

# January 2020

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
5	6 <b>Teacher Workday</b>	7 <b>Teacher Inservice</b>	8 Course introduction and paperwork; 6-part oration discussion SWBAT understand the expectations for this class and will know the pieces necessary for a 6-part oration	9 6-part oration discussion SWBAT know the pieces necessary for a 6-part oration	10 6 part oration example SWBAT annotate the various parts of a classical argument in order to understand how the argument is structured	11
12	13 Vaping is bad SWBAT read and discuss the provided article about vaping, making sure to note the negative sides of the issue <b>Syllabus due</b>	14 6-part oration SWBAT compose a 6-part oration around the issue of vaping, taking either side of the issue they feel they can best support	15 Toulmin argument SWBAT know the pieces necessary for a Toulmin argument and how and why this style is different from the Classical argument	16 <b>BLOCK SCHEDULE: NO CLASS</b>	17 Toulmin example SWBAT annotate the various parts of a Toulmin argument in order to understand how the argument is structured	18
19	20 <b>NO SCHOOL</b>	21 Vaping is good SWBAT read and discuss the provided article about vaping, making sure to note the positive sides of the issue	22 Toulmin essay SWBAT compose a Toulmin essay around the issue of vaping, taking either side of the issue they feel they can best support	23 <b>BLOCK SCHEDULE: NO CLASS</b>	24 Rogerian argument SWBAT know the pieces necessary for a Toulmin argument and how and why this style is different from the Classical and Toulmin arguments	25
26	27 Rogerian example SWBAT annotate the various parts of a Rogerian argument in order to understand how the argument is structured	28 Vaping good and bad SWBAT read and discuss the provided article about vaping, making sure to note the positive and negative sides of the issue	29 Rogerian essay SWBAT compose a Rogerian essay around the issue of vaping, analyzing both sides and proposing common ground	30 <b>BLOCK SCHEDULE: NO CLASS</b>	31 Argument discussion SWBAT talk about which argument style was most effective for them and why that is and will <b>choose one for me to grade</b>	

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2	3 Assign Argument prompt <b>SWBAT</b> know the expectations of their first formal essay assignment and will begin drafting their essays	4 Argument essay drafting <b>SWBAT</b> work on the composition of their argument essays using the structure they think most appropriate to the task	5 Argument essay drafting <b>SWBAT</b> work on the composition of their argument essays using the structure they think most appropriate to the task	6 <b>BLOCK SCHEDULE: NO CLASS</b>	7 Argument essay drafting <b>SWBAT</b> work on the composition of their argument essays using the structure they think most appropriate to the task <b>Argument essay due 11:59 pm</b> *Assign CW pgs 244-258	8
9	10 <b>CW Quiz pgs 244-258</b> ; Devising a Research Question <b>SWBAT</b> brainstorm and ultimately determine a topic they wish to research and write an essay about	11 Using NoodleTools to capture research <b>SWBAT</b> familiarize or review NoodleTools and how it will help them complete this research project	12 Research and annotated bibliography day <b>SWBAT</b> conduct research on their selected topic and will capture their findings using the resources on NoodleTools	13 <b>BLOCK SCHEDULE: NO CLASS</b>	14 Research and annotated bibliography day <b>SWBAT</b> conduct research on their selected topic and will capture their findings using the resources on NoodleTools	15
16	17 <b>NO SCHOOL</b>	18 Assign readings from Hume, Rousseau, and Mill <b>SWBAT</b> select the activity most appropriate to their learning needs: reading or research	19 Research and annotated bibliography day <b>SWBAT</b> conduct research on their selected topic and will capture their findings using the resources on NoodleTools	20 <b>BLOCK SCHEDULE: NO CLASS</b>	21 Research and annotated bibliography day <b>SWBAT</b> conduct research on their selected topic and will capture their findings using the resources on NoodleTools <b>Educated Book Check</b>	22
23	24 Hume's Treatise <b>SWBAT</b> explore the ideas raised in Hume's piece and connect them to the role the individual plays in society	25 Mill's On Liberty <b>SWBAT</b> explore the ideas raised in Mill's piece and connect them to the role the individual plays in society	26 Rousseau's Social Contract <b>SWBAT</b> explore the ideas raised in Rousseau piece and connect them to the role the individual plays in society	27 <b>BLOCK SCHEDULE: NO CLASS</b>	28 Outline basics <b>SWBAT</b> know the expectations of their outlines and will begin drafting them for their research topic	29

