

AGENDA

This Week

- **Highlighted** indicates major assignment due date
- Underlined indicates homework assignment due date—due before class begins

DAY	BLOCK	GOAL	<u>ENG III</u> Current Unit Learning Goals: Reading Skills: • I can analyze how symbol, pov, and structure create meaning in a text • I can connect with what I'm reading Writing Skills: • I can express my ideas clearly and coherently for a variety of purposes(argument, narrative, analysis) and authentic audiences • I can demonstrate command of the conventions of standard English grammar and usage Speaking/Listening Skills: • I can come to discussions prepared (having closely read material under study), refer to textual evidence, and participate effectively with diverse partners and structures: pairs, group, and whole class • I can listen closely, build thoughtfully on others' ideas, and express my ideas clearly and persuasively	<u>AP LANG & COMP</u> Current Unit Learning Goals: Reading Skills: • I can analyze argument techniques and rhetoric in texts Writing Skills: • I can write an arguable thesis (closed or counter-argument), provide concrete, relevant evidence (that supports thesis), and provide commentary (which clearly explains how evidence supports my thesis' claim) • I can express my ideas clearly and coherently for a variety of purposes(argument, narrative, analysis) and authentic audiences • I can demonstrate command of the conventions of standard English grammar and usage Speaking/Listening Skills: • I can come to discussions prepared (having closely read material under study), refer to textual evidence, and participate effectively with diverse partners and structures: pairs, group, and whole class • I can listen closely, build thoughtfully on others' ideas, and express my ideas clearly and persuasively
			<u>Bell Schedule</u>	
DAY 1	R 8-8	F 8-9	• Seating • <u>Who am I?</u> • <u>Intro Card</u> • ->Pair Talk • ->Whole Class Talk • <u>Review PBIS Matrix</u> • <u>Expectations, Procedures, and Syllabus</u> • Getting to know Syllabus	• Seating • <u>Who am I?</u> • <u>Intro Card</u> • Homework Assignment: on Classroom • AP Contract Signed (Due Friday) • Review <u>Expectations</u>

D A Y 2	M, 8-12	T 8-13	Black Day: 5 subject English notebook due Tuesday - Review Expectations and procedures - Discuss ->Pair Talk ->Whole Class Talk - Novel Project Assignment: Due Tuesday - Visit library: Book due next Tuesday, beginning of class Gold Day: - Cert/ILP, etc	- Educated Quiz (to the point; 26 pts) Procedures, and Syllabus Join AP Class: V27P4Q
D A Y 3	W 8-14	R 8-15	Black Day: SLANT: PBIS pts and Reminder - Student Ads for Novels: Adobe Spark Ad iMovie Ads - Discuss novel you've chosen (due Tuesday) - DJ Practice: Find two quotes from speech you relate to or like; respond to the quote "How to Live Before You Die" by Steve Jobs - Discuss ->Pair Talk ->Group Talk Introduction Activity (ext): - Discuss ->Pair Talk ->Group Talk Power of Attention Gold Day: SLANT: PBIS and Reminder 5 subject English notebook due Wednesday - Syllabus signature sheet (due Monday) - Review Expectations and procedures - Novel Project Assignment - Choose 3 books from lists: write title and author on half-sheet of paper - Student Ads for Novels: Adobe Spark Ad iMovie Ads - Visit library: Book Due next Wednesday, beginning of class	Educated Discussion
D A Y 4	F 8-16	M 8-19	- Gold: Student Ads for Novels (Due Tues/Wed): Adobe Spark Ad iMovie Ads - TTTC Webquest	- Register and Enroll for AP Exam: Here And here - Procedures Review - Homework: Read "In Defense of a Liberal Education," and note main ideas and debateable claims

