

Mrs. Race - English III American Literature

Week 37

	Monday, May 17	Tuesday, May 18	Wednesday, May 19	Thursday, May 20	Friday, May 21
OBJECTIVE	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to demonstrate knowledge about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to demonstrate knowledge about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to demonstrate knowledge about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	GRADUATION!
LESSON/ACTIVITIES	Day 170: Daily Language Practice Final Exam Review	Day 171: Daily Language Practice 1st, 2nd, 5th Period Exams	Day 172: Daily Language Practice 7th, 3rd, and 8th Period Exams	EARLY RELEASE - Day 173: Daily Language Practice 6th and 9th Period Exams	
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	

Week 36

	Monday, May 10	Tuesday, May 11	Wednesday, May 12	Thursday, May 13	Friday, May 14
OBJECTIVE	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .

LESSON/ACTIVITIES	• Day 165: Daily Language Practice • Finish Chapter 15 • Chapter 16 Summary • Start reading Chapter 17 • Extra Credit Opportunity (closes on Wednesday)	• Day 166: Daily Language Practice • Finish Chapter 17 • Read Chapter 18 • Chapter 15-18 Activity	• Day 167: Daily Language Practice • Finish Chapter 15-18 Activity • Read Chapter 19 & Summarize Chapter 20	• Day 168: Daily Language Practice • Read Chapter 21-22	• Day 169: Daily Language Practice • Final Exam Review
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Chapter 15 -Chapter 16 Summary	-Daily Language Practice -Chapter 17 & 18	-Daily Language Practice -Chapter 15-18 Activity -Chapter 19 & 20	-Daily Language Practice -Chapter 21-22	-Daily Language Practice

Week 35

	Monday, May 3	Tuesday, May 4	Wednesday, May 5	Thursday, May 6	Friday, May 7
OBJECTIVE	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .
LESSON/ACTIVITIES	• Day 160: Daily Language Practice • Finish Chapter 7 and read Chapter 8 • Chapter 7 & 8 Activity	• Day 161: Daily Language Practice • Chapter 7 & 8 Activity • Read Chapters 9 & 10 • Extra Credit	• Day 162: Daily Language Practice • Finish reading Chapters 9 & 10 • Extra Credit Opportunity	• Day 163: Daily Language Practice • Discuss Chapters 9 & 10 • Read Chapters 11-14 • Extra Credit	• Day 164: Daily Language Practice • Chapters 9-14 Quiz (link for virtual students only) • Start Reading

		Opportunity		Opportunity	Chapter 15 Extra Credit Opportunity
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Read Chapters 7 & 8	-Daily Language Practice -Chapters 7 & 8 Activity	-Daily Language Practice -Read Chapters 9 & 10	-Daily Language Practice	-Daily Language Practice -Chapters 9-14 Quiz

Week 34

	Monday, April 26	Tuesday, April 27	Wednesday, April 28	Thursday, April 29	Friday, April 30
OBJECTIVE	We will learn how to make inferences and draw conclusions about characters from <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author's purpose as we read <i>The Things They Carried</i> .
LESSON/ACTIVITIES	Day 155: Daily Language Practice Finish TTTC Chapter 1 Activity Read Chapters 2-3 (QUIZ TOMORROW)	Day 156: Daily Language Practice Chapters 1-3 Quiz (will become available during your class period) Read Chapter 4	Day 157: Daily Language Practice Finish Chapter 4	Day 158: Daily Language Practice Chapter 4 Activity Read Chapters 5 & 6 Extra Credit Opportunity	Day 159: Daily Language Practice Chapters 4-6 Quiz (link for virtual students only) Start Chapter 7
ASSIGNMENTS DUE TODAY	-Daily Language Practice -TTTC Chapter 1 Activity -Read Chapters 2-3	-Daily Language Practice -Chapters 1-3 Quiz	-Daily Language Practice -Read Chapter 4	-Daily Language Practice -Chapter 4 Activity -Read Chapters 5 & 6	-Daily Language Practice -Chapters 4-6 Quiz

Week 33

	Monday, April 19	Tuesday, April 20	Wednesday, April 21	Thursday, April 22	Friday, April 23
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OBJECTIVE	We will learn how to analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in “Story of An Hour.”	We will learn how to understand the historical background information for <i>The Things They Carried</i> and anticipate ideas that will be encountered in the novel.	We will learn how to make inferences and draw conclusions about plot, characters and author’s purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about plot, characters and author’s purpose as we read <i>The Things They Carried</i> .	We will learn how to make inferences and draw conclusions about characters from <i>The Things They Carried</i> .
LESSON/ACTIVITIES	• Day 150: Daily Language Practice • Finish “Story of An Hour” Project (link for virtual students--in-person students will do this in class on paper)	• Day 151: Daily Language Practice • Modern & Contemporary Literature Introduction • TTTC Anticipation Guide	• Day 152: Daily Language Practice • Read Chapter 1 of The Things They Carried	• Day 153: Daily Language Practice • Finish Chapter 1 of The Things They Carried	• Day 154: Daily Language Practice • TTTC Chapter 1 Activity
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice -Modern & Contemporary Literature Intro -TTTC Anticipation Guide	-Daily Language Practice	-Daily Language Practice -Chapter 1 of The Things They Carried	-Daily Language Practice

Week 32

	Monday, April 12	Tuesday, April 13	Wednesday, April 14	Thursday, April 15	Friday, April 16
OBJECTIVE	We will learn how to analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in “Story of An Hour.”	We will learn how to demonstrate knowledge of relationships among thematic development, characterization, point of view, significance of setting, and plot in “Story of An Hour.”	We will learn how to demonstrate knowledge of relationships among thematic development, characterization, point of view, significance of setting, and plot in “Story of An Hour.”	We will learn how to demonstrate knowledge of relationships among thematic development, characterization, point of view, significance of setting, and plot in “Story of An Hour.”	We will learn how to demonstrate knowledge of relationships among thematic development, characterization, point of view, significance of setting, and plot in “Story of An Hour.”
LESSON/ACTIVITIES	• Day 145: Daily Language	• Day 146: Daily Language Practice	• Day 147: Daily Language	• Day 148: Daily Language	• Day 149: Daily Language

