

# August 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>		1	2	3	4	5
6	7	8	9	10 Teacher Workday	11 Teacher Inservice	12
13	14 Teacher Inservice	15 Teacher Workday	16 Course welcome and expectations; Last Lecture SWBAT know what the expectations are for this course and view Dr. Randy Pausch's Last lecture on planning for the future	17 Last Lecture discussion SWBAT discuss the parts of yesterday's lecture that they agree/disagree with and his argument about dreams	18 Write on Demand SWBAT compose an essay in which they explain where they see themselves in five years in terms of their professional and personal lives	19
20	21 Introduce ICAP essay SWBAT know the expectations for this essay and will select the prompt on which they wish to write	22 ICAP essay work-day SWBAT begin composing an essay that answers the prompt they selected yesterday	23 Writing introductions SWBAT compose an attention-grabbing introduction for their selected prompt <b>PICTURE DAY</b>	24 Writing conclusions SWBAT compose a conclusion that wraps-up the narrative of their piece	25 ICAP essay work-day SWBAT add their intros and conclusions to their essays and put the finishing touches on their first draft <b>ICAP essay draft due</b>	26
27	28 The Right Word SWBAT visually demonstrate the meaning of the word they have been given in a poster	29 The Right Word SWBAT present their words and then discuss how different words affect our interpretations of a subject	30 Socratic Seminar SWBAT continue their conversation on how an author's word choice affects meaning	31 Six word short stories SWBAT compose a very short story that sums up everything in a mere six well-chosen words		

# September 2017

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Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>					1 <b>Teacher Workday</b>	2
3	4 <b>NO SCHOOL</b>	5 Return ICAP essays; revision day SWBAT use teacher feedback in order to improve their essays	6 ICAP revision day SWBAT use teacher feedback to improve their essays	7 ICAP revision day SWBAT use teacher feedback to improve their essays	8 ICAP essay final draft due SWBAT put the finishing touches on their essays and hand them in	9
10	11 Everyday Use SWBAT define Alice Walker's argument about reading and its power	12 Everyday Use SWBAT provide claims, evidence, and warrants to analyze characters and their motives	13 NWEA Testing SWBAT take an online test to gauge where they are beginning this year with their reading skills	14 Everyday Use scored discussion SWBAT discuss Walker's argument about reading and whether they agree	15 Superman and Me SWBAT begin contrasting Alexie's argument about reading with that of Walker's	16
17	18 Superman and Me vs. Everyday Use SWBAT compare/contrast the themes raised in both pieces as they relate to reading/education	19 Alexie PASA SWBAT define the rhetorical situation of Alexie's piece	20 Alexie Levels of Questioning SWBAT identify the literal, inferential, and thematic layers of the text	21 Superman and Me scored discussion SWBAT discuss Alexie's argument about reading and whether they agree	22 Write on demand SWBAT create an argument in which they affirm or deny that books can actually save lives	23
24	25 Counselor's talk on Naviance and career and college search	26 What is a resume SWBAT know the functions of a resume and why they need one	27 Content of a resume SWBAT list the content of their resume and categorize it	28 Formatting/Building a resume SWBAT decide whether they need a functional or chronological resume and format it accordingly	29 Final resume due SWBAT put the finishing touches on their resumes and turn them in	30