D A Y 5	T 8- 20	W 8-21	● Novels Due: Bring to class ● Finish TTTC Webquest (20) ● Read Novel Project Novels (20) ● Discuss ● Model DJ Entry: “Reunions” by John Cheever ● Discuss	● Intro: (If I were an animal I'd be a..Why?) ->Pair Talk ->Whole Class Talk ● SOAPSTONE Modeling/Whole Class: “In Defense of a Liberal Education”
D A Y 6	R 8- 22	F 8- 23	● Independent Reading: 2 Journal Entries [Passage(pg.#), and Thoughts] ● Intro: (If I were an animal I'd be a..Why?) ->Pair Talk ->Whole Class Talk ● Music Survey: Schoology ● WIK/WTk: Brief online Discussion/WIL: Vietnam Draft Documentary	● Discuss Extensions from Article 1 ● Brief Discussion of Article 2 SOAPSTone ● Choose a 3rd article to read, and complete Soapstone for Article 3
D A Y 7	M 8- 26	T 8-27	● Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] ● Finish WIK/WTk/WIL: Vietnam Draft Documentary: Write down 5-10 things you learned ● The Draft Discussion: Part 2: Write 3 things you learned as a reply to your original comment	● Review Expectations: Makeup/Late Work Model/Practice ● Truth and Lies
D A Y 8	W 8- 28	R-8- 29	● Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] ● WCHS Library Extended Checkout: Schoology-Novel Project Folder-WCHS Ext. ● Where in the World is Vietnam? ● Vocab, Chapter 1 ● Writing Prompt 1: Schoology: Writing Journal Folder (Black day)	● Assign and Explore Fiction is Argument Assignment(3 choices explained: due before next class) ● Read and Take notes: (due before next class) Claim (85-94)
D A Y 9	F 8-3 0	T 9-3	● Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] ● Review Procedure: How to Find Missed Work and Turn in ● Writing Prompt 1: Schoology: Writing Journal Folder ● Introduce Learning Target ● Connecting to Characters before reading with Song: I Believe I'm gonna Make it ● Read first paragraph, and connect w/character and story in song	● Discuss reading on claims -Activity: ● Read and take Notes: Thesis (94-97) -Discuss -Activity
D A Y 10	W 9-4	R 9-5	● Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] ● Reminder: Submit Writing Journal 1 Assignment on Schoology: (This was due before class today, and will be graded next	● Thesis (94-97) -Discuss and Apply (Groups): 1) Advantages and disadvantages of each thesis type; 2) Each Group writes a specific type of

			Monday; assignments not turned in get a zero; assignments turned in late earn half credit) • Begin Reading TTTC, and fill out symbol chart together • Read and Discuss “The Things They Carried” chapter • Analyze how symbol creates meaning	claim (fact, value, policy) 3) Each group writes a specific type of thesis 4) What two types of evidence would you use to support your claim? • Argument Rubric: TES • Grade Arg Essay
D A Y 11	F 9-6	M 9-9	• Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] • Finish reading “The Things They Carried” chapter, and complete symbol chart • Schoology/Unit 1 Folder: Complete Chapter/Story Analysis for first chapter	• Read and take notes on pages 97-119, in Language of Composition on Schoology/Class Materials Folder For Textbook Reading Notes: 1) Headings: Summaries 2) Bold Words: Definitions AND Examples AND Non-Examples • Evidence (97-109) • Induction and Deduction(115-119)
D A Y 12	T 9-10	W 9-11	• Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] • Comma Rule 1; practice; quiz • Chapter 1 quiz • Writing Journal 1B • Discuss chapter/story analysis for chapter 2 • Read chapter 2: “Love” • Complete chapter/story analysis for chapter 2: “Love”	• Expectations: Group work, individual work, and the learning environment • Fiction is Argument Overview • Quiz over Claim, Thesis, and Evidence • Practice Argument essay Homework: Read pages 1-25 (Rhetoric and the Rhetorical Situation): For Textbook Reading Notes: 1) Headings: Summaries 2) Bold Words: Definitions AND Examples AND Non-Examples
D A Y 13	R 9-12	F 9-13	• Review Expectations: PBIS Pts: On-time, Slant, Respectful; late/makeup work (pdf on schoology); end of class and clean; no hall pass during indep read. protect our learning environment • Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] • Comma Rule 1; review & practice • Complete chapter/story analysis for chapter 2: “Love” • Read “Spin” and analyze topics, per row	• Rhetoric and The Rhetorical Situation Quiz • Corrected Due Dates: Fiction is Argument Assignment and Due Dates • Argument Essay Overview ppt: Strategies • Begin Ranking 3 Graded Essays (in Pairs) 1, 2, 3: 3-5 sentence explanation for each
D A Y 14	M 9-16	T 9-17	• Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] • Comma Rule 2: Fanboys; Introduce & Practice • Replace your first column of chapter/story analysis doc by copying and pasting • Motif Lesson • Complete chapter/story analysis for chapter 3: “Spin”: Rows into groups	• Rank essays:1,2, 3: 3 sentences why— focus on rubric • Finish Ranking Essays (In Pairs): rank theses—1, 2, 3; why? • Revise our Essays: Highlight Thesis; analyze in groups; highlight Evidence in same color, analyze in groups; highlight commentary in different color; analyze in groups • Form for Thesis