	• Practice SMART Goal Check #1 (4th 9 Weeks) • SOAH Discussion Questions (link for virtual students only)	• SMART Goal Check #1 (4th 9 Weeks) • “Story of An Hour” Quiz • “Story of An Hour” Project (link for virtual students only--in-person students will do this in class on paper)	• Practice “Story of An Hour” Project (link for virtual students only--in-person students will do this in class on paper)	• Practice “Story of An Hour” Project (link for virtual students only--in-person student will do this in class on paper)	• Practice “Story of An Hour” Project (link for virtual students only--in-person student will do this in class on paper)
ASSIGNMENTS DUE TODAY	-Daily Language Practice -SMART Goal Check #1	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -Story of An Hour Project

Week 31

	Monday, April 5	Tuesday, April 6	Wednesday, April 7	Thursday, April 8	Friday, April 9
OBJECTIVE	NO SCHOOL!	We will learn how to decipher important information from the Regionalism & Naturalism literary time period.	We will learn how to decipher important information from the Regionalism & Naturalism literary time period.	We will learn how to anticipate the themes and ideas that will be present in “Story of An Hour” and make personal connections to those ideas and themes.	We will learn how to analyze relationships among thematic development, characterization, point of view, significance of setting, and plot of “Story of An Hour.”
LESSON/ACTIVITIES	NO SCHOOL!	• Day 141: Daily Language Practice • “O Captain! My Captain!” Quiz (will become available during your class period) • Regionalism & Naturalism Notes	• Day 142: Daily Language Practice • Regionalism & Naturalism Notes	• Day 143: Daily Language Practice • SOAH Anticipation Guide & Discussion (will become available during your class period)	• Day 144: Daily Language Practice • Read “Story of An Hour” (link for virtual students only)
ASSIGNMENTS DUE TODAY		-Daily Language Practice -“O Captain! My Captain!” Quiz	-Daily Language Practice -Regionalism & Naturalism Notes	-Daily Language Practice -SOAH Anticipation Guide & Discussion	-Daily Language Practice -Read “Story of An Hour”

Week 30

	Monday, March 29	Tuesday, March 30	Wednesday, March 31	Thursday, April 1	Friday, April 2
OBJECTIVE	We will learn how to demonstrate knowledge of a variety of topics including speaker, audience, purpose, tone, context, and vocabulary.	We will learn how to analyze the effects of rhyme scheme, stanza structure, and other conventions in American poetry.	We will learn how to analyze the effects of rhyme scheme, stanza structure, and other conventions in American poetry.	We will learn how to analyze the effects of rhyme scheme, stanza structure, and other conventions in American poetry.	GOOD FRIDAY!
LESSON/ACTIVITIES	- Independent Reading (10 minutes) Day 137: Daily Language Practice Common Assessment (link for virtual students only) - Finish notes, SMART goal, and/or notes review	- Independent Reading (10 minutes) Day 138: Daily Language Practice “O Captain! My Captain!” Annotation	- Independent Reading (10 minutes) Day 139: Daily Language Practice “O Captain! My Captain!” Annotation	- Independent Reading (10 minutes) Day 140: Daily Language Practice “O Captain! My Captain!” Annotation	NO SCHOOL!
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -“O Captain! My Captain!” Annotation	

Week 29

	Monday, March 22	Tuesday, March 23	Wednesday, March 24	Thursday, March 25	Friday, March 26
OBJECTIVE	We will learn how to decipher important information about the transition from Romanticism to the Realism literary period.	We will learn how to decipher important information about the transition from Romanticism to the Realism literary period.	We will learn how to decipher important information about the transition from Romanticism to the Realism literary period.	We will learn how to recall important information about the transition from Romanticism to the Realism literary period.	We will learn how to demonstrate knowledge of a variety of topics including speaker, audience, purpose, tone, context, and vocabulary.
LESSON/ACTIVITIES	SUB DAY Day 132: Daily	Independent Reading (10 minutes)	SUB DAY Day 134: Daily	Independent Reading (10 minutes)	Day 136: Daily Language

	Language Practice Final SMART Goal Check (3rd 9 Weeks) From Romanticism to Realism Notes	mins) Day 133: Daily Language Practice From Romanticism to Realism Notes	Language Practice - Finish From Romanticism to Realism Notes SMART Goal (4th 9 Weeks)	mins) Day 135: Daily Language Practice - Finish SMART Goal (4th 9 Weeks) Romanticism to Realism Notes Review (will become available during your class period)	Practice Common Assessment (link for virtual students only)
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -From Romanticism to Realism Notes	-Daily Language Practice -SMART Goal (4th 9 Weeks) -Romanticism to Realism Review	-Daily Language Practice -Common Assessment

Week 28

	Monday, March 8	Tuesday, March 9	Wednesday, March 10	Thursday, March 11	Friday, March 12
OBJECTIVE	We will learn how to make connections between the Transcendentalists and modern society.	We will learn how to make connections between the Transcendentalists and modern society.	We will learn how to make connections between the Transcendentalists and modern society.	We will learn how to make connections between the Transcendentalists and modern society.	We will learn how to make connections between the Transcendentalists and modern society.
LESSON/ACTIVITIES	Day 127: Daily Language Practice Modern Transcendentalism Project	SUB DAY Day 128: Daily Language Practice Modern Transcendentalism Project	Day 129: Daily Language Practice Modern Transcendentalism Project	Day 130: Daily Language Practice Modern Transcendentalism Project	EARLY RELEASE Day 131: Daily Language Practice Modern Transcendentalism Project
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -Modern Transcendentalism