# March 2020

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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>Outline basics</b> SWBAT know the expectations of their outlines and will continue drafting them for their research topic	3 <b>Outline basics</b> SWBAT know the expectations of their outlines and will continue drafting them for their research topic	4 <b>Outline basics</b> SWBAT know the expectations of their outlines and will continue drafting them for their research topic	5 <b>BLOCK SCHEDULE: NO CLASS</b>	6 <b>Outlines due</b> SWBAT put the finishing touches on their outlines and turn them in	7
8	9 <b>Reading day for Educated</b> SWBAT read in preparation for tomorrow's test	10 <b>Educated reading quiz #1</b> pgs 1-150 SWBAT show their grasp of major themes of the first half of educated	11 <b>End of Quarter 3</b> Research essay workday SWBAT begin putting their outlines into paragraph form to create a coherent argumentative research essay	12 <b>Teacher Workday</b>	13 <b>Teacher Inservice</b>	14
15	16 <b>NO SCHOOL</b>	17 <b>NO SCHOOL</b>	18 <b>NO SCHOOL</b>	19 <b>NO SCHOOL</b>	20 <b>NO SCHOOL</b>	21
22	23 <b>Research essay workday</b> SWBAT continue putting their outlines into paragraph form to create a coherent argumentative research essay	24 <b>Research essay workday</b> SWBAT continue putting their outlines into paragraph form to create a coherent argumentative research essay	25 <b>Research essay workday</b> SWBAT continue putting their outlines into paragraph form to create a coherent argumentative research essay	26 <b>BLOCK SCHEDULE: NO CLASS</b>	27 <b>Educated reading quiz parts 2-3</b> SWBAT show their grasp of major themes of the second half of educated	28
29	30 <b>Research essay peer workshop</b> SWBAT provide constructive feedback about how their peers might improve their research essays	31 <b>Research essay workday</b> SWBAT put the finishing touches on their research essays in preparation for tomorrow's deadline				

# April 2020

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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>Final draft of re-search essay due</b> <i>Educated</i> Scored Discussion SWBAT discuss major themes and ideas raised within the text	2 <b>BLOCK SCHEDULE: NO CLASS</b>	3 <i>Educated</i> Scored Discussion SWBAT connect ideas about religion raised in this text with those in Gender Perversion in the Home and Church	4
5	6 <i>Pygmalion</i> SWBAT take notes related to their synthesis prompts about the movie and its connections to the other pieces we've read	7 <i>Pygmalion</i> SWBAT discuss their synthesis prompts about the movie and its connections to the other pieces we've read	8 <b>BLOCK SCHEDULE: NO CLASS</b>	9 Scored Discussion SWBAT being drawing connections between all of the source material they have been given and will start brainstorming how they might approach the prompts	10 <b>BLOCK SCHEDULE: NO CLASS</b>	11
12	13 <b>Synthesis essay</b> SWBAT select one of three prompts and begin arranging their response	14 <b>PSAT 9/SAT TESTING: NO CLASS</b>	15 <b>PSAT 10 TESTING: NO CLASS</b>	16 <b>Synthesis essay</b> SWBAT continue responding to the prompt of their choosing	17 <b>Synthesis essay</b> SWBAT put the finishing touches on the response of their choosing	18
19	20	21	22	23 <b>BLOCK SCHEDULE: NO CLASS</b>	24	25
26	27	28	29	30 <b>BLOCK SCHEDULE: NO CLASS</b>		

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3	4	5	6	7 <b>BLOCK SCHEDULE: NO CLASS</b>	8	9
10	11	12	13 Senior's Last Day in this class	14 Senior's Last Official Day	15	16
17	18	19 <b>Graduation 8am Stoker</b>	20	21 Last day of school	22 <b>Teacher Workday</b>	23
24	25	26	27	28	29	30
31						