

2025-6 American Literature Calendar

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August	September	October	November
December	January	February	March
April	May		

Legend

	No School		Open Trojan Time
	Special Schedule		Closed Trojan Time

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Trojan Time, Reminders, and Helpful Links

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- [CVHS College & Career Center](#)
- [Student Supports at CVHS](#)
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August				
Monday	Tuesday	Wednesday	Thursday	Friday
4 - Staff Development	5 - Staff Workday	6 - First Day of School / 2:30 Release (Slides) Learning Goal I will learn where to sit, learn the names of at least five classmates, and will know what supplies are required for class.	7 (Slides) Learning Goal I will read Mr. O's letter of introduction and will begin drafting my response. Agenda 1. Silent Reading: Letter of Introduction	8 (Slides) Learning Goal I will complete a first draft of my letter of introduction. Agenda 1. Silent Reading: "The Story of an Hour" 2. Letter of Introduction

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Mr. O's Sophomore English Calendar 2024-25

August				
Monday	Tuesday	Wednesday	Thursday	Friday
		Agenda 1. Meet, Seat, & Greet / Attention Grabber 2. Name Tents 3. WICOR Buddies 4. Supply List Upcoming Deadlines 8/11 - Supplies Check Last Chance!	2. WICOR Buddies 3. Letter of Introduction Upcoming Deadlines 8/11 - Supplies Check Last Chance!	3. Bathroom Passes Upcoming Deadlines 8/11 - Supplies Check Last Chance!
		Key Assignment(s) with support: Letter of Introduction		
11 (Slides) Learning Goal Practice using concrete strategies for identifying central or main idea. Agenda 1. Silent Reading & Supplies Check 2. Central / Main Idea 3. Letter Revising - Organizing Paragraphs by Main Idea Upcoming Due Dates Last Chance!	12 - No Trojan Time Learning Goal I will learn the effect of intentionally setting purpose and point of view on the beauty of writing. Agenda 1. Silent Reading 2. Purpose & Point of View 3. Letter Revising - Purpose & Point of View Upcoming Due Dates Last Chance! 8/15 - Supply Check	13 - No Trojan Time Learning Goal I will intentionally select the purpose and point of view for my writing and will use that to identify three instances where I can make my writing more powerful, persuasive, or beautiful. Agenda 1. Silent Reading 2. Compare/Contrast - Purpose & Point of View 3. Letter Revising - Purpose & Point of View Upcoming Due Dates 8/19-20 - Letter of Introduction with signature Last Chance! 8/15 - Supply Check	14 Learning Goal I will understand the impact of word choice on the tone and mood of writing and will identify at least three instances where I can improve my word choice. Agenda 1. Silent Reading 2. Tone 3. Begin Letter Final Draft Upcoming Due Dates 8/19-20 - Letter of Introduction with signature Last Chance! TOMORROW - Supplies Check Last Chance	15 - Welcome Back Assembly Learning Goal I will understand the elements of our class and will know the requirements of our poetry assignment. Agenda 1. Silent Reading 2. Syllabus Distribution & Activity 3. Poetry Assignment #1 Upcoming Due Dates 8/19-20 - Letter of Introduction with signature 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance!

