

# 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; Core values SWBAT know the expectations of this course and will begin to get to know their peers and their teacher *assign an Open Heart	13 “An Open Heart” reading quiz; levels of questioning practice SWBAT know the different levels of questions and how to compose them for AOH	14 <b>BLOCK SCHEDULE: NO CLASS</b>	15 <b>Syllabus and supplies due</b> ; notebook assembly, levels of questioning SWBAT complete the various levels of questioning for AOH	16 Core values writing activity SWBAT explore their core values in more detail by creating narrative sketches of how this value presents itself in their lives	17
18	19 Assign <i>Absolutely True Diary</i> SWBAT get a feel for Sherman Alexie’s narrative voice in our first class novel	20 Core values essay assignment SWBAT know the expectations for this essay assignment, will select a topic, and will begin working on their narratives	21 <b>BLOCK SCHEDULE: NO CLASS</b>	22 <b>ATD reading quiz pages 1-24</b> ; Concentric circles SWBAT explore key vocabulary that shapes tone of the opening scenes of the book and present their findings to their peers	23 Core values SWBAT continue composing their rough drafts for their narrative assignments	24
25	26 <b>ATD quiz 25-43</b> Compare and contrast ATD and ROT SWBAT draw similarities and differences between the two texts and comment on their core values	27 Core values SWBAT continue composing their rough drafts for their narrative assignments	28 <b>BLOCK SCHEDULE: NO CLASS</b>	29 <b>NWEA testing</b> SWBAT provide their teacher with baseline data about their reading skills and gaps at the beginning of the year so that we have a better idea of the skills we need to focus on	30 <b>ATD quiz 44-66</b> ; narrative workday rough drafts due at the end of the hour SWBAT put the finishing touches on their narratives and turn in their rough drafts by the end of the hour	31

# September 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>NO SCHOOL</b>	3 <b>ATD quiz 67-113</b> ; Roll of Thunder claim, Evidence, Warrant SWBAT use textual evidence to support their claims and justify their thinking	4 <b>BLOCK SCHEDULE: NO CLASS</b>	5 <b>ATD Write on Demand</b> ; Character Wheels with Junior SWBAT explore their thinking on what they have read in ATD thus far and will practice claim, evidence, and warrant with Junior	6 <b>ATD quiz 114-134</b> ; narrative workday SWBAT use teacher feedback in order to revise their narrative rough drafts	7
8	9 <b>ATD quiz 135-178</b> ; <b>ATD Write on Demand</b> SWBAT prepare a written response reflecting on what they have read so far in the novel	10 Narrative revision day SWBAT use teacher feedback in order to make improvements on their rough drafts	11 <b>BLOCK SCHEDULE: NO CLASS</b>	12 <b>ATD quiz 179-198</b> Character mapping SWBAT use their work with claim, evidence, warrant to create a character map for an ATD character of their choosing	13 <b>Core Values final draft due</b> ; Studio day SWBAT choose the learning option that best serves their needs 1. finish up their essays, 2. Read ATD, 3. complete a levels of questioning for ATD	14
15	16 <b>Educator Effectiveness Day</b>	17 <b>ATD Quiz 199-230</b> <b>ATD Write on Demand</b> SWBAT prepare a written response reflecting on what they have read so far in the novel	18 <b>BLOCK SCHEDULE: NO CLASS</b>	19 Practice Essay SWBAT identify the various themes at play in ATD and will create a thematic essay of Roll of Thunder as a class	20 <b>ATD Levels of Questioning</b> SWBAT determine the various themes raised in ATD and develop questions that set them on track to devise a viable thesis statement	21
22	23 <b>ATD thesis statements and essay brainstorming</b> SWBAT use their level 3 questions to create a viable thesis and will begin pulling out quotes for their essays	24 <b>Quote incorporation practice</b> SWBAT practice artfully weaving quotes into their own writing instead of simply dropping them into a paragraph	25 <b>BLOCK SCHEDULE: NO CLASS</b>	26 <b>ATD theme essay workday</b> SWBAT organize their quotes, develop their warrants, and ensure that it relates back to their thesis statements	27 <b>ATD Theme essay rough draft due</b> <b>ATD theme essay workday</b> SWBAT organize their quotes, develop their warrants, and ensure that it relates back to their thesis statements	28
29	30 <i>Smoke Signals</i> SWBAT compare/contrast the themes raised in ATD with those in the movie <i>Smoke Signals</i> Grammar: Simple Sentences					