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Week 27

	Monday, March 1	Tuesday, March 2	Wednesday, March 3	Thursday, March 4	Friday, March 5
OBJECTIVE	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.	We will learn how to decipher important information about the American Romanticism literary period.	We will learn how to decipher important information about the American Romanticism literary period.	We will learn how to engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message.	We will learn how to engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message.
LESSON/ACTIVITIES	- Independent Reading Day 122: Daily Language Practice Finish editing Final Research Essay Turn in Final Research Essay	SUB DAY Day 123: Daily Language Practice American Romanticism Notes	- Independent Reading Day 124: Daily Language Practice American Romanticism Notes	- Independent Reading Day 125: Daily Language Practice Finish American Romanticism Notes "Self-Reliance"	Day 126: Daily Language Practice Finish "Self-Reliance"
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Research Final Essay	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -American Romanticism Notes	-Daily Language Practice -"Self-Reliance"

Week 26

	Monday, February 22	Tuesday, February 23	Wednesday, February 24	Thursday, February 25	Friday, February 26
OBJECTIVE	We will learn how to write an informational text to relay information about our personal experience with the Texas blizzard.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.
LESSON/ACTIVITIES	Day 117: Daily	Independent	Independent	Independent	Day 121: Daily

	Language Practice • 2021 Snowpocalypse Writing Activity • Work on Missing Assignments • Class Playlist - Semester 2	Reading • Day 118: Daily Language Practice • Finish up the rough draft • Class Playlist - Semester 2	Reading • Day 119: Daily Language Practice • Works Cited Page	Reading • Day 120: Daily Language Practice • Works Cited Page • Edit Final Research Essay	Language Practice • Finish editing Final Research Essay • Turn in Final Research Essay
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Snowpocalypse Writing Activity	-Daily Language Practice -Research Rough Draft	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice

Week 25

	Monday, February 15	Tuesday, February 16	Wednesday, February 17	Thursday, February 18	Friday, February 19
OBJECTIVE	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL
LESSON/ACTIVITIES	SNOWPOCALYPSE 2021	SNOWPOCALYPSE 2021	SNOWPOCALYPSE 2021	SNOWPOCALYPSE 2021	SNOWPOCALYPSE 2021
ASSIGNMENTS DUE TODAY					

Week 24

	Monday, February 8	Tuesday, February 9	Wednesday, February 10	Thursday, February 11	Friday, February 12
OBJECTIVE	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.
LESSON/ACTIVITIES	• NO INDEPENDENT	• Day 109: Daily Language	• Day 110: Daily Language Practice	• Day 111: Daily Language Practice	• Day 112: Daily Language

	READING THIS WEEK • Day 108: Daily Language Practice • Finish Writing the Introduction • How to Integrate Evidence in Your Paper • Work on first body paragraph	• Practice How to Integrate Evidence in Your Paper • Work on first body paragraph	• Finish first body paragraph • Write other body paragraphs using same outline as first body paragraph	• Write other body paragraphs	• Practice Finish other body paragraphs and start conclusion
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Introduction Paragraph	-Daily Language Practice -How to Integrate Evidence in Your Paper	-Daily Language Practice -FIRST Body Paragraph	-Daily Language Practice	-Daily Language Practice

Week 23

	Monday, February 1	Tuesday, February 2	Wednesday, February 3	Thursday, February 4	Friday, February 5
OBJECTIVE	We will learn how to locate relevant sources to support our claim and synthesize the information found in the sources.	We will learn how to locate relevant sources to support our claim and synthesize the information found in the sources.	We will learn how to create and modify the major research question as necessary to refocus the research plan and develop a clear thesis that addresses the major research question.	We will learn how to create and modify the major research question as necessary to refocus the research plan and develop a clear thesis that addresses the major research question.	We will learn how to develop our rough draft into a focused, structured, and coherent piece of writing.
LESSON/ACTIVITIES	• Independent Reading • Day 103: Daily Language Practice • Find and save sources	• Independent Reading • Day 104: Daily Language Practice • Find and save sources	• Independent Reading • Day 105: Daily Language Practice • Setting Up the Research Paper (MLA Format) • Research Question	• Independent Reading • Day 106: Daily Language Practice • Finish Research Question & Thesis • Work on introduction	SUB DAY • Day 107: Daily Language Practice • Reading Reflection #4 • Work on introduction

			& Thesis		
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice -Finding and saving sources	-Daily Language Practice -Setting Up the Research Paper (MLA Format)	-Daily Language Practice -Research Question & Thesis	-Daily Language Practice -Reading Reflection #4

Week 22

	Monday, January 25	Tuesday, January 26	Wednesday, January 27	Thursday, January 28	Friday, January 29
OBJECTIVE	We will learn how to demonstrate our knowledge of the revolutionary literary period and the effect of persuasive appeals and devices.	We will learn how to determine our knowledge of research specific vocabulary and listen intently to understand the research assignment.	We will learn how to plan a piece of writing appropriate for research purposes by generating ideas through brainstorming.	We will learn how to locate relevant sources to support our claim and synthesize the information found in the sources.	We will learn how to locate relevant sources to support our claim and synthesize the information found in the sources.
LESSON/ACTIVITIES	• Day 98: Daily Language Practice • Writers of the Revolution Unit Test	• Independent Reading • Day 99: Daily Language Practice • SMART Goal Check #1 (3rd 9 Weeks) • Research Vocab Knowledge Check • Research Shared Folder • Intro to the Research Paper	• Independent Reading • Day 100: Daily Language Practice • Research Topic	• Independent Reading • Day 101: Daily Language Practice • Decide Research Topic • Begin finding and saving sources	• Day 102: Daily Language Practice • Reading Reflection #3 • Find and save sources
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Writers of the Revolution Unit Test	-Daily Language Practice -SMART Goal Check #1 -Research Vocab Knowledge Check -Research Shared Folder -Intro to the Research Paper	-Daily Language Practice	-Daily Language Practice -Research Topic	-Daily Language Practice -Reading Reflection #3