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August				
Monday	Tuesday	Wednesday	Thursday	Friday
EL Skills: To understand the central idea of a text and clarify the central idea in their own writing. EL Vocab: analyze, central idea , purpose , point of view , tone Assignment(s) with additional support: Letter of Introduction				
18 Learning Goal I will utilize main idea, purpose, point of view, and tone as tools for creating writing that is powerful or beautiful. Agenda 1. Bookroom Pick-Up: <i>The Scarlet Letter</i> 2. Letter of Introduction (due on block day) Upcoming Due Dates 8/19-20 - Letter of Introduction with signature 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance!	19/20 - Closed Trojan Time Learning Goal I will gather crucial background information about <i>The Scarlet Letter</i> and will discuss important concepts with my classmates while sharing my findings. Agenda 1. Silent Reading 2. Letter of Introduction - Self Evaluation & Submit 3. <i>The Scarlet Letter</i> Learning Stations Upcoming Due Dates 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance! 10/2-3 Letter of Introduction with signature	21 - Fire Drill Schedule Learning Goal I will gather crucial background information about <i>The Scarlet Letter</i> and will discuss important concepts with my classmates while sharing my findings. Agenda 1. Silent Reading 2. Poem Practice 3. Finish <i>Scarlet Letter</i> Learning Stations Upcoming Due Dates 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance! 10/2-3 Letter of Introduction with signature	22 Learning Goal I will identify literary devices in Chapter 1 of <i>The Scarlet Letter</i> . Agenda 1. Silent Reading 2. Intro to Rhetorical & Literary Devices 3. <i>Scarlet Letter</i> : Chapter 1 Upcoming Due Dates 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance! 10/2-3 Letter of Introduction with signature	
EL Skills: Students will be able to describe themselves by using descriptive vocabulary. EL Vocab: Letter of Introduction Vocabulary Assignment(s) with additional support: Letter of Introduction , The Scarlet Letter , Webster's Thesarus Edition				
25 Learning Goal I will analyze the tone of the opening of <i>The Scarlet Letter</i> and will make predictions about the setting and plot of the	26/27 Learning Goal I will analyze the purpose and point of view of a passage from <i>The Scarlet Letter</i> and will consider how tone contributes to the meaning of the text. Agenda	28 - Back To School Night (BTSN Schedule Flyer) Learning Goal I will analyze how an author uses multiple techniques to create characters with depth.	29 - 1:30 Release(Slides) Learning Goal I will create a set of flashcards to help me study literary devices in writing. Agenda	

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August				
Monday	Tuesday	Wednesday	Thursday	Friday
novel. Agenda Silent Reading Reading Strategy (Post-it Annotations): <i>The Scarlet Letter</i>: Chapter 1 - Chapter 1 Analysis - Tone Upcoming Due Dates 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance! 10/2-3 Letter of Introduction with signature	Silent Reading Vocabulary Process - Using Context Flowchart <i>The Scarlet Letter</i>: Chapter 2 reading & story elements post-it annotations (ELD Scaffolds) Upcoming Due Dates 8/28 - Back-to-school night 8/29 - Bring a BUNCH of index cards 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance! 10/2-3 Letter of Introduction with signature		Agenda Silent Reading - Finish <i>SL</i> chapter 2 - Intro to Characterization Upcoming Due Dates 8/28 - Back-to-school night tonight! 8/29 - Bring a BUNCH of index cards 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance! 10/2-3 Letter of Introduction with signature	Silent Reading Literary Devices Flashcards Upcoming Due Dates 9/2-3 - Quiz on Block - central idea, purpose & pov, tone, & literary devices 9/4 - Read <i>The Scarlet Letter</i> chapters 7-9 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance! 10/2-3 Letter of Introduction with signature
EL Skills: I will be able to describe the elements of characters, setting, symbols, and plot as they appear in <i>The Scarlet Letter</i>. EL Vocab: characterization, purpose & point of view Assignment(s) with additional support: The Scarlet Letter, Webster's Thesaurus Edition, Characterization				

September				
Monday	Tuesday	Wednesday	Thursday	Friday
1 - Labor Day	2 - Open Trojan Time / 3 - Closed Trojan Time Learning Goal I will track story elements in chapter 3 of <i>The Scarlet Letter</i> in preparation for identifying evidence to support a thesis statement. Agenda Silent Reading Poem Practice & Review <i>The Scarlet Letter</i>: Chapter 3 - Characterization & Post-it annotations		4 Learning Goal I will track story elements in chapters 4 and 5 of <i>The Scarlet Letter</i> in preparation for identifying evidence to support a thesis statement. Agenda Silent Reading	5 - Q1 Progress Reports Learning Goal I will recite a poem from memory and continue to study literary devices using my flashcards. Agenda Silent Reading - Recitations / The Scarlet Letter Chapter 6 Guided