D A Y1 5	W 9-18	R 9-19	- End of September Goal: $\frac{1}{3}$ of entries: 15; $\frac{1}{3}$ of book read: total pages/3; Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] - Complete chapter/story analysis: “Spin” (3 mins, row: 7 mins, class) Vocab: “On the Rainy River” (4 mins) - Writing Journal 2: Courage (4 mins) - Read “On the Rainy River” (37-40) and analyze topics, per row (write down while reading)	Argument Essay #2 THESIS: The thesis responds to the prompt rather than restating or rephrasing the prompt and clearly takes a position rather than just stating there are pros/cons EVIDENCE & COMMENTARY: Provides evidence relevant to the thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.
D A Y 16	F 9-20	M 9-23	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] - Continue reading “On the Rainy River” (40-54)and analyze topics, per row	- Thesis Form Re-Do - Thesis Activity: Whole Class - Work on Epic Re-Write: due Tuesday before class - Note: review readings and bold terms on argument [claim, thesis, evidence, ind./ded] (81-119) and rhetorical situation (1-25) for quiz next Thursday (no notes) Notes and Study Tip (works great for textbooks): Headings: Summaries Bold Terms: Definitions
D A Y1 7	T 9-24	W 9-25	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] Comma Rule 2; (dep/indep clause) Review & Practice: Comma Rule 1 & 2 Quiz - Gold: Chapter Quiz Brief Symbol Lesson (black) - When finished with quiz, Read pg. 54-58: Finish reading “On the Rainy River” and analyze topics, per row	- Epic Re-Write Due Before Class - Reminder: First half of novel quiz on Thursday - Groups will teach sections of text: Define terms, give examples and non-examples, provide guided practice that students can apply concepts - Each group will create a google slide detailing definitions and examples of bold words, and summaries of headings: be as engaging as you can and use images/font to make meaning clear: will present today