# October 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Activities are listed in BLUE; Targets are listed in GREEN; Major assignments or assessments are listed in RED	2 Assign ICAP presentation SWBAT know the expectations for this final project, will select their presentation date, and will know how to research	3 ICAP presentation workday SWBAT research the two future options they have selected, gather information, and compile it into a presentation	4 ICAP presentation workday SWBAT research the two future options they have selected, gather information, and compile it into a presentation	5 ICAP presentation workday SWBAT research the two future options they have selected, gather information, and compile it into a presentation	6 ICAP presentation workday SWBAT research the two future options they have selected, gather information, and compile it into a presentation	7
8	9 ICAP presentation workday SWBAT research the two future options they have selected, gather information, and compile it into a presentation	10 3rd: Begin presentations; 6th: ICAP presentation workday SWBAT research the two future options they have selected, gather information, and compile it into a presentation	11 ICAP presentations SWBAT present their researched information to the class and listen respectfully to the information given by their peers	12 ICAP presentations SWBAT present their researched information to the class and listen respectfully to the information given by their peers	13 End of Quarter 1 ICAP presentations SWBAT present their researched information to the class and listen respectfully to the information given by their peers	14
15	16 Teacher Workday	17 Pathos, ethos, and logos SWBAT define and explain these key rhetorical terms	18 Pathos, ethos, and logos SWBAT find these elements in advertisements and analyze their effectiveness	19 Pathos, ethos, and logos SWBAT find these elements in advertisements and analyze their effectiveness	20 Decline of Literature SAT prompt SWBAT practice identifying the rhetorical moves of a passage and explaining their importance	21
22	23 PASTA/Precis for Decline of Lit SWBAT define the rhetorical situation for the Decline of literature passage	24 Writing a rhetorical analysis essay SWBAT create an outline or formula for composing a rhetorical analysis essay	25 Shakespeare Webquest SWBAT research biographical information about Shakespeare	26 Teacher Inservice	27 Teacher Inservice	28
29	30 Background/History on Julius Caesar; Begin Act 1 SWBAT know the basic biographical info regarding Caesar as a leader	31 Julius Caesar Act 1, Scenes 1-2 SWBAT know how Cassius begins to manipulate Brutus to his side Lit Terms Quiz				

# November 2017

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Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>			1 Julius Caesar Act 1, Scenes 2-3 SWBAT know the thoughts of the conspirators as they begin to make their plans	2 Julius Caesar Act 1, Scene 3 SWBAT know the thoughts of the conspirators as they begin to make their plans	3 Julius Caesar Act 1, Scene 2 Annotation SWBAT chunk Cassius' speech to Brutus, identify rhetorical moves, and explain their purpose	4
5	6 Julius Caesar Act 1, Scene 2 PASA/Precis SWBAT synthesize Cassius' speech to Brutus, identifying purpose, audience, and context	7 Julius Caesar Act 2, Scene 1 SWBAT describe Brutus' thought process to decide to kill Caesar <b>Act 1 Annotation Due</b>	8 Julius Caesar Act 2, Scenes 2-4 SWBAT discuss the clues Shakespeare leaves to foreshadow Caesar's fate	9 Julius Caesar Act 2, Scenes 2-4 SWBAT discuss the clues Shakespeare leaves to foreshadow Caesar's fate	10 Julius Caesar Act 2, Scene 1 Annotation SWBAT chunk Brutus' speech to himself, identify rhetorical moves, and explain their purpose	11
12	13 Julius Caesar Act 3, Scene 1 SWBAT demonstrate the way in which Caesar is assassinated <b>Act 2 Annotation Due</b>	14 Julius Caesar Act 3, Scenes 2-3 SWBAT describe the political fallout that results from Caesar's death	15 Julius Caesar Act 3 wrap-up SWBAT summarize key events of act 3	16 Julius Caesar Act 3, Scene 1 Annotation SWBAT chunk Brutus' speech to the plebians, identify rhetorical moves, and explain their purpose	17 Julius Caesar Act 3, Scene 1 Annotation SWBAT chunk Brutus' speech to the plebians, identify rhetorical moves, and explain their purpose	18
19	20 <b>NO SCHOOL</b>	21 <b>NO SCHOOL</b>	22 <b>NO SCHOOL</b>	23 <b>NO SCHOOL</b>	24 <b>NO SCHOOL</b>	25
26	27 Review Act 3, Scene 2 SWBAT recall the motivation for Antony's funeral speech to honor his fallen friend	28 Act 3, Scene 2 Annotation benchmark SWBAT chunk Antony's speech to the plebians, identify rhetorical moves, and explain their purpose	29 Act 3, Scene 2 Annotation benchmark SWBAT chunk Antony's speech to the plebians, identify rhetorical moves, and explain their purpose	30 Act 3, Scene 2 Annotation benchmark SWBAT chunk Antony's speech to the plebians, identify rhetorical moves, and explain their purpose		