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September				
Monday	Tuesday	Wednesday	Thursday	Friday
	Upcoming Due Dates 9/5 - Poetry Assignment #1 due (memorize & recite) Last Chance! TODAY - Letter of Introduction with signature		2. Characterization chart review ch. 1-3 3. <i>The Scarlet Letter</i>: Chapter 4-5 - Characterization & Post-it annotations Upcoming Due Dates 9/5 - Poetry Assignment #1 due (memorize & recite) 9/5 - Finish reading SL chapter 5 9/12 - Quiz (Central Idea, POV & Purpose, Tone, Characterization) Last Chance!	Reading 3. Flashcards Worktime Upcoming Due Dates 9/5 - Poetry Assignment #1 due (memorize & recite) 9/8 - Read SL chapters 7-9 9/12 - Quiz (Central Idea, POV & Purpose, Tone, Characterization) Last Chance!
EL Skills: I will be able to describe the elements of characters, setting, symbols, and plot as they appear in <i>The Scarlet Letter</i>. EL Vocab: characterization Assignment(s) with additional support: The Scarlet Letter, Webster's Thesaurus Edition, Characterization,				
8 Learning Goal I will identify textual evidence in support of a thesis. Agenda 1. Silent Reading 2. Textual Evidence Notes 3. SL Textual Evidence Practice Upcoming Due Dates 9/12 - Quiz (Central Idea, POV & Purpose, Tone, Characterization)	9/10 Learning Goal I will track story elements in <i>The Scarlet Letter</i>. Agenda 1. Silent Reading 2. Vocabulary Process - Using Context Flowchart Practice 3. SL Chapters 10-11 - Characterization, Post-it annotations, & discussion questions Upcoming Due Dates 9/12 - Quiz (Central Idea, POV & Purpose, Tone, Characterization) 9/15 - Read SL Chapters 14-16 Last Chance!	11 Learning Goal I will participate in a discussion with my group to answer inferential questions about <i>The Scarlet Letter</i>. Agenda 1. Silent Reading 2. SL Chapter 10 Review Upcoming Due Dates 9/12 - Quiz (Central Idea, POV & Purpose, Tone, Characterization) 9/15 - Read SL Chapters	12 <i>End of Rotation #1</i> Learning Goal I will participate in a discussion with my group to answer inferential questions about <i>The Scarlet Letter</i>. Agenda 1. Silent Reading 2. Quiz 3. SL Chapters 11-? Upcoming Due Dates 9/15 - Read SL Chapters 14-16	