D A Y 18	R 9-2 6	F 9-27	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] Halfway Quiz next Tuesday/Wednesday: Oct. 15/16 Brief Symbol Lesson (gold) Black: Chapter Quiz Brief POV Lesson - Writing Journal 5 - Read "Enemies" and "Friends" and analyze topics, per row	First Half of Novel Due: Quiz in Class Culminating Activity: SPACE CAT: Letter to Mark Twain Quiz Cancelled: (closed note; closed book) over readings and bold terms on argument [claim, thesis, evidence, ind./ded] (81-119) and rhetoric (1-25)
D A Y 19	M 10-7	T 10-8	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts]: Halfway Quiz next Tuesday/Wednesday - Go back in your chapter analysis doc, and make sure you have a favorite quote and page for each chapter; if you don't, find one now! (15-20) - Odd and even rows pair up; complete chart for CH. 5&6: "Enemies and Friends" and analyze topics, per row (15-20)	- Independent Reading, Focus: basic topic and primary themes; argument or critique of society the novel is making(how it uses characters and plot to make it) Begin Transcendentalism Unit: 1) What do you know? 2) What do you want to know? Webquest Annotations Focus; - Homework: Read and annotate "Walden" for your theme, comment annotations, and response annotations. Due before next class.
D A Y 20	W 10-9	R 10-10	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts]: Halfway Quiz next Tuesday/Wednesday [3B: Finish chart for Enemies/Friends w/partners (11 mins)] - Writing Journal 7: Telling a True Story, Part 1 (except 3B) - Begin reading "How to tell a True War Story" (64-77); analyze topics, per row	- Independent Reading, Focus: basic topic and primary themes; argument or critique of society the novel is making(how it uses characters and plot to make it) - Finish Webquest (10-15 mins) - Discuss Walden: Annotations Focus; Grading - Homework: Read and annotate "Civil Disobedience" for your theme, comment annotations, and response annotations. Due before class Tuesday, 10-15
D A Y 21	F 10-11	M 10-14	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts]: Halfway Quiz next Tuesday/Wednesday - Read the end of "How to Tell a True War Story" and "The Dentist" chapters: (76-84); analyze topics, per row - Complete chapter/story analysis doc for "How to tell..." and "Dentist"	- Independent Reading, Focus: basic topic and primary themes; argument or critique of society the novel is making(how it uses characters and plot to make it) - Read and annotate "Civil Disobedience" for your theme, comment annotations, and response annotations. Due before class Tuesday, 10-15
D A Y 22	T 10-15	W 10-16	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts]: Halfway Quiz TODAY - Halfway Quiz, Novel Project	Independent Reading, Focus: basic topic and primary themes; argument or critique of society the novel is making(how it uses characters and plot to make it): Due Mon. 10-21 - Discuss "Civil Disobedience" - Homework: Read and annotate "Nature"

				for your theme, comment annotations, and response annotations. Due before class
D A Y 2 3	R 10- 17	F 10- 18	<u>Black Day & 3 Gold:</u> – 2 stories about Tim O’Brien - Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] (23 mins) - Begin reading “Sweetheart of the Song Tra Bong” (85-100); analyze topics, per row (45 mins) <u>2 & 4 Gold:</u> - Begin reading “Sweetheart of the Song Tra Bong” (85-100); analyze topics, per row (45 mins)	- Independent Reading, Focus: basic topic and primary themes; argument or critique of society the novel is making(how it uses characters and plot to make it) - Work on Fiction is Argument Paper - Reminder: Fiction is Argument Paper due before next class
D A Y 2 4	M 10- 21	T 10- 22	– Gold: 2&4: 2 stories about Tim O’Brien - Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] (15 mins) - Finish reading “Sweetheart of the Song Tra Bong” (100-110); analyze topics, per row (25 mins) - Finish Story/Chapter Analysis Doc (15 mins) - Read “Stockings” chapter; analyze topics, per row (5 mins)	- Fiction is Argument Paper due (before class) - Transcendentalism Prezi - Discuss “Nature” - Homework: Read and annotate “Self Reliance”
D A Y 25	W 10- 23	R 10- 24	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] Comma Rule 3: Introduce & Practice Brief Structure Lesson - Read “Church” chapter; analyze topics, per row (5 mins) 3 & 4 Gold also reads “Stockings”	- Read and reflect on feedback from first argument essay: epic:re-write - Discuss “Self Reliance” (whole class) - Homework: “I Hear America Singing” annotations (no theme annotations)
D A Y 2 6	F 10-2 5	M 10- 28	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] (3 Gold, read 116-117 of end of Church)first thing Syntax Lesson Take notes on first page - Syntax Practice Assignment: Paret text (Go to Schoology: Unit 1, Assignments, Syntax, page 2).	- Turn in novels Current Event 1 - Discuss “I Hear America Singing” (whole class) - Homework: “My Life Stood A Loaded Gun” annotations (no theme)
D A Y 27	T 10- 29	W 10- 30	- Finish Syntax Practice Assignment on Schoology - Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] (30 Minutes, combined) - Finish Story/Chapter Analysis Doc for “Stockings” and “Church”(treat as one chapter) (14 minutes) Read “The Man I Killed” chapter (118-124); analyze topics, per row	Turn in novels Current Event 2 - Homework: Abstract to Concrete assignment