# December 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>					1 <b>Act 4</b> SWBAT describe the way in which the power dynamic between Cassius and Brutus has changed and how that threatens their friendship	2
3	4 <b>Act 4</b> Mind Maps SWBAT create a visual summary of the key events within Act 4 of Julius Caesar	5 Return annotations; Assign Rhetorical analysis essay SWBAT know the expectations for this essay and will begin working on it	6 Rhetorical analysis essay workday SWBAT continue analyzing Antony's rhetorical moves he uses to convey his argument	7 Rhetorical analysis essay workday SWBAT continue analyzing Antony's rhetorical moves he uses to convey his argument	8 <b>Rhetorical analysis essay due</b> SWBAT put the finishing touches on their essays and turn them in	9
10	11 <b>Act 5</b> SWBAT explain how both Cassius and Brutus are defeated and who will ultimately rule Rome now that they are gone	12 <b>Act 5</b> Mind Maps SWBAT create a visual summary of the key events within Act 5 of Julius Caesar	13 <b>Acts 4 and 5</b> Movie SWBAT compare/contrast the Hollywood re-creation of Shakespeare's work with the original	14 Thematic Discussion: Carousel Activity SWBAT find textual evidence to support various themes that arise within the play	15 Thematic Discussion: Carousel Activity SWBAT find textual evidence to support various themes that arise within the play	16
17	18 Thematic Discussion SWBAT use the textual evidence from last week's carousel activity to engage in a discussion about Shakespeare's message with each of his themes	19 Thematic Discussion SWBAT use the textual evidence from last week's carousel activity to engage in a discussion about Shakespeare's message with each of his themes	20 Julius Caesar Exam SWBAT demonstrate their understanding of the entire text through a cumulative exam	21 3rd hour: NO CLASS 6th hour: SAT full-length practice test SWBAT take a reading practice test to give a baseline for next semester's test preparation	22 End of Quarter 2 6th hour: NO CLASS 3rd hour: SAT full-length practice test SWBAT take a reading practice test to give a baseline for next semester's test preparation	23
24	25 <b>NO SCHOOL</b>	26 <b>NO SCHOOL</b>	27 <b>NO SCHOOL</b>	28 <b>NO SCHOOL</b>	29 <b>NO SCHOOL</b>	30
31						

# January 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>	1 <b>NO SCHOOL</b>	2 <b>NO SCHOOL</b>	3 <b>NO SCHOOL</b>	4 <b>NO SCHOOL</b>	5 <b>NO SCHOOL</b>	6
7	8 <b>Teacher Workday</b>	9 Patrick Henry Reading and Analysis SWBAT look at Henry's word choice and argument and analyze its effectiveness	10 Thomas Paine The Crisis Background and reading SWBAT examine Paine's argument in pairs and determine its effectiveness	11 Thomas Paine the Crisis Lit Circles SWBAT discuss their findings from yesterday in small groups	12 SAT Preparation SWBAT create a Kahn academy account and familiarize themselves with the features available to them	13
14	15 <b>NO SCHOOL</b>	16 Declaration of Independence Reading and Analysis SWBAT analyze the effectiveness of Jefferson's argument	17 Declaration of Independence Charges against the king SWBAT put into their own words the colonists' complaints against George III	18 Declaration of Independence Discussion SWBAT discuss whether the charges raised in Jefferson's document merit a revolution	19 SAT Preparation SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam	20
21	22 Declaration of Sentiments and Resolutions SWBAT compare and contrast Elizabeth Cady Stanton's Declaration with Jefferson's	23 Declaration of Sentiments and Resolutions SWBAT discuss the effectiveness of Stanton's choice to mimic Jefferson's style	24 Lincoln's 2nd Inaugural Address SWBAT look at Henry's word choice and argument and analyze its effectiveness	25 Lincoln Lit Circles SWBAT discuss their findings from yesterday in small groups	26 SAT Preparation SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam	27
28	29 Zombie invasion of the Oval Office Assignment SWBAT research their individually selected author/text for their benchmark essay assignment	30 Zombie invasion of the Oval Office Assignment SWBAT research their individually selected author/text for their benchmark essay assignment	31 <b>Zombie invasion of the Oval Office Assignment</b> SWBAT work within their groups to draft a dialogue between their individually selected authors/texts on an issue central to America today			