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September				
Monday	Tuesday	Wednesday	Thursday	Friday
<u>Last Chance!</u>			14-16 <u>Last Chance!</u>	<u>Last Chance!</u>
EL Skills: I will use textual evidence to support an inference-based thesis statement about <i>The Scarlet Letter</i> . EL Vocab: characterization, textual evidence, quote, citation, thesis Assignment(s) with additional support: The Scarlet Letter , Webster's Thesaurus Edition , Textual Evidence				
15 <u>Learning Goal</u> Identify the significant events in the chapter that mark turning points for characters. <u>Agenda</u> 1. Silent Reading 2. The Scarlet Letter Chapters 12-13 reading & study groups <u>Upcoming Due Dates</u> 9/16-17 - Read chapters 14-16 of <i>The Scarlet Letter</i> <u>Last Chance!</u> 9/19 - Poetry Assignment make-ups due	16/17 <u>Learning Goal</u> I will study elements of character, symbolism, plot, and theme in <i>The Scarlet Letter</i> by investigating both literal and inferential questions. <u>Agenda</u> 1. Silent Reading 2. Chapters 12-13 share-outs 3. Chapters 14-16 review <u>Upcoming Due Dates</u> 9/19 - Read Chapters 19-21 of <i>The Scarlet Letter</i> <u>Last Chance!</u> 9/19 - Poetry Assignment make-ups due	18 <u>Learning Goal</u> I will study elements of character, symbolism, plot, and theme in <i>The Scarlet Letter</i> by investigating both literal and inferential questions. <u>Agenda</u> 1. Silent Reading 2. Chapter 17-18 Study Groups <u>Upcoming Due Dates</u> 9/19 - Read Chapters 19-21 of <i>The Scarlet Letter</i> <u>Last Chance!</u> 9/19 - Poetry Assignment make-ups due	19 Homecoming Schedule <u>Learning Goal</u> I will study elements of character, symbolism, plot, and theme in <i>The Scarlet Letter</i> by investigating both literal and inferential questions. <u>Agenda</u> 1. Silent Reading 2. Chapter 17-18 Study Groups <u>Upcoming Due Dates</u> 9/19 - Read Chapters 19-21 of <i>The Scarlet Letter</i> <u>Last Chance!</u> TODAY - Poetry Assignment make-ups due	
EL Skills: I will practice speaking in a small-group setting and will share my findings with the class. EL Vocab: evidence, claim, explain, compare, scaffold, symbol, chest, shout, anticipating, important, significant Assignment(s) with additional support: The Scarlet Letter , Webster's Thesaurus Edition , Chapters 12-13 Resources				
22 <u>Learning Goal</u> Identify how themes have emerged and what evidence of these themes	23 - Open Trojan Time / 24 - Closed Trojan Time (Slides) <u>Learning Goal</u> I will use the SQ3R method to enhance comprehension for the ending of <i>The Scarlet Letter</i> .		25 <u>Learning Goal</u> I will use the SQ3R method to enhance comprehension for the ending of <i>The</i>	26 <u>Learning Goal</u> I will use the SQ3R method to enhance comprehension for the ending of <i>The</i>

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September				
Monday	Tuesday	Wednesday	Thursday	Friday
has appeared thus far. Agenda Silent Reading - SL ch. 19-21 review - Thematic Motifs in <i>The Scarlet Letter</i> (private v. public world, community values, personal & societal need for shaming, collusion, compliance & coercion, allies/support systems, acting a part, humor in incongruity/irony) Upcoming Due Dates Last Chance!	Agenda Silent Reading - Scarlet Letter Chapters 22-24 (SQ3R Method) (Question Types & Graphic Organizer) Upcoming Due Dates Last Chance!		<i>Scarlet Letter.</i> Agenda Silent Reading - Scarlet Letter SQ3R for Ch. 24 - Essay Elements Review Upcoming Due Dates Last Chance!	<i>Scarlet Letter.</i> Agenda Silent Reading Scarlet Letter SQ3R for Ch. 24 Upcoming Due Dates Last Chance!
EL Skills: I will use the SQ3R method to study an English text and share my questions in English. EL Vocab: SQ3R, Survey, Question, Read Actively, Recite, Review Assignment(s) with additional support: SQ3R Notes/Model & Practice Graphic Organizer				
29 Learning Goal I will study the parts of a compare/contrast essay so that I can decide how to structure my own essay. Agenda Silent Reading Essay Elements Review Upcoming Due Dates Last Chance!	30/1 Learning Goal I will identify important elements in a film to compare and contrast with a class text. Agenda Silent Reading Compare/Contrast Essay Elements Review <i>Easy A</i> Viewing <i>Easy A</i> Midpoint Discussion Upcoming Due Dates Last Chance!			
EL Skills: I will describe a secret from both texts and will explain the effects of keeping that secret.				

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September				
Monday	Tuesday	Wednesday	Thursday	Friday
EL Vocab: Compare, contrast, secret, rumor, reputation, lie, shame Assignment(s) with additional support: Compare/Contrast Essay				