D A Y 2 8	R 10- 31	F 11-1	- Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] - Turn in/Completed Syntax Assignment (Combined 15 minutes) Comma Rule 4 & Quiz on Schoology - Finish Story/Chapter Analysis Doc for “The Man I Killed” Read “Ambush” (125-128)	Turn in novels Current Event 3 - Share poems - Homework: Hudson River School
D A Y 2 9	W 11-6	R 11-7	- Total Pages—Page you’re on=pages left - Divide pages left by 26=pages to read per day to finish by deadline - Independent Reading: 2 Journal Entries [Passage(pg.#) and thoughts] -Rubric (Novel Project and Chapter Analysis) -Discuss w/shoulder partner Comma Rule 5 Chapter Analysis Progress Check: # all chapters - Finish Story/Chapter Analysis Doc for CH 13: “Ambush” (125) Read “Style” (129-130) independently - Finish Chapter Analysis Doc for CH 14: “Style” (125)	Turn in novels - AP Multiple Choice Formative: myap.collegeboard.org - Homework and in-class: Patchwork Manifesto (due Friday)
D A Y 3 0	F 11-8	M 11-11	- Independent Reading: 45 Journal Entries and book finished by Dec. 2/3; -Rubric [Passage(pg.#) and thoughts] - Writing Journal 15: My Courage Story Read “Speaking of Courage” (131-148) Discuss Briefly, after	- Review for Unit Test: Argument Essay Overview ppt: Strategies - Argument Essay Prompt - Review MCQ
D A Y 31	T 11- 12	W 11- 13	- Independent Reading: 45 Journal Entries and book finished by Dec. 2/3; -Rubric [Passage(pg.#) and thoughts] (15 m) -3B: Read end of 147-148, and Discuss Briefly - Finish Chapter Analysis Doc for CH 15: “Speaking of Courage” (131) (16m) Read CH 16, “Notes” (149-154) (11m) - Chapter Analysis Quiz on Schoology/Finish Chapter Analysis Doc for CH 16, “Notes” (149) (30m)	- Discuss/Share Manifesto Live Scoring: Silent Work Environment Argument Skill Organizer/Reflection (30) - Begin Research Argument Unit: Arguable AP (45: Homework if not complete)
D A Y 3 2	R 11- 14	F 11- 15	- Independent Reading: 45 Journal Entries and book finished by Dec. 2/3; -Rubric [Passage(pg.#) and thoughts]/Finish Chapter Analysis Quiz, if needed (15m) Comma Rule 6: take notes and practice Read CH 17, “In The Field” (155-170); brief notes over analysis topics Discuss Briefly, after	Live Scoring: Silent Work Environment MCQ Skill Overview: Whole Class Is Algebra Necessary?