# February 2018

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Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>				1 <b>Zombie invasion of the Oval Office Assignment</b> SWBAT work within their groups to draft a dialogue between their individually selected authors/texts on an issue central to America today	2 <b>Zombie invasion of the Oval Office Assignment</b> SWBAT work within their groups to draft a dialogue between their individually selected authors/texts on an issue central to America today	3
4	5 <b>Preamble/Bill of Rights</b> SWBAT know the rights and responsibilities granted to them in the Constitution	6 <b>Preamble/Bill of Rights</b> SWBAT know the rights and responsibilities granted to them in the Constitution	7 <b>6-part Oration</b> SWBAT know the structure of a 6-part oration and know in what circumstances this argument style is appropriate	8 <b>Rogerian argument</b> SWBAT know the structure of a Rogerian and know in what circumstances this argument style is appropriate	9 <b>SAT Preparation</b> SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam	10
11	12 <b>Assign speech</b> SWBAT know the expectations for their speeches and will begin brainstorming their scripts	13 <b>Speech workday</b> SWBAT continue composing their speeches	14 <b>Speech workday</b> SWBAT continue composing their speeches	15 <b>Speech workday</b> SWBAT continue composing their speeches	16 <b>SAT Preparation</b> SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam <b>Speech due</b>	17
18	19 <b>NO SCHOOL</b>	20 <b>Civil Disobedience</b> SWBAT know the background on the concept of Civil Disobedience and come up with real-world examples	21 <b>Civil Disobedience</b> SWBAT become experts on a section of Thoreau's speech and prepare a poster hitting the highlights therein	22 <b>Civil Disobedience</b> SWBAT share out their key points from their section and learn about the other sections	23 <b>SAT Preparation</b> SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam	24
25	26 <b>Civil Disobedience</b> SWBAT discuss Thoreau's proposal and explain whether they agree or disagree with his claims	27 <b>Speech workday</b> SWBAT use teacher feedback to revise their scripts	28 <b>Speech workday</b> SWBAT use teacher feedback to revise their scripts			

# March 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>				1 <b>Speech workday</b> SWBAT use teacher feedback to revise their scripts	2 <b>SAT Preparation</b> SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam	3
4	5 <b>Speech workday</b> SWBAT use teacher feedback to revise their scripts	6 <b>Speech presentations</b> SWBAT answer the prompt What America means to me using rhetorical appeals and appropriate speaking strategies	7 <b>Speech presentations</b> SWBAT answer the prompt What America means to me using rhetorical appeals and appropriate speaking strategies	8 <b>End of Quarter 3 Speech presentations</b> SWBAT answer the prompt What America means to me using rhetorical appeals and appropriate speaking strategies	9 <b>Teacher Workday</b>	10
11	12 <b>NO SCHOOL</b>	13 <b>NO SCHOOL</b>	14 <b>NO SCHOOL</b>	15 <b>NO SCHOOL</b>	16 <b>NO SCHOOL</b>	17
18	19 <b>American Poets: Auden</b> SWBAT analyze some of this poet's poetry to discern the deeper meaning behind it	20 <b>American Poets: Poe</b> SWBAT analyze some of this poet's poetry to discern the deeper meaning behind it	21 <b>American Poets: Whitman</b> SWBAT analyze some of this poet's poetry to discern the deeper meaning behind it	22 <b>American Poets: Dickinson</b> SWBAT analyze some of this poet's poetry to discern the deeper meaning behind it	23 <b>SAT Preparation</b> SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam	24
25	26 <b>American Poets: Plath</b> SWBAT analyze some of this poet's poetry to discern the deeper meaning behind it	27 <b>American Poets: Plath</b> SWBAT analyze some of this poet's poetry to discern the deeper meaning behind it	28 <b>American Poets: Cunniglynguists</b> SWBAT analyze some of this poet's poetry to discern the deeper meaning behind it	29 <b>American Poets: Black Eyed Peas</b> SWBAT analyze some of this poet's poetry to discern the deeper meaning behind it	30 <b>SAT Preparation</b> SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam	31