Week 21

	Monday, January 18	Tuesday, January 19	Wednesday, January 20	Thursday, January 21	Friday, January 22
OBJECTIVE	NO SCHOOL	We will learn how to analyze a persuasive speech for its use of rhetorical devices and appeals and their effects on the audience and message.	We will learn how to analyze a persuasive speech for its use of rhetorical devices and appeals and their effects on the audience and message.	We will learn how to analyze a persuasive speech for its use of rhetorical devices and appeals and their effects on the audience and message.	We will learn how to analyze a persuasive speech for its use of rhetorical devices and appeals and their effects on the audience and message.
LESSON/ACTIVITIES	PROFESSIONAL DEVELOPMENT	- Independent Reading (10 minutes) Day 94: Daily Language Practice Speech in the Virginia Convention (link for VIRTUAL STUDENTS ONLY)	- Independent Reading (10 minutes) Day 95: Daily Language Practice Speech in the Virginia Convention (link for VIRTUAL STUDENTS ONLY)	- Independent Reading (10 minutes) Day 96: Daily Language Practice Speech in the Virginia Convention (link for VIRTUAL STUDENTS ONLY)	Day 97: Daily Language Practice Independent Reading Reflection #2 - Finish Speech in the Virginia Convention (link for VIRTUAL STUDENTS ONLY)
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -Independent Reading Reflection #2 -Speech in the Virginia Convention

Week 20

	Monday, January 11	Tuesday, January 12	Wednesday, January 13	Thursday, January 14	Friday, January 15
OBJECTIVE	We will learn how to recall information about the colonial literary period.	We will learn how to recall information about the colonial literary period.	We will learn how rhetorical appeals can be used to persuade an audience.	We will learn about rhetorical devices and how they can be used to help an author achieve their purpose.	We will learn about rhetorical devices and how they can be used to help an author achieve their purpose.

LESSON/ACTIVITIES	DELAYED START - Independent Reading (10 minutes) Day 89: Daily Language Practice Writers of the Revolution Quiz (will become available during your class period)	- Independent Reading (10 minutes) Day 90: Daily Language Practice - Finish Writers of the Revolution Notes - Retake Writers of the Revolution Quiz (will become available during your class period)	- Independent Reading (10 minutes) Day 91: Daily Language Practice Rhetorical Appeals Nearpod (Link for VIRTUAL STUDENTS ONLY)	- Independent Reading (10 minutes) Day 92: Daily Language Practice Rhetorical Devices Nearpod (Link for VIRTUAL STUDENTS ONLY)	Day 93: Daily Language Practice Independent Reading Reflection #1 - Finish Rhetorical Devices Nearpod (Link for VIRTUAL STUDENTS ONLY)
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Writers of the Revolution Notes	-Daily Language Practice -Writers of the Revolution Quiz	-Daily Language Practice -Rhetorical Appeals Nearpod	-Daily Language Practice	-Daily Language Practice -Rhetorical Devices Nearpod

Week 19

	Monday, January 4	Tuesday, January 5	Wednesday, January 6	Thursday, January 7	Friday, January 8
OBJECTIVE	NO SCHOOL	We will learn how to create a SMART goal to work towards for the 3rd 9 weeks.	We will learn how to interact meaningfully with background information for the colonial literary period by taking notes.	We will learn how to interact meaningfully with background information for the colonial literary period by taking notes.	NO SCHOOL!
LESSON/ACTIVITIES	NO SCHOOL	Day 86: Daily Language Practice Final SMART Goal Check - 2nd 9 Weeks SMART Goal - 3rd 9 Weeks	Day 87: Daily Language Practice Writers of the Revolution Notes	Day 88: Daily Language Practice Writers of the Revolution Notes	NO SCHOOL!

ASSIGNMENTS DUE TODAY		-Daily Language Practice -SMART Goal Check (2nd 9 Weeks) -SMART Goal (3rd 9 Weeks)	-Daily Language Practice	-Daily Language Practice	
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Week 18

	Monday, December 7	Tuesday, December 8	Wednesday, December 9	Thursday, December 10	Friday, December 11
OBJECTIVE	We will learn how to recall information about various topics covered this semester.	We will learn how to demonstrate knowledge of various topics covered this semester.	We will learn how to demonstrate knowledge of various topics covered this semester.	We will learn how to demonstrate knowledge of various topics covered this semester.	
LESSON/ACTIVITIES	Day 82: Daily Language Practice Review for Midterm Exam (will become available during your class period)	Day 83: Daily Language Practice 1st, 2nd, 5th period exams	Day 84: Daily Language Practice 3rd, 7th, 8th period exams	EARLY RELEASE Day 85: Daily Language Practice 6th and 9th period exams	MERRY CHRISTMAS!
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	NO SCHOOL!