October				
Monday	Tuesday	Wednesday	Thursday	Friday
	See September 30		2 Learning Goal I will create a working thesis and identify strong evidence in support of this thesis. Agenda 1. Silent Reading 2. Easy A viewing 3. Essay Planning Upcoming Due Dates Last Chance!	3 Learning Goal I will draft a copy of my essay. Agenda 1. Silent Reading 2. Essay Planning & Drafting Upcoming Due Dates Last Chance!
6 Learning Goal I will complete the draft of my essay. Agenda 1. Silent Reading 2. Finish Essay Planning & Bookroom Upcoming Due Dates Last Chance!	7/8 - Pre-PSAT / PSAT Learning Goal I will complete the draft of my essay. Agenda 1. Silent Reading 2. Essay Drafting Upcoming Due Dates Last Chance!		9 - End of Quarter 1 / 2:30 Release Learning Goal I will draft a copy of my essay. Agenda 1. Silent Reading 2. Essay Drafting Upcoming Due Dates Last Chance!	10

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October				
Monday	Tuesday	Wednesday	Thursday	Friday
EL Skills: I will describe a secret from both texts and will explain the effects of keeping that secret. EL Vocab: Compare, contrast, secret, rumor, reputation, lie, shame Assignment(s) with additional support: Compare/Contrast Essay				
13	14 - Staff Development	15 - Regular Schedule (no blocks) Learning Goal I will draft a copy of my essay. Agenda 1. Silent Reading 2. Essay Drafting (final day, essays due at end of period) Upcoming Due Dates Last Chance!	16 - Great Shake Out Learning Goal I will analyze a model text to see how a writer can select only relevant facts to include in a summary. Agenda 1. Silent Reading 2. Summarizing & Key Details: The March on Washington Upcoming Due Dates Last Chance!	17 Learning Goal I will summarize a text and gain historical context for <i>A Raisin in the Sun</i> . Agenda 1. Silent Reading 2. Plessy v. Ferguson - Reading, Summarizing, & Connecting Upcoming Due Dates Last Chance!
EL Skills: I will write an objective summary in my own words. EL Vocab: Summary, paragraph, key details Assignment(s) with additional support: Translated Readings: Simplified Chinese, Spanish, Vietnamese; March on Washington Summary				
20 Learning Goal I will analyze a summary of Plessy v. Ferguson and compare my own work to the summary provided. Agenda 1. Silent Reading 2. Plessy v. Ferguson Summary Review 3. Freewrite #1	21 - Open Trojan Time / 22 - Closed Trojan Time Learning Goal I will read and analyze significant elements of Act 1 from <i>A Raisin in the Sun</i> . Agenda 1. Silent Reading 2. Freewrite #2 3. <i>A Raisin in the Sun</i> Act 1 Reading & Retrieval Chart (Graphic Organizer) Upcoming Due Dates	23 Learning Goal I will read and analyze significant elements of Act 1 from <i>A Raisin in the Sun</i> . Agenda 1. Silent Reading 2. Freewrite #3 3. <i>A Raisin in the Sun</i> Act 1 Reading & Retrieval Chart (Graphic Organizer)	24 Learning Goal I will read and analyze significant elements of Act 1 from <i>A Raisin in the Sun</i> . Agenda 1. Silent Reading 2. “Harlem” memorization practice 3. Finish <i>A Raisin in the Sun</i> Act 1 Reading & Retrieval	

