

# August 2019

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 <b>Teacher Workday</b>	7 <b>Teacher Inservice</b>	8 <b>Teacher Inservice</b>	9 <b>Teacher Workday</b>	10
11	12 First day of class Course introduction, paperwork, etc. SWBAT know the expectations for this course *remind students to purchase Curious Writer ASAP	13 Who are you SWBAT being their first journal entry by offering information about themselves that will help me get to know them better	14 Procrastination monkey; 6 word memoirs SWBAT discuss why procrastination can be so damaging in a college class and will explore their lives through brevity	15 Procrastination monkey; 6 word memoirs SWBAT discuss why procrastination can be so damaging in a college class and will explore their lives through brevity	16 Twitter memoirs SWBAT write more detailed information about their lives in 140 characters or less *signed syllabus due *assign How Trump is Transforming Rural America	17
18	19 Introduce NEWS assignment SWBAT know the expectations for this assignment, the media sources they can and should use, and what they'll be expected to do with that information	20 How Trump is Transforming Rural America NEWS entry SWBAT create a model NEWS entry as a class to use as a reference for future NEWS assignments	21 The Neighborhood Spot SWBAT explore their memories in a fun and interactive way by attaching them to significant places in their childhoods	22 The Neighborhood Spot SWBAT explore their memories in a fun and interactive way by attaching them to significant places in their childhoods	23 NEWS entry SWBAT practice a NEWS entry on their own using Tuesday's entry as a model *NEWS entry due at end of hour *assign CW pgs 53-55 and 61-67	24
25	26 Curious Writer quiz pages 53-55 and 61-67 One Man's Trash . . . SWBAT explore the significance of items in their lives that other people would consider trash	27 My Treasure SWBAT relay the narrative that conveys the significance of that item in their lives that other people see as trash	28 Introduce Book project, Writer's workshop practice SWBAT provide feedback to their peers regarding their writing from Tuesday and how to make it more effective	29 Introduce Book project, Writer's workshop practice SWBAT provide feedback to their peers regarding their writing from Tuesday and how to make it more effective	30 studio day SWBAT identify their area of greatest need and work on that for today *assign Eat Memory, Orange Crush	31

# September 2019

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1 Activities are listed in BLUE; Targets are listed in GREEN; Major assignments or assessments are listed in RED	2 <b>NO SCHOOL</b>	3 Eat Memory, Orange Crush reading quiz; discussion SWBAT analyze the author's narrative craft Book permission form due *assign 11	4 Eleven Reading quiz; discussion, Writing with sentence starters SWBAT analyze an author's narrative craft	5 Eleven Reading quiz; discussion, Writing with sentence starters SWBAT analyze an author's narrative craft	6 Book Project Check; Studio day SWBAT choose the learning activity best suited to their academic needs *assign Footprints on the Flag	7
8	9 Footprints on the flag quiz, discussion SWBAT analyze an author's narrative craft	10 This I Believe SWBAT use the podcast examples to create their own this I believe	11 Introduce narrative assignment SWBAT know the expectations for this assignment and will select a topic to begin writing about	12 Introduce narrative assignment SWBAT know the expectations for this assignment and will select a topic to begin writing about	13 Studio day SWBAT choose the learning activity best suited to their academic needs 3 NEWS entries due by end of class	14
15	16 <b>Educator Effectiveness Day</b>	17 Studio Day SWBAT compose a personal essay that they could use for scholarship or college applications	18 Studio Day SWBAT compose a personal essay that they could use for scholarship or college applications	19 Studio Day SWBAT compose a personal essay that they could use for scholarship or college applications	20 Peer workshop SWBAT provide productive feedback to their peers and make adjustments to their own drafts based upon peer feedback	21
22	23 Studio Day SWBAT use peer and teacher feedback in order to make the final improvements on their essays	24 Narrative essay due Narrative Reflection SWBAT journal about what went well and what did not through the writing process *Assign CW 94-107	25 CW quiz 94-107; Review jigsaw SWBAT analyze two different reviews for their structure and effectiveness and discuss those elements with students who read different reviews	26 CW quiz 94-107; Review jigsaw SWBAT analyze two different reviews for their structure and effectiveness and discuss those elements with students who read different reviews	27 Studio day SWBAT choose the learning activity best suited to their academic needs	28
29	30 Review essay brainstorming SWBAT generate a list of potential topics they could use as a springboard for their review essay					