Week 17

	Monday, December 7	Tuesday, December 8	Wednesday, December 9	Thursday, December 10	Friday, December 11
OBJECTIVE	We will learn how to recall knowledge of characters, plot, theme, and other elements of drama from our reading of <i>The Crucible</i> .	We will learn how to demonstrate knowledge of characters, plot, theme, and other elements of drama from <i>The Crucible</i> .	We will learn how to compare/contrast the 21st century film version of <i>The Crucible</i> to our reading of the play.	We will learn how to compare/contrast the 21st century film version of <i>The Crucible</i> to our reading of the play.	We will learn how to compare/contrast the 21st century film version of <i>The Crucible</i> to our reading of the play.
LESSON/ACTIVITIES	Day 77: Daily	Day 78: Daily	Day 79: Daily	Day 80: Daily	Day 81: Daily

	Language Practice • Review for Common Assessment #2 (The Crucible Test) (will become available during your class period)	Language Practice • Common Assessment #2 (The Crucible Test) -- will be taken on paper in class; virtual students arrange a time to come take it with me	Language Practice • The Crucible Film	Language Practice • The Crucible Film	Language Practice • The Crucible Film
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Review for Common Assessment #2	-Daily Language Practice -Common Assessment #2	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice

Week 16

	Monday, November 30	Tuesday, December 1	Wednesday, December 2	Thursday, December 3	Friday, December 4
OBJECTIVE	We will learn how to monitor our comprehension of <i>The Crucible</i> and make adjustments such as re-reading, using background knowledge, and asking questions to understand.	We will learn how to monitor our comprehension of <i>The Crucible</i> and make adjustments such as re-reading, using background knowledge, and asking questions to understand.	We will learn how to discuss and write about the explicit and implicit meanings within Act III of <i>The Crucible</i> .	We will learn how to monitor our comprehension of <i>The Crucible</i> and make adjustments such as re-reading, using background knowledge, and asking questions to understand.	We will learn how to discuss and write about the explicit and implicit meanings within Act IV of <i>The Crucible</i> .
LESSON/ACTIVITIES	• Day 72: Daily Language Practice • Read Act III • Work on Crucible Character Social Media if have not already finished	• Day 73: Daily Language Practice • Read Act III • Work on Crucible Character Social Media if have not already finished	• Day 74: Daily Language Practice • Finish Act III and complete Act III Discussion • Work on Crucible Character Social Media if have not	• Day 75: Daily Language Practice • Read Act IV • Work on Crucible Character Social Media if have not already finished	• Day 76: Daily Language Practice • Finish Act IV and complete Act IV Discussion • Work on Crucible Character Social Media if have not already finished

			already finished		
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -Act III Discussion	-Daily Language Practice	-Daily Language Practice -Act IV Discussion -Crucible Character Social Media

Week 15

	Monday, November 16	Tuesday, November 17	Wednesday, November 18	Thursday, November 19	Friday, November 20
OBJECTIVE	We will learn how to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.	We will learn how to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.	We will learn how to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.	We will learn how to analyze relationships among characterization, theme and plot.	We will learn how to analyze relationships among characterization, theme and plot.
LESSON/ACTIVITIES	• Day 67: Daily Language Practice • Finish Act I of The Crucible (Link for virtual students only)	• Day 68: Daily Language Practice • Read Act II of The Crucible (Link for virtual students only)	• Day 69: Daily Language Practice • Finish Act II of The Crucible (Link for virtual students only)	• Day 70: Daily Language Practice • Crucible Character Social Media	• Day 71: Daily Language Practice • Crucible Character Social Media
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Act I Character Notes	-Daily Language Practice	-Daily Language Practice -Act II of The Crucible	-Daily Language Practice	-Daily Language Practice

Week 14

	Monday, November 9	Tuesday, November 10	Wednesday, November 11	Thursday, November 5	Friday, November 6
OBJECTIVE	We will learn how to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that	We will learn how to analyze how characters' behaviors and underlying motivations contribute to moral	NO SCHOOL	We will learn how to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that	We will learn how to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that

	influence the plot and theme.	dilemmas that influence the plot and theme.		influence the plot and theme.	influence the plot and theme.
LESSON/ACTIVITIES	- Independent Reading Day 63: Daily Language Practice - Sign up for reading parts (in-person students only) Begin reading Act I of <i>The Crucible</i> (Link for virtual students only)	- Independent Reading Day 64: Daily Language Practice Continue reading Act I of <i>The Crucible</i> (Link for virtual students only)	VETERAN'S DAY	- Independent Reading Day 65: Daily Language Practice Continue reading Act I of <i>The Crucible</i> (Link for virtual students only)	Day 66: Daily Language Practice Reading Reflection #8 Continue reading Act I of <i>The Crucible</i> (Link for virtual students only)
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -Independent Reading Reflection #8

Week 13

	Monday, November 2	Tuesday, November 3	Wednesday, November 4	Thursday, November 5	Friday, November 6
OBJECTIVE	We will learn how to decipher important information from non-fiction text, summarize the information in our own words and create a presentation to present the information to the class.	We will learn how to give a formal presentation that has a logical structure, accurate evidence, well-chosen details, that employs eye contact, and conventions of language to communicate ideas effectively.	We will learn how to give a formal presentation that has a logical structure, accurate evidence, well-chosen details, that employs eye contact, and conventions of language to communicate ideas effectively.	We will learn how to use digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary.	We will learn how to use digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary and anticipate the themes of <i>The Crucible</i> by discussing our own thoughts and experiences.
LESSON/ACTIVITIES	- Independent Reading Day 58: Daily Language	Day 59: Daily Language Practice The Crucible	Day 60: Daily Language Practice The Crucible	Day 61: Daily Language Practice The Crucible	Day 62: Daily Language Practice SMART Goal Check-In #1 (2nd

	Practice The Crucible Background Project (Link for virtual students only)	Background Project (Link for virtual students only) - The Crucible Background Project Presentations	Background Project (Link for virtual students only) - The Crucible Background Project Presentations	Vocabulary (Act I)	9 Weeks) - Finish The Crucible Vocabulary (Act I) The Crucible Anticipatory Discussion (will become available during your class period)
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -The Crucible Vocabulary (Act I)	-Daily Language Practice -SMART Goal Check #1 (2nd 9 Weeks) -The Crucible Vocabulary (Act I) -The Crucible Anticipatory Discussion