# October 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 <i>Smoke Signals</i> SWBAT compare/contrast the themes raised in ATD with those in the movie <i>Smoke Signals</i> Grammar: Compound Sentences	2 <b>BLOCK SCHEDULE: NO CLASS</b>	3 <i>Smoke Signals</i> and ATD SWBAT compare and contrast the themes raised in both movie and text Grammar: Complex Sentences	4 Return essays SWBAT use teacher feedback to make improvements on their essays for the final draft Grammar: Compound/Complex Sentences	5
6	7 Sentence Types SWBAT classify sentences according to their structure and will explain why certain sentences are classified the way they are	8 Theme essay workday SWBAT use teacher feedback and the RADaR protocol to improve their writing <b>Sentence types quiz</b>	9 <b>BLOCK SCHEDULE: NO CLASS</b>	10 Peer Workshop SWBAT offer feedback to each other about their essays and offer suggestions for improvement	11 End of Quarter 1 <b>ATD Theme essay due</b> SWBAT put the finishing touches on their essays and submit them before the end of the hour *Book Check-in	12
13	14 <b>Teacher Workday</b>	15 <b>Teacher Inservice</b>	16 <b>BLOCK SCHEDULE: NO CLASS</b>	17 Brainstorming a research topic SWBAT engage in a variety of activities to settle upon a topic for their research essay	18 Navigating Library Databases and Noodle Tools SWBAT know how to use the research resources available to them online	19
20	21 Thesis statements for most important invention SWBAT create an argumentative thesis for their most important invention research assignment	22 Research SWBAT conduct research to find support for their chosen most important invention and create notecards with necessary information	23 <b>BLOCK SCHEDULE: NO CLASS</b>	24 Research SWBAT conduct research to find support for their chosen most important invention and create notecards with necessary information	25 Research SWBAT conduct research to find support for their chosen most important invention and create notecards with necessary information <b>20 notecards due</b>	26
27	28 Essay first steps SWBAT establish a defensible thesis statement and background	29 Essay next steps body paragraphs SWBAT use their research to establish their argument about why theirs is the most important invention	30 <b>BLOCK SCHEDULE: NO CLASS</b>	31 Essay workday SWBAT use the work from Monday and Tuesday to start assembling their rough drafts		