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October				
Monday	Tuesday	Wednesday	Thursday	Friday
4. “Harlem” by Langston Hughes (analysis) <u>Upcoming Due Dates</u> 10/24 - Quiz 11/4-5 “Harlem” memorization <u>Last Chance!</u>	10/24 - Quiz 11/4-5 “Harlem” memorization <u>Last Chance!</u>		<u>Upcoming Due Dates</u> TOMORROW - Quiz 11/4-5 “Harlem” memorization <u>Last Chance!</u>	Chart (Graphic Organizer) <u>Upcoming Due Dates</u> 11/4-5 “Harlem” memorization <u>Last Chance!</u>
EL Skills: I can describe the dreams of each character and can ask questions about those dreams. EL Vocab: Dreams, American Dream Assignment(s) with additional support: CliffNotes Annotation				
27 <u>Learning Goal</u> I will select one character and begin tracking the development of that character’s dreams through Act 2 of <i>A Raisin in the Sun</i> . <u>Agenda</u> 1. Silent Reading 2. Act 1 Review 3. Act 2: Read & Retrieval Chart <u>Upcoming Due Dates</u> 11/4-5 “Harlem” memorization <u>Last Chance!</u>	28/29 <u>Learning Goal</u> I will understand the significance of the historical context of the Civil Rights Movement as it relates to central conflicts in <i>A Raisin in the Sun</i> . <u>Agenda</u> 1. Silent Reading 2. Freewrite #4 3. American Civil Rights Context: Emmett Till & The Montgomery Bus Boycott 4. Act 2: Read, Discuss, & Retrieval Chart <u>Upcoming Due Dates</u> 11/4-5 “Harlem” memorization <u>Last Chance!</u>	30 <u>Learning Goal</u> I will continue to trace the development of a character and their dreams through Acts 2 and 3 of <i>A Raisin in the Sun</i> in preparation for writing a literary analysis essay. <u>Agenda</u> 1. Silent Reading 2. Freewrite #5 3. Act 2-3: Read, Discuss, & Retrieval Chart <u>Upcoming Due Dates</u> 11/4-5 “Harlem” memorization <u>Last Chance!</u>	31 <u>Learning Goal</u> I will continue to trace the development of a character and their dreams through Acts 2 and 3 of <i>A Raisin in the Sun</i> in preparation for writing a literary analysis essay. <u>Agenda</u> 1. Silent Reading 2. Freewrite #6 3. Act 2-3: Read, Discuss, & Finish Retrieval Chart <u>Upcoming Due Dates</u> 11/4-5 “Harlem” memorization <u>Last Chance!</u>	

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October				
Monday	Tuesday	Wednesday	Thursday	Friday
EL Skills: I understand how to use common American sayings that appear in <i>A Raisin in the Sun</i> EL Vocab: Civil rights, Emmett Till, Montgomery Bus Boycott Assignment(s) with additional support: CliffNotes Annotation				
November				
Monday	Tuesday	Wednesday	Thursday	Friday
3 Learning Goal I will continue to trace the development of a character and their dreams through Acts 2 and 3 of <i>A Raisin in the Sun</i> in preparation for writing a literary analysis essay. Agenda 1. Silent Reading 2. Act 2-3: Read, Discuss, & Finish Retrieval Chart 3. Bookroom Upcoming Due Dates 11/4-5 "Harlem" memorisation Last Chance!	4 - Open Trojan Time / 5 - Closed Trojan Time Learning Goal I will begin writing my literary analysis assertion essay for <i>A Raisin in the Sun</i> and will submit my thesis and my evidence to Mr. O by the end of the period. Agenda 1. Silent Reading 2. Thesis Workshop (Handout) / Poetry Recitations Upcoming Due Dates 11/10 - Literary Analysis Essay Due Last Chance! 11/18-19 "Harlem" memorisation		6 Learning Goal I will draft at least one complete paragraph of my literary analysis assertion essay. Agenda 1. Silent Reading 2. Thesis Review 3. Evidence & Analysis: Interpretation & Justification (Example) Upcoming Due Dates 11/10 - Literary Analysis Essay Due Last Chance! 11/18-19 "Harlem" memorization	7 Learning Goal I will draft at least one complete paragraph of my literary analysis assertion essay. Agenda 1. Silent Reading 2. Context, Evidence, & Analysis Upcoming Due Dates 11/10 - Literary Analysis Essay Due Last Chance! 11/18-19 "Harlem" memorisation
EL Skills: I will explain how a character from <i>A Raisin in the Sun</i> relates to the poem "Harlem". EL Vocab: fester, deferred, embody, sags, dry up, explode, rotten, sore, specifics, evidence Assignment(s) with additional support: A Raisin in the Sun Mini-Essay				
10 Learning Goal	11 - Veterans Day	12 ch. preface-2 Learning Goal	13 Learning Goal	14 - Q2 Progress Reports Learning Goal

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November				
Monday	Tuesday	Wednesday	Thursday	Friday
I will draft at least one complete paragraph of my literary analysis assertion essay. Agenda 1. Silent Reading 2. Literary Analysis Essay