, 4/21  Benchmark #2 –  Science | Research Paper Material | Media Center/Computer lab | -Students utilize resources available to them in media center and computer lab to conduct research  -Type Paper  -Peer Edit  -EOC/Milestone Prep and Refresher Course  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | ELAGSE11-RI 1, RI5, RI7, RI10  ELACC11-W2, W4, W5, W6, W7, W8, W9 |

**\*NO OTHER MAJOR ASSESSMENTS FROM THURSDAY, APRIL 13 – FRIDAY, APRIL 21 (INCLUSIVE).\***

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 16 | Monday, 4/24 | Research Paper Material | Media Center/Computer lab | | **not in the media center**  -Students utilize resources available to them in media center and computer lab to conduct research  Type Paper  -Peer Edit; Type Paper  -**Notecards (20) & Thesis Statement DUE** | ELAGSE11-RI 1, RI5, RI7, RI10  ELACC11-W2, W4, W5, W6, W7, W8, W9 |
| Tuesday, 4/25 | Research Paper Material | | Media Center/Computer lab | -Students utilize resources available to them in media center and computer lab to conduct research  Type Paper  --Peer Edit; Type Paper  -**Works Cited Page DUE** | ELAGSE11-W2, W4, W5, W6, W7, W8, W9 |
| Wednesday, 4/26  Essay –  Electives | Research Paper Material | | Media Center/Computer lab | -Students utilize resources available to them in media center and computer lab to conduct research  Type Paper  -Peer Edit; Type Paper  -EOC/Milestone Prep and Refresher Course  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | ELAGSE11-RI 1, RI5, RI7, RI10  ELACC11-W2, W4, W5, W6, W7, W8, W9 |
| Thursday, 4/27 | Research Paper Material | | Media Center/Computer lab | -Students utilize resources available to them in media center and computer lab to conduct research  Type Paper  -Peer Edit; Type Paper | ELAGSE11-RI 1, RI5, RI7, RI10  ELACC11-W2, W4, W5, W6, W7, W8, W9 |
| Friday, 4/28 | *Having Our Say*  The modern non-fiction novel | | Engage in an active understanding of the modern, non-fiction novel.  Close Reading | -**FINAL DRAFT DUE (5:00 pm) to turnitin.com**  - Introduction to Post Modernism  - students will answer guided questions utilizing the introductory material in their textbooks  -students will also be introduced to the characters from the book in a live interview from the Delaney sisters | ELAGSE11-RI1, RI3, RI5, RI7, RI9  ELACC11-SL1 |