D A Y 3 3	M 11- 18	T 11- 19	- Independent Reading: 45 Journal Entries and book finished by Dec. 2/3; -Rubric [Passage(pg.#) and thoughts] (15m) - Brief review of CH 17, “In the Field” Chapter Analysis Doc for CH 17, “In the Field” (155); [turn in on schoology, separately for quiz grade] (19m) Read CH 18 “Good Form,” (171) and complete Chapter Analysis Doc for CH 18, “Good Form” (170); [turn in on schoology, separately for quiz grade] (15m) Read CH 19 “Field Trip”(173); brief analysis notes (12m)	- Complete Is Algebra Necessary? Assignment - Commentary Explicitly explains relationship between evidence and thesis Commentary Explanation and Practice
D A Y 3 4	W 11- 20	R 11- 21	- Independent Reading: 45 Journal Entries and book finished by Dec. 2/3; -Rubric [Passage(pg.#) and thoughts] (15m) 3G: Finish reading “Field Trip”(175-179) - Complete Chapter Analysis Doc for CH 19, “Field Trip” (173) ; [turn in on schoology, separately for quiz grade] (19m) Read CH 20 “Ghost Soldiers” (180-199) (45m)	Thesis and Body Paragraph Overview and Feedback - Discuss as whole class: What’s great? What can be better? How? They Say, I Say (Read, and note anything helpful—examples, etc—to help you integrate quotes in YOUR writing.) Share two ideas from article that will help you integrate quotes in YOUR writing
D A Y 35	F 11- 22	M 11- 25	- Address Sub Feedback: Rewards and Consequences - Quiz over Ghost Soldiers (180-199) - Independent Reading: 45 Journal Entries and book finished by Dec. 2/3; -Rubric [Passage(pg.#) and thoughts] (15m) - Finish Reading CH 20 “Ghost Soldiers” (199-208)(10m) - Complete Chapter Analysis Doc for CH 20, “Ghost Soldiers” (180) ; [turn in on schoology, separately for quiz grade] (20m) - When finished, work on missing chapter analysis chapters; or work on reading your novel/journaling	- Copy your integrated quote paragraph from Algebra assignment, here. - Discuss as a whole class: What’s great? What can be better? How? - Begin Research: KYVL.org: Directions Annotated Bib
D A Y 3 6	T 11- 26		- Independent Reading: 45 Journal Entries and book finished by Dec. 2/3; -Rubric - Letters from Home: Documentary and Questions 4th block: 1:31-2:36 Advisory: 2:41-3:15 (Channel 4)	- Assign nonfiction independent reading assignment (on Schoology, under ‘Independent Reading’ Folder) - Work on Annotated Bib: Due before class on Thursday we return Analyze Speech: 1. Identify Thesis 2. Then, describe how the evidence is related to—and proves— the thesis 4th block: 1:31-2:36 Advisory: 2:41-3:15 (Channel 4)

D A Y 37	M 12-2	T 12-3	- Reminder: Almost End of Unit: All Late/Makeup Work due before Midnight Friday 12-6, for Gold; before midnight Monday 12-9, for Black - Review Expectations (2m): Purpose: In Order To Protect our Learning Environment; Two Expectations: 1) Be Kind and Show Respect; 2) Stay on Task, Work Hard, Be Engaged; Basics: begin class; end class; non-negotiables: cells; tardies; SLANT; - Novel Project Due: Book Read in Entirety; Turn in 45 Dialectical Journals (10m): A) 2 rows at a time B) On First Page: Your Name, Name of Book, and Block C) Staple or Paper Clip D) Alpha Order, by last name Read penultimate CH 21 “Night Life” (208-212) (9m) - Complete Chapter Analysis Doc for CH 21, “Night Life” (208); [turn in on schoology, separately for quiz grade] (20m) Read Final CH 22 “The Lives of the Dead” 2G 221: 6:24 “Also, too” (18m) 3G 219: 6:19 “For a while” 4G 221: 6:23 “Over the next” 2B 219: 6:19 “For a while” 3B 218: 6:17:43 “The thing about”	- Nonfiction Independent Reading and Journaling (15m) - Work on Annotated Bib: Due before next class - Feedback for Wilde Arg. Essay (assigned HIVES)
D A Y 38	W 12-4	R 12-5	- Review process of turning in late/makeup work and sharing doc - Reminder: Almost End of Unit: All Late/Makeup Work due before Midnight Friday 12-6, for Gold; before midnight Monday 12-9, for Black - Finish Reading Final CH 22 “The Lives of the Dead”(20m) 2G 221: 6:24 “Also, too” 3G 219: 6:19 “For a while” 4G 221: 6:23 “Over the next” 2B 219: 6:19 “For a while” 3B 218: 6:17:43 “The thing about” Menti. Final thoughts on novel - Complete last Chapter Analysis Doc for CH 22, “The Lives of the Dead” (209); [turn in on schoology, separately for quiz grade] (20m) - Complete any gaps in chapter analysis doc (due before next class) - Complete any gaps in favorite quotes doc (due before next class)	- Nonfiction Independent Reading and Journaling - Continue Researching (4 sources that support your argument, 2 from kyvl) - Begin outlining