# November 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 <b>Essay Introductions</b> SWBAT compose an attention-grabbing intro for their research essays	2
3	4 <b>Essay conclusions</b> SWBAT compose a conclusion that fits with the intro they created last week	5 <b>Essay workday</b> SWBAT put the finishing touches on their rough drafts and submit them by the end of the hour <b>Rough Draft Due</b>	6 <b>BLOCK SCHEDULE: NO CLASS</b>	7 <b>What is Satire; Harrison Bergeron</b> SWBAT create a working definition and will begin to analyze different popular culture clips for satire	8 <b>Harrison Bergeron</b> SWBAT explore the satire within Harrison Bergeron and the social commentary Vonnegut was trying to make	9
10	11 <b>2081</b> SWBAT compare and contrast the film version with Harrison Bergeron and discuss whether the satire is more or less prevalent	12 <b>Caster argument</b> SWBAT discuss a New York Times article in the context of the satire Vonnegut presents in Harrison Bergeron	13 <b>BLOCK SCHEDULE: NO CLASS</b>	14 <b>Essay Revisions</b> SWBAT use teacher feedback in order to make corrections and improve their essay	15 <b>Essay Revisions</b> SWBAT use teacher feedback in order to make corrections and improve their essay	16
17	18 <b>Peer workshop</b> SWBAT use the protocols in the peer workshop to provide feedback about how their peers might improve their writing	19 <b>Essay Revisions</b> SWBAT use peer feedback in order to make corrections and improve their essay	20 <b>BLOCK SCHEDULE: NO CLASS</b>	21 <b>SCHOOL CANCELLED</b>	22 <b>SCHOOL CANCELLED</b>	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 Most important essay satire assignment SWBAT know the expectations of their final essay and presentation <b>Final essay due</b>	3 Satire essay SWBAT determine a topic and list out five reasons for why it is so "important"	4 <b>BLOCK SCHEDULE: NO CLASS</b>	5 Satire essay SWBAT continue fleshing out their reasons for their topic and developing their writing	6 Satire essay SWBAT continue fleshing out their reasons for their topic and developing their writing	7
8	9 Peer workshop SWBAT offer corrective feedback to their peers in order to improve their essays	10 Shrek SWBAT analyze the satire present in the movie Shrek and explain what the movie is critiquing	11 <b>BLOCK SCHEDULE: NO CLASS</b>	12 Shrek SWBAT analyze the satire present in the movie Shrek and explain what the movie is critiquing	13 Preparation for presentation SWBAT complete their essays and rehearse performing it to the whole class	14
15	16 The Censors SWBAT analyze the satire in the Censors and the underlying message behind it	17 Preparation for presentation SWBAT complete their essays and rehearse performing it to the whole class	18 Satire presentations SWBAT present their essays to the class and give peer feedback to other presenters	19 <b>FINALS SCHEDULE: NO CLASS</b>	20 End of Quarter 2 <b>Satire presentations</b> SWBAT present their essays to the class and give peer feedback to other presenters	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>				

# 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 <b>England in the Renaissance</b> SWBAT know the historical and cultural context for our unit of study	9 <b>England in the Renaissance</b> SWBAT know the historical and cultural context for our unit of study	10 <b>Shakespeare Webquest</b> SWBAT research information regarding Shakespeare's life and works <b>Due at end of hour</b>	11
12	13 <b>Romeo and Juliet Anticipatory Set</b> SWBAT respond to various themes featured in Romeo and Juliet to gauge their perceptions before the story	14 <b>Romeo and Juliet Prologue Close Reading</b> SWBAT parse through Shakespeare's language to gain an understanding of what will happen in the play	15 <b>BLOCK SCHEDULE: NO CLASS</b>	16 <b>PSAT grammar; Romeo and Juliet Act 1</b> SWBAT understand the conflict between the Capulets and Montagues and how/why it started	17 <b>Act 1 wrap-up, SWBAT summarize key events for the entire act 1 of the play</b>	18
19	20 <b>NO SCHOOL</b>	21 <b>Act 1 what is love</b> SWBAT interpret several lines of Act 1 and determine how each character views love	22 <b>BLOCK SCHEDULE: NO CLASS</b>	23 <b>PSAT grammar; Romeo and Juliet Act 1</b> Mind maps; <b>Act 2</b> SWBAT create a visual summary of act 1 and explain how R & J's love develops in spite of their parents	24 <b>Act 2 SWBAT predict whether the Friar will go along with Romeo and Juliet's request or not</b>	25
26	27 <b>Act 2 wrap-up, SWBAT summarize key events for the entire act 2 of the play</b>	28 <b>Act 2 wrap-up, mind maps</b> SWBAT create a visual summary of the play in order to solidify their knowledge of the key events that take place	29 <b>BLOCK SCHEDULE: NO CLASS</b>	30 <b>PSAT grammar; Discussion: Was the friar thinking clearly</b> SWBAT discuss whether the Friar's rationale for marrying R & J was the right choice	31 <b>Romeo and Juliet Act 3</b> SWBAT explain why events of the story assure that R&J will never get to be together	