**\*NO OTHER MAJOR ASSESSMENTS ON WEDNESDAY, APRIL 26.**\*

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 17 | Monday, 5/1 | *Having Our Say*  The modern non-fiction novel | Engage in an active understanding of the modern, non-fiction novel.  Close Reading | - Introduction to *Having Our Say*  <http://havingoursay.com/index.cfm>  -Students will engage in Class discussion, group discussion of reading guides, close reading of part 1 aloud in class  -Close reading to finish out chapter one  -Students will engage in Class discussion, group discussion of reading guides, close reading of part 1 aloud in class  -Students will read part 3 by Friday for HW | ELAGSE11-RI1, RI3, RI5, RI7, RI9  ELACC11-SL1 |
| Tuesday, 5/2 | *Having Our Say*  The modern non-fiction novel | Engage in an active understanding of the modern, non-fiction novel.  Close Reading | -Students will engage in Class discussion, group discussion of reading guides as well as Part 2  -EOC/Milestone Prep and Refresher Course  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | ELAGSE11-RI1, RI3, RI5, RI7, RI9  ELACC11-SL1 |
| Wednesday, 5/3 | *Having Our Say*  The modern non-fiction novel | Engage in an active understanding of the modern, non-fiction novel.  Close Reading | -Students will engage in Class discussion, group discussion of reading guides  -students will continue reading through part three in prep for a quiz on Friday  -EOC/Milestone Prep and Refresher Course  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | ELAGSE11-RI1, RI3, RI5, RI7, RI9  ELACC11-SL1 |
| Thursday, 5/4 | *Having Our Say*  The modern non-fiction novel | Engage in an active understanding of the modern, non-fiction novel.  Close Reading | -Students will engage in Class discussion, group discussion of reading guides and will continue the reading of Parts 1-3  -Students will also be responsible for answering questions on their study guides | ELAGSE11-RI1, RI3, RI5, RI7, RI9  ELACC11-SL1 |
| Friday, 5/5 | *Having Our Say*  The modern non-fiction novel | Engage in an active understanding of the modern, non-fiction novel.  Close Reading | -Quiz *Having Our Say* Parts 1-3  -Students will begin reading part 4 and 5 if need be due to the length of the section  -These sections are due on Tuesday of the next week  -work on and complete study guides for the section | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9,  ELACC11-L5, SL 4, 5, 6 |
| AP Exams  Monday, 5/1 – AP Chem, AP Enviro Science, and AP Psych  Tuesday, 5/2 – AP Spanish Language  Wednesdays, 5/3 – AP English Literature  Thursday, 5/4 – AP Government  Friday, 5/5 – AP US History, AP Studio Art | | | | Milestones  Tuesday, May 16 – Section Three of Milestone  Wednesday, May 17 – Section One and Two of Milestone | |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 18 | Monday, 5/8 | *Having Our Say*  The modern non-fiction novel | Engage in an active understanding of the modern, non-fiction novel.  Close Reading | -Students will continue reading Parts 4 and 5 of *Having Our Say*  -Students will engage in Class discussion, group discussion of reading guides and will continue the reading of Parts 4-5  -Students will also be responsible for answering questions on their study guides | ELAGSE11-RI5, RI6, RI7  ELACC11-SL1, SL2, SL3 |
| Tuesday, 5/9 | *Having Our Say*  The modern non-fiction novel | Engage in an active understanding of the modern, non-fiction novel.  Close Reading | -Students will continue reading Parts 4 and 5 of *Having Our Say*  -Students will engage in Class discussion, group discussion of reading guides and will continue the reading of Parts 4-5  -Students will also be responsible for answering questions on their study guides | ELAGSE11-RI5, RI6, RI7  ELACC11-SL1, SL2, SL3 |
| Wednesday, 5/10 | *Having Our Say*  The modern non-fiction novel | Close Reading  Foundational Concepts  Postmodern Literary Elements | -quiz over Parts 4 and 5  -Begin Part 6 and read aloud in class  -finish Part 6 and 7 for HW, due on Friday  -final discussion as well as study guide material | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELACC11-SL1, SL2,  SL3 |
| Thursday, 5/11 | *Having Our Say*  The modern non-fiction novel | Close Reading  Foundational Concepts  Postmodern Literary Elements | -Students will engage in Class discussion, group discussion of reading guides as well as part 6  -Begin Part 7 and read aloud in class  -finish part 7 for HW, due on Friday  -final discussion as well as study guide material | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELACC11-SL1, SL2,  SL3 |
| Friday, 5/12 | Postmodernism in American Literature: Media and Culture | How does the media influence our culture? | -Students will engage in Class discussion, group discussion of reading guides as well as part 6  -Begin Part 7 and read aloud in class  -finish part 7 for HW, due on Monday  -final discussion as well as study guide material | ELAGSE11-RL1, RL2, RL3, RL4, RL5, RL6,RL7, RL9 |
| AP Exams  Monday, May 8 – AP Biology  Tuesday, May 9 – AP Calculus  Wednesday, May 10 – AP English Language and AP Macroeconomics  Thursday, May 11 – AP World History and AP Statistics  Friday, May 12 – AP Human Geography | | | | Milestones  Tuesday, May 16 – Section Three of Milestone  Wednesday, May 17 – Section One and Two of Milestone | |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 19 | Monday, 5/15 | Connections/Assessment HOS | How is your history reflected through history, technology, education, family? | -students will take a final assessment for the reading of *Having Our Say*  -students will hand in books  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers  -EOC/Milestone Prep and refresher Course | All standards assessed |
| Tuesday, 5/16 | Connections/Assessment HOS | EOCT Style Practice  Benchmark Review | -EOC / Milestone Testing (Section 3 Extended Essay)  -Students will review the expectations for the Milestone Exam (types of questions, multiple choice, strategies)  -Students will use IPADS to create and log in to USATestPrep.com  -Students will take a 20 question practice exam, see immediate scores, receive immediate feedback on questions that they did not get correct  -Students will have an opportunity to go back and correct the questions that they missed  (USA Test Prep, possible quiz grade) | All standards assessed |
| Wednesday, 5/17 | EOCT Preparation | EOCT Style Practice  Benchmark Review | -EOC / Milestone Testing (Sections 1 and 2, Multiple Choice and Shorter Essay Response)  -Students will review the expectations for the Milestone Exam (types of questions, multiple choice, strategies)  -Students will use IPADS to create and log in to USATestPrep.com  -Students will take a 20 question practice exam, see immediate scores, receive immediate feedback on questions that they did not get correct  -Students will have an opportunity to go back and correct the questions that they missed  (USA Test Prep, possible quiz grade) | All |
| Thursday, 5/18 | Connections/Assessment HOS | How is your history reflected through history, technology, education, family? | \*Your History presentations  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELACC11-SL1, SL2,  SL3 |
| Friday, 5/19 | Connections/Assessment HOS  U.S. History Milestone | How is your history reflected through history, technology, education, family? | -students will not meet as a result of the U.S. History Milestone as well as the Carnival Day | ELAGSE11-RL1, RL3, RL5, RL7, RL9  ELACC11-SL1, SL2,  SL3 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 20  Benchmark  Week #3 | Monday, 5/22 | \*Your History presentations  -students will take part in the “Explain Process” by identifying missed questions and seeking the reasoning behind correct answers | | | |
| Tuesday, 5/23 | **Semester Exams (Benchmark #3 – 7th)** | | | |
| Wednesday, 5/24 | **Semester Exams (Benchmark #3 – 1st & 2nd)** | | | |
| Thursday, 5/25 | **Semester Exams (Benchmark #3 – 3rd & 4th)** | | | |
| Friday, 5/26 | **Semester Exams (Benchmark #3 – 5th & 6th)** | | | |

Friday, August 4th: ICB Part I, TR page 73, Help Chpts 1-9

Friday, August 11th: ICB Part II, TR page 144, Help Chpts 10-18

Friday, August 18th: ICB Part III, TR page 221, Help Chpts 19-27

Friday, August 25th: ICB ParIV, TR finish, Help Chpts 28-34