Week 12

	Monday, October 26	Tuesday, October 27	Wednesday, October 28	Thursday, October 29	Friday, October 30
OBJECTIVE	We will learn how to decipher important information from non-fiction text and summarize the information in our own words.	We will learn how to decipher important information from non-fiction text, summarize the information in our own words and create a presentation to present the information to the class.	We will learn how to decipher important information from non-fiction text, summarize the information in our own words and create a presentation to present the information to the class.	We will learn how to decipher important information from non-fiction text, summarize the information in our own words and create a presentation to present the information to the class.	We will learn how to decipher important information from non-fiction text, summarize the information in our own words and create a presentation to present the information to the class.
LESSON/ACTIVITIES	- Independent Reading Day 53: Daily Language Practice The Crucible Background	- Independent Reading Day 54: Daily Language Practice - Finish The Crucible Background	SUB DAY Day 55: Daily Language Practice The Crucible Background Project (Link for virtual students)	- Independent Reading Day 56: Daily Language Practice The Crucible Background	Day 57: Daily Language Practice The Crucible Background Project (Link for virtual students only)

	Articles (Link for virtual students only)	Articles (Link for virtual students only) The Crucible Background Project	only)	Project (Link for virtual students only)	
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice

Week 11

	Monday, October 19	Tuesday, October 20	Wednesday, October 21	Thursday, October 22	Friday, October 23
OBJECTIVE	STAFF WORK DAY	We will learn how to compare and contrast the ideas in a 21st century film with the experiences of the early explorers and settlers of the 15th century.	We will learn how to write a letter that mimics the writing style of the early American settlers and has a clear audience and purpose.	We will learn how to write a letter that mimics the writing style of the early American settlers and has a clear audience and purpose.	We will learn how to think critically about our independent reading book and recall information about the early American literary period.
LESSON/ACTIVITIES	NO SCHOOL	- Independent Reading Day 49: Daily Language Practice “The 100” PowerPoint & Compare/Contrast Chart (VIRTUAL STUDENTS ONLY) A Letter from Earth	- Independent Reading Day 50: Daily Language Practice A Letter from Earth	- Independent Reading Day 51: Daily Language Practice - Finish A Letter from Earth	SUB DAY Day 52: Daily Language Practice Reading Reflection #7 Make Up/Correct Reading Reflections Early American Literature Review Class Progress Check-In (optional)
ASSIGNMENTS DUE TODAY		-Daily Language Practice -Compare/Contrast Chart	-Daily Language Practice	-Daily Language Practice -A Letter from Earth or A Letter from America	-Daily Language Practice -Reading Reflection #7 -Make Up/Correct Reading Reflections -Early American Literature

					Review -Class Progress Check-In
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Week 10

	Monday, October 12	Tuesday, October 13	Wednesday, October 14	Thursday, October 15	Friday, October 16
OBJECTIVE	STAFF WORK DAY	We will learn how to think critically about our independent reading book and create a SMART goal to work towards for the 2nd 9 weeks.	We will learn how to anticipate the themes of a 21st century film to compare and contrast with the experiences of the early explorers and settlers of the 15th century.	We will learn how to anticipate the themes of a 21st century film to compare and contrast with the experiences of the early explorers and settlers of the 15th century.	We will learn how to compare and contrast the ideas in a 21st century film with the experiences of the early explorers and settlers of the 15th century.
LESSON/ACTIVITIES	NO SCHOOL	- Independent Reading Day 45: Daily Language Practice Reading Reflection #6 Final SMART Goal Check (1st 9 Weeks) - Create SMART Goal for 2nd 9 Weeks	SUB DAY Day 46: Daily Language Practice - Create SMART Goal for 2nd 9 Weeks if you have not already Anticipation Discussion (will become available during your class period)	Day 47: Daily Language Practice - Finish Anticipation Discussion Compare/Contrast Activity (Link for virtual students only)	Day 48: Daily Language Practice Compare/Contrast Activity (Link for virtual students only)
ASSIGNMENTS DUE TODAY		-Daily Language Practice -Reading Reflection #6 -Final SMART Goal Check (1st 9 Weeks)	-Daily Language Practice -SMART Goal (2nd 9 Weeks)	-Daily Language Practice -Anticipation Discussion	-Daily Language Practice

Week 9

	Monday, October 5	Tuesday, October 6	Wednesday, October 7	Thursday, October 8	Friday, October 9
OBJECTIVE	We will learn how to demonstrate knowledge of a variety of topics including audience, purpose, context, vocabulary, and revising and editing.	We will learn how to demonstrate knowledge of a variety of topics including audience, purpose, context, vocabulary, and revising and editing.	We will learn how to recall information about Native American and Early Explorers' literature and analyze the purpose of Early Settlers' literature.	We will learn how to recall information about Native American and Early Explorers' literature and analyze the purpose of Early Settlers' literature.	We will learn how to think critically about our independent reading book.
LESSON/ACTIVITIES	• Day 40: Daily Language Practice • Common Assessment	• Independent Reading • Day 41: Daily Language Practice • Put answers in Eduphoria for Common Assessment • Check your missing assignments and get them turned in!!	• Independent Reading • Day 42: Daily Language Practice • Introduction to Early Settlers' Literature (will become available during your class period)	• Independent Reading • Day 43: Daily Language Practice • Finish Intro to Early Settlers' Literature Nearpod	• Day 44: Daily Language Practice • Reading Reflection #6 • Final SMART Goal Check (1st 9 Weeks)
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice -Common Assessment	-Daily Language Practice	-Daily Language Practice -Introduction to Early Settlers' Literature	-Daily Language Practice

Week 8

	Monday, September 28	Tuesday, September 29	Wednesday, September 30	Thursday, October 1	Friday, October 2
OBJECTIVE	We will learn how to decipher important information about Early Explorers' cultural context and literature.	We will learn about the cultural context of Columbus's journal and analyze his purpose in writing his journal.	We will learn about the cultural context of Columbus's journal and analyze his purpose in writing his journal.	We will learn how to mimic the writing style of the Early Explorers to write our own journal entry.	We will learn how to think critically about our independent reading book and mimic the writing style of the Early Explorers to write our own journal entry.