# February 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
2	3 Act 3 SWBAT explain Romeo's punishment and determine if it was fair of the prince to do that	4 Act 3 wrap-up, SWBAT summarize key events for the entire act 3 of the play	5 <b>BLOCK SCHEDULE: NO CLASS</b>	6 PSAT grammar; Act 3 wrap-up, mind maps SWBAT create a visual summary of the play in order to solidify their knowledge of the key events that take place	7 Act 4 SWBAT explain the plan hatched by Juliet and Friar to reunite Juliet with Romeo	8
9	10 Acts 4/5 SWBAT describe the conditions that prevent Friar John from getting Juliet's letter to Romeo and how Romeo reacts	11 Act 5 SWBAT discuss how Romeo need not have died if he had just paid more attention to Juliet	12 <b>BLOCK SCHEDULE: NO CLASS</b>	13 PSAT grammar; Act 4/5 wrap-up; mind maps SWBAT create a visual summary of the play in order to solidify their knowledge of the key events that take place	14 Alternate interpretations SWBAT examine different short adaptations of the play and discuss their strengths and weaknesses	15
16	17 <b>NO SCHOOL</b>	18 The basics of stage fighting SWBAT learn how Shakespeare's fights were staged and will practice that choreography	19 <b>BLOCK SCHEDULE: NO CLASS</b>	20 PSAT grammar; introduce R & J assignment SWBAT know the expectations for this assignment and will select their groups, their acts, and their scenes	21 R & J script writing SWBAT create a modernized version of their selected act and scene	22
23	24 R & J script writing SWBAT continue creating a modernized version of their selected act and scene	25 R & J script writing SWBAT continue creating a modernized version of their selected act and scene	26 <b>BLOCK SCHEDULE: NO CLASS</b>	27 PSAT grammar; R & J script rehearsal SWBAT practice the lines and choreography in their acts and scenes	28 R & J script rehearsal SWBAT practice the lines and choreography in their acts and scenes	29

# March 2020

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 R & J script rehearsal SWBAT practice the lines and choreography in their acts and scenes	3 R & J Presentations due SWBAT show their modernized adaptations of R & J to the class and will reflect upon their presentations	4 <b>BLOCK SCHEDULE: NO CLASS</b>	5 Romeo and Juliet movie SWBAT compare/contrast this modern adaptation with the original text we have read	6 Romeo and Juliet movie SWBAT compare/contrast this modern adaptation with the original text we have read	7
8	9 Romeo and Juliet movie/text discussion SWBAT discuss reasons why the director of the movie chose to make the changes to the original text	10 Romeo and Juliet compare/contrast essay SWBAT compose an essay that examines the similarities and differences between text and film and will explain why those differences persist	11 End of Quarter 3 Romeo and Juliet compare/contrast essay SWBAT compose an essay that examines the similarities and differences between text and film and will explain why those differences persist	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 Introduce Lit Terms List One SWBAT know the expectations for their lit terms as well as the date of their first test	24 Greek History SWBAT know the historical, social, and political context of our next unit of study	25 <b>BLOCK SCHEDULE: NO CLASS</b>	26 Greek Gods SWBAT research and present information about an assigned Greek god in preparation of our final unit	27 Lit Terms Test #1; assign list #2 SWBAT show what they know about these lit terms and will study for next week's list	28
29	30 Introduction to the Trojan War SWBAT know how Odysseus came to be in the situation he is in when we find him at the beginning of the Odyssey	31 Introduction to the Trojan War SWBAT know how Odysseus came to be in the situation he is in when we find him at the beginning of the Odyssey				

# April 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>BLOCK SCHEDULE: NO CLASS</b>	2	3	4
5	6	7 <b>BLOCK SCHEDULE: NO CLASS</b>	8	9 <b>BLOCK SCHEDULE: NO CLASS</b>	10	11
12	13	14 <b>SAT/PSAT 9 TESTING: NO CLASS</b>	15 <b>PSAT 10 TESTING: NO CLASS</b>	16	17	18
19	20	21	22 <b>BLOCK SCHEDULE: NO CLASS</b>	23	24	25
26	27	28	29 <b>BLOCK SCHEDULE: NO CLASS</b>	30		

# May 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	2
3	4	5	6 BLOCK SCHEDULE: NO CLASS	7	8	9
10	11	12	13 BLOCK SCHEDULE: NO CLASS	14	15	16
17	18	19	20	21 Last day of school	22 Teacher Workday	23
24	25	26	27	28	29	30
31						