# October 2019

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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>Introduce Review Essay Assignment</b> SWBAT know the expectations for this assignment and will select a topic	2 <b>Establishing a Criteria</b> SWBAT determine the broader context of their topic and draw comparisons between it and similar topics in the same genre	3 <b>Establishing a Criteria</b> SWBAT determine the broader context of their topic and draw comparisons between it and similar topics in the same genre	4 <b>Studio day</b> SWBAT choose the learning activity best suited to their academic needs	5
6	7 <b>Review essay work-day</b> SWBAT begin drafting their reviews, keeping in mind the criteria and value judgments they established last week	8 <b>Review essay work-day</b> SWBAT begin drafting their reviews, keeping in mind the criteria and value judgments they established last week	9 <b>Peer workshop</b> SWBAT provide productive feedback to their peers and make adjustments to their own drafts based upon peer feedback	10 <b>Peer workshop</b> SWBAT provide productive feedback to their peers and make adjustments to their own drafts based upon peer feedback	11 <b>End of Quarter 1 3 NEWS entries due by end of class</b> <b>Studio day</b> SWBAT choose the learning activity best suited to their academic needs	12
13	14 <b>Teacher Workday</b>	15 <b>Teacher Inservice</b>	16 <b>Review essay reflection; creating a research question and background</b> SWBAT begin laying the groundwork for their next essay assignment	17 <b>Review essay due</b> Review essay reflection; creating a research question and background SWBAT begin laying the groundwork for their next essay assignment	18 <b>Studio day</b> SWBAT choose the learning activity best suited to their academic needs	19
20	21 <b>Lit review vs. annotated bib</b> SWBAT know the difference between these two sections and the functions they serve in a research proposal	22 <b>Research proposal writing day</b> SWBAT know the expectations for this assignment and will begin filling in their research templates	23 <b>Research methods</b> SWBAT determine the best sources of information for their research proposals and flesh out how they might gather this info	24 <b>Research methods</b> SWBAT determine the best sources of information for their research proposals and flesh out how they might gather this info	25 <b>Studio day</b> SWBAT choose the learning activity best suited to their academic needs	26
27	28 <b>Possible Outcomes</b> SWBAT explore the possible outcomes of their research venture	29 <b>Title and Aims</b> SWBAT create an engaging and informative title and introductory paragraph	30 <b>Research proposal writing day</b> SWBAT know the expectations for this assignment and will continue filling in their research templates	31 <b>Research proposal writing day</b> SWBAT know the expectations for this assignment and will continue filling in their research templates		

# November 2019

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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>Studio day SWBAT</b> choose the learning activity best suited to their academic needs	2
3	4 <b>Research proposal workday SWBAT</b> assemble the various sections of their research proposals	5 <b>Research proposal workday SWBAT</b> assemble the various sections of their research proposals	6 <b>Research proposal workday SWBAT</b> assemble the various sections of their research proposals	7 <b>Research proposal workday SWBAT</b> assemble the various sections of their research proposals	8 <b>Studio day SWBAT</b> choose the learning activity best suited to their academic needs	9
10	11 <b>Research proposals and book projects SWBAT</b> piece together the two major assignments they have left this year	12 <b>Peer workshop SWBAT</b> offer feedback on their peers' research proposals	13 <b>Research proposals and book projects SWBAT</b> piece together the two major assignments they have left this year	14 <b>Research proposals and book projects SWBAT</b> piece together the two major assignments they have left this year	15 <b>Research Proposals Due Studio day SWBAT</b> choose the learning activity best suited to their academic needs	16
17	18 <b>Book project SWBAT</b> complete their reading log, write their 12 paragraph book report, create an infographic, or draft their ekphrasis	19 <b>Book project SWBAT</b> complete their reading log, write their 12 paragraph book report, create an infographic, or draft their ekphrasis	20 <b>Book project SWBAT</b> complete their reading log, write their 12 paragraph book report, create an infographic, or draft their ekphrasis	21 <b>Book project SWBAT</b> complete their reading log, write their 12 paragraph book report, create an infographic, or draft their ekphrasis	22 <b>Book project SWBAT</b> complete their reading log, write their 12 paragraph book report, create an infographic, or draft their ekphrasis	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

# December 2019

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 <b>Book project</b> SWBAT complete their reading log, write their 12 paragraph book report, create an infographic, or draft their ekphrasis	3 <b>Book project</b> SWBAT complete their reading log, write their 12 paragraph book report, create an infographic, or draft their ekphrasis	4 <b>Book project presentations</b> SWBAT present their infographics and ekphrasis projects to the class	5 <b>Book project presentations</b> SWBAT present their infographics and ekphrasis projects to the class	6 <b>Book project presentations</b> SWBAT present their infographics and ekphrasis projects to the class	7
8	9 <b>Book project reflection</b> ; Curious Writer 274-283 SWBAT prepare themselves for our final style of writing	10 <b>274-283 reading quiz</b> ; What is synthesis SWBAT discuss what a synthesis paper is and what it isn't	11 <b>Practice synthesis</b> SWBAT practice as a class how to create a synthesis essay and how to use the sources that do not take over their writing	12 <b>Practice synthesis</b> SWBAT practice as a class how to create a synthesis essay and how to use the sources that do not take over their writing	13 <b>The Ways We Lie</b> SWBAT discuss the merits of the arguments about how and why we lie	14
15	16 <b>White Lies are OK</b> SWBAT discuss the merits of the arguments about why white lies are acceptable	17 <b>How to spot liars</b> SWBAT discuss the ways in which people can detect dishonesty and how that can be useful in the discussion of lies	18 <b>Discussion of other sources</b> SWBAT discuss the other sources available to them in their final synthesis and draw connections for their essay	19 <b>Synthesis essay</b> SWBAT create an argument regarding lying and will use the sources to appropriately support their beliefs	20 <b>End of Quarter 2 Synthesis essay</b> SWBAT create an argument regarding lying and will use the sources to appropriately support their beliefs	21
22	23 <b>NO SCHOOL</b>	24 <b>NO SCHOOL</b>	25 <b>NO SCHOOL</b>	26 <b>NO SCHOOL</b>	27 <b>NO SCHOOL</b>	28
29	30 <b>NO SCHOOL</b>	31 <b>NO SCHOOL</b>				