# April 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>	2 Poets Essay Assignment SWBAT know the expectations for this assignment, will select a poem they want to write about, and will create a thesis	3 Poets Essay SWBAT gather evidence from their poems to support their thesis and start drafting their body paragraphs	4 Poets Essay SWBAT begin organizing their evidence into cohesive paragraphs that support their thesis	5 Poets Essay SWBAT continue organizing their evidence into cohesive paragraphs to support their thesis	6 SAT Preparation SWBAT build individual skills for specific areas of weakness on the SAT writing portion of the exam	7
8	9 SAT information and relaxation day SWBAT know last minute particulars about the exam and will mentally prepare themselves	10 SAT TESTING: NO CLASS	11 PSAT TESTING: NO CLASS	12 Poets essay conclusions SWBAT create a conclusion that ties back to their introductory paragraphs and answers the question So What	13 Poets Essay SWBAT add both conclusion and intro to their essays and begin refining their body paragraphs	14
15	16 Poets Essay SWBAT adjust their diction choices and grammatical mistakes	17 Poets Essay Due SWBAT put the finishing touches on their final essays and turn them in	18 Salem Witch Trials/Red Scare background SWBAT read an information article and pick out key points to summarize for a presentation	19 Salem Witch Trials/Red Scare background SWBAT share their articles with those who read different ones and answer questions collectively	20 The Crucible SWBAT discuss their initial feelings towards some of the major themes raised in the Crucible before we begin	21
22	23 The Crucible SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	24 The Crucible SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	25 The Crucible SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	26 The Crucible SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	27 The Crucible SWBAT identify characteristics, motives, and enemies of key characters in The Crucible	28
29	30 The Crucible SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written					

# May 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>		1 <b>The Crucible</b> SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	2 <b>The Crucible</b> SWBAT add to their character analyses from last week	3 <b>NO SCHOOL</b>	4 <b>NO SCHOOL</b>	5
6	7 <b>The Crucible</b> SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	8 <b>The Crucible</b> SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	9 <b>The Crucible</b> SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	10 <b>The Crucible</b> SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	11 <b>The Crucible</b> SWBAT discuss the social, cultural, and political factors at play both in the time this story was set and when it was written	12
13	14 <b>The Crucible Movie</b> SWBAT compare/contrast the play with the movie and discuss why those differences are significant	15 <b>The Crucible Movie</b> SWBAT compare/contrast the play with the movie and discuss why those differences are significant	16 <b>Graduation: NO SCHOOL</b>	17 <b>NWEA Testing</b> SWBAT take an online test to gauge where they are beginning this year with their reading skills	18 <b>NWEA Testing</b> SWBAT take an online test to gauge where they are beginning this year with their reading skills	19
20	21 <b>The Crucible Discussion</b> SWBAT discuss their observations of the movie and how and why it differed from the play	22 <b>FINALS SCHEDULE: NO CLASS</b>	23 <b>3rd: The Crucible compare/contrast essay</b> SWBAT explain the similarities/differences of movie and play and the importance of it 6th: <b>NO CLASS</b>	24 <b>End of Quarter 4</b> 6th: <b>The Crucible compare/contrast essay</b> SWBAT explain the similarities/differences of movie and play and the importance of it 3rd: <b>NO CLASS</b>	25 <b>Teacher Workday</b>	26
27	28	29	30	31		