LESSON/ACTIVITIES	- Independent Reading Day 35: Daily Language Practice Early Explorers' Literature Nearpod & Notes	- Independent Reading Day 36: Daily Language Practice - Finish Early Explorers' Literature Nearpod & Notes Columbus' Journal (read & annotate)	- Independent Reading Day 37: Daily Language Practice - Finish Columbus' Journal (read & annotate) Personal Journal Entry	- Independent Reading Day 38: Daily Language Practice Personal Journal Entry	Day 39: Daily Language Practice Reading Reflection #5 - Finish Personal Journal Entry - Check your grades and turn in missing assignments!!
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice -Early Explorers' Literature Nearpod & Notes	-Daily Language Practice -Columbus' Journal (read & annotate)	-Daily Language Practice	-Daily Language Practice -Reading Reflection #5 -Personal Journal Entry

Week 7

	Monday, September 21	Tuesday, September 22	Wednesday, September 23	Thursday, September 24	Friday, September 25
OBJECTIVE	We will learn how to organize and write a narrative rough draft.	We will learn how to organize and write a narrative rough draft.	We will learn how to provide effective feedback to our peers about their myth and edit and revise our own myth for the final draft.	We will learn how to provide effective feedback to our peers about their myth and edit and revise our own myth for the final draft.	We will learn how to think critically about our independent reading book and edit and revise our own myth for the final draft.
LESSON/ACTIVITIES	- Independent Reading Day 30: Daily Language Practice Myth Rough Draft	- Independent Reading Day 31: Daily Language Practice - Finish Myth Rough Draft Myth Peer Edit	SUB DAY Day 32: Daily Language Practice Myth Peer Edit Edit Myth Final Draft	- Independent Reading Day 33: Daily Language Practice - Finish Myth Peer Edit - Edit Myth Final Draft	- No reading reflection this week Day 34: Daily Language Practice - Finalize Myth Final Draft (DUE TODAY - TEST GRADE)
ASSIGNMENTS	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice

DUE TODAY		-Myth Rough Draft		-Myth Peer Edit	-Myth Final Draft
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Week 6

	Monday, September 14	Tuesday, September 15	Wednesday, September 16	Thursday, September 17	Friday, September 18
OBJECTIVE	We will learn how to decipher important information about Native American literature.	We will learn how to analyze how the historical, social, and economic context of setting influences the plot, make and correct or confirm predictions and make inferences using text evidence for support.	We will learn how to brainstorm ideas to write a myth.	We will learn how to brainstorm ideas to write a myth and then begin writing our rough draft.	We will learn how to think critically about our independent reading book and organize and write a narrative rough draft.
LESSON/ACTIVITIES	NO INTERNET ½ DAY - Day 25: Daily Language Practice - Complete Early American Notes if missing - Native American Literature Word Search	- Independent Reading Day 26: Daily Language Practice Reading & Grades	- Independent Reading Day 27: Daily Language Practice Brainstorm a Myth	- Independent Reading Day 28: Daily Language Practice - Finish Brainstorm a Myth - Begin Myth Rough Draft	Independent Reading Reflection #4 Day 29: Daily Language Practice Goal Check-In #2 Myth Rough Draft
ASSIGNMENTS DUE TODAY	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice	-Daily Language Practice -Brainstorm a Myth	-Independent Reading Reflection #4 -Daily Language Practice

Week 5

	Monday, September 7	Tuesday, September 8	Wednesday, September 9	Thursday, September 10	Friday, September 11
OBJECTIVE	NO SCHOOL!	We will learn how to analyze how the historical, social, and economic context of setting	We will learn how to analyze how the historical, social, and economic context of setting influences the plot,	We will learn how to analyze how the historical, social, and economic context of setting influences	We will learn how to analyze how the historical, social, and economic context of setting

		influences the plot, make and correct or confirm predictions and make inferences using text evidence for support.	make and correct or confirm predictions and make inferences using text evidence for support.	the plot, make and correct or confirm predictions and make inferences using text evidence for support.	influences the plot, make and correct or confirm predictions and make inferences using text evidence for support.
LESSON/ACTIVITIES	LABOR DAY!	• Independent Reading • Day 21: Daily Language Practice • Read: The World on the Turtle's Back	• Independent Reading • Day 22: Daily Language Practice • Read: The World on the Turtle's Back	• Independent Reading • Day 23: Daily Language Practice • Read: The World on the Turtle's Back • Assessment Practice & Respond: The World on the Turtle's Back	• Independent Reading Reflection #3 • Day 24: Daily Language Practice • Assessment Practice & Respond: The World on the Turtle's Back
ASSIGNMENTS DUE TODAY		-Independent Reading -Daily Language Practice -Pronoun Practice	-Independent Reading -Daily Language Practice	-Independent Reading -Daily Language Practice -Read: The World on the Turtle's Back	-Independent Reading Reflection -Daily Language Practice -Assessment Practice & Respond: The World on the Turtle's Back

Week 4

	Monday, August 31	Tuesday, September 1	Wednesday, September 2	Thursday, September 3	Friday, September 4
OBJECTIVE	We will learn how to decipher important information about Native American literature.	We will learn how to recall important information about the Early American literary era and use digital resources to clarify meanings of advanced vocabulary.	We will learn how to use digital resources to clarify meanings of advanced vocabulary.	We will learn how to use digital resources to clarify meanings of advanced vocabulary.	We will learn how to think critically about our independent reading book and identify pronouns.
LESSON/ACTIVITIES	• Independent Reading	• Independent Reading	• Independent Reading	• Independent Reading	• Independent Reading