D A Y 3 9	F 12-6	M 12-9	- End of Unit, today: All Late/Makeup Work due before Midnight Friday 12-6, for Gold; before midnight Monday 12-9, for Black; Chapter Analysis Doc graded tomorrow @ 8 am Favorite Quote Project: Patchwork Poem (individual) Structure Project (group)	- Nonfiction Independent Reading and Journaling: Finished book and 10 journals due, Tues. Feb. 4, 8am - Continue Researching and outlining: Completed outline w/4 sources due Mon. Jan. 6, 8 am
D A Y 4 0	T 12-1 O	W 12-1 1	- Finish Structure Project (30m) - Remember, quote project was due this morning; structure project due tomorrow morning at 8am: Make sure they're completed and submitted. - Watch Big Fish(120m) and make notes on connections w/TTTC	- Nonfiction Independent Reading and Journaling: Finished book and 10 journals due, Tues. Feb. 4, 8am - Continue Researching and outlining: Completed outline w/4 sources due Mon. Jan. 6, 8 am Researched Argument Essay Overview
D A Y 41	R12 -12	F12- 13	Reminder, Post Novel Unit Late Work Deadline: Sunday, 12-15, 11:59pm Favorite Quote Project & Structure Project: last chance to earn partial credit by turning in on late/makeup work form - Finish watching Big Fish and make notes on connections Final Study Guide: Structure: Final will be two parts: 1) On-Demand Writing and 2) multiple choice. Content: includes the following: 1) Applying analysis skills (how symbol, pov, motif, structure, and syntax create meaning); 2) Applying standard correct grammar (comma usage); 3) Demonstrating close reading skills How to Study/Prepare for Final: - Review your notes on 6 Comma Rules - Review your completed chapter analysis doc - Review your notes on symbol, pov, motif, structure, and syntax - Review your viewing guide notes for <i>Big Fish</i>	- Nonfiction Independent Reading and Journaling: Finished book and 10 journals due, Tues. Feb. 4, 8am - Final Review (handout) Completed outline w/4 sources due Mon. Jan. 6, 8 am Researched Argument Essay Overview
D A Y 42	M12 -16	T12- 17	- Finals: Black 3 Turn in Checked out Books (to avoid fee) Halfway year Feedback Survey - Work/Study Day Email from our Mr. Arnold: "Students should remain in the classroom today, especially during finals blocks. Even when they are finished, please keep them in your room." Final Instructions: - Complete final on Schoology.	- Nonfiction Independent Reading and Journaling: Finished book and 10 journals due, Tues. Feb. 4, 8am Turn in Checked out Books (to avoid fee) Halfway year Feedback Survey - Work/Study Day Completed outline w/4 sources due Mon. Jan. 6, 8 am

			- Complete essay on sheet of paper. - Remain silent until every student is done. - When every student is done, teacher will have all students turn in essays @ same time.	
D A Y 4 3	W12-18	R12-19	- Finals: Gold 3: Finals: Black 2 & 4 Turn in Checked out Books (to avoid fee) - Work/Study Day Email from Mr. Arnold: "Students should remain in the classroom today, especially during finals blocks. Even when they are finished, please keep them in your room." Final Instructions: - Complete final on Schoology. - Complete essay on sheet of paper. You can use your viewing guide. - Be respectful to your peers: remain silent until every student is done. - When every student is done, teacher will have all students turn in essays @ same time. Stapler provided at that time.	- Final Email from Mr. Arnold: "Students should remain in the classroom today, especially during finals blocks. Even when they are finished, please keep them in your room." Final Instructions: - Complete final on Schoology. - Complete essay on sheet of paper. - Be respectful to your peers: remain silent until every student is done. - When every student is done, teacher will have all students turn in essays @ same time. Stapler provided at that time.
D A Y 4 4	F12-20		- Finals: Gold 2 & 4 Turn in Checked out Books (to avoid fee) - Work/Study Day Email from Mr. Arnold: "Students should remain in the classroom today, especially during finals blocks. Even when they are finished, please keep them in your room." Final Instructions: - Complete final on Schoology. - Complete essay on sheet of paper. - Be respectful to your peers: remain silent until every student is done. - When every student is done, teacher will have all students turn in essays @ same time. Stapler provided at that time.	
D A Y 4 5				
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A Y 4 6				
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