	• Day 16: Daily Language Practice • Early American Notes	• Day 17: Daily Language Practice • Early American Notes Review (VIRTUAL ONLY) • World on the Turtle's Back Vocabulary	• Day 18: Daily Language Practice • Textbook Check • World on the Turtle's Back Vocabulary	• Day 19: Daily Language Practice • Finish World on the Turtle's Back Vocabulary • Class Playlist	• Reflection • Day 20: Daily Language Practice • Pronoun Practice (will be at bottom of Week 4 Module and will not be available until your class period) • Class Playlist (if you did not do this yesterday)
ASSIGNMENTS DUE TODAY	-Independent Reading -Daily Language Practice	-Independent Reading -Daily Language Practice -Early American Notes & Review	-Independent Reading -Daily Language Practice	-Independent Reading -Daily Language Practice -World on Turtle's Back Vocabulary	-Independent Reading Reflection -Daily Language Practice -Pronoun Practice

Week 3

	Monday, August 24	Tuesday, August 25	Wednesday, August 26	Thursday, August 27	Friday, August 28
OBJECTIVE	We will learn how to identify and analyze the rhetorical situation of a variety of mediums.	PICTURE DAY!	We will learn how to identify and analyze the rhetorical situation of a variety of mediums.	We will learn how to consider the importance of American literature in our lives and discuss how Native American literature was influenced by the context of the time.	We will learn how to think critically about our independent reading book and decipher important information about Native American literature.
LESSON/ACTIVITIES	• Independent Reading (10 minutes) • Day 11: Daily Language Practice • Rhetorical Situations	• Day 12: Daily Language Practice • Yearbook Survey • Picture Day ○ Meet in	• Independent Reading • Day 13: Daily Language Practice • Finish SOAPSTone • Why Study American Literature	• Independent Reading • Day 14: Daily Language Practice • Teacher Notes - Why Study American Literature	• Independent Reading Reflection • Day 15: Daily Language Practice • Goal Check • Early American Notes

	Q&A - Work on SOAPSTone	gym		Discussion: Native American Experience	
ASSIGNMENTS DUE TODAY	-Independent Reading -Daily Language Practice -Rhetorical Situations Q&A	-Daily Language Practice -Yearbook Survey	-Daily Language Practice -SOAPSTone -Why Study American Literature	-Daily Language Practice -Discussion: Native American Experience	-Independent Reading Reflection -Daily Language Practice -Goal Check

Week 2

	Monday, August 17	Tuesday, August 18	Wednesday, August 19	Thursday, August 20	Friday, August 21
OBJECTIVE	We will learn how to listen intently to understand the course expectations and clarify meaning by asking pertinent questions.	We will learn how to demonstrate knowledge of a variety of skills including inferencing and revising and editing.	We will learn about rhetoric and rhetorical situations and apply it to our own life.	We will learn about rhetoric and rhetorical situations and apply it to our own life.	We will learn how to listen intently to Ms. Myers as she discusses library procedures and we will clarify meaning by asking pertinent questions.
LESSON/ACTIVITIES	Day 6: Daily Language Practice Syllabus Syllabus Review	Day 7: Daily Language Practice Show What You Know	Day 8: Daily Language Practice - Finish the Show What You Know if you did not yesterday Understanding Rhetoric & Rhetorical Situations Personal Rhetorical Situation	Day 9: Daily Language Practice - Finish Understanding Rhetoric & Rhetorical Situations - Finish Personal Rhetorical Situation - Begin SOAPSTone	Day 10: Daily Language Practice - Library Day - Meet in Lecture Hall - Get library book - Work on SOAPSTone Activity
ASSIGNMENTS DUE TODAY	-Daily Language Practice -Syllabus	-Daily Language Practice	-Daily Language Practice -Show What You Know	-Daily Language Practice -Understanding	-Daily Language Practice

	-Syllabus Review			Rhetoric & Rhetorical Situations -Personal Rhetorical Situation	
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Week 1

	Monday, August 10	Tuesday, August 11	Wednesday, August 12	Thursday, August 13	Friday, August 14
OBJECTIVE	We will learn how to follow instructions, clarify meaning by asking pertinent questions, and participate collaboratively in class.	We will learn how to follow instructions and clarify meaning by asking pertinent questions.	We will learn how to synthesize information about a specific subject from a variety of sources using evidence for support and we will follow instructions and clarify meaning by asking pertinent questions.	We will learn how to follow instructions and clarify meaning by asking pertinent questions.	We will learn how to follow instructions, clarify meaning by asking pertinent questions, and compose a very brief personal essay that addresses a particular topic.
LESSON/ACTIVITIES	• Day 1: Daily Language Practice • Day 1: Q & A • Student Survey	• Day 2: Daily Language Practice • SSO Portal Day in Computer Lab • Work on Student Survey if not finished already and turn in to Canvas	• Day 3: Daily Language Practice • Bookmark: ◦ Teacher Websites • Investigate Your Teacher • Set up on Phone: ◦ Remind ◦ Canvas App (download on your phone if possible) • Setup on Chromebook: ◦ Google Drive Folder	• Day 4: Daily Language Practice • Finish setting up Google Drive Folder if needed • SMART goal	• Day 5: Daily Language Practice • Set Up GoGuardian (virtual learners do not need to do this) • Reading Survey • Who Am I As A Writer?
ASSIGNMENTS DUE TODAY	-Day 1: Daily Language Practice	-Day 2: Daily Language Practice	-Day 3: Daily Language Practice	-Day 4: Daily Language Practice	-Day 5: Daily Language Practice -Reading Survey

	-Day 1: Q & A		-Student Survey (turned in to Canvas by 11:59 p.m.)	-Investigate Your Teacher (turned into Canvas by 11:59 p.m.) -Google Drive Folder	-Who Am I As A Writer? -SMART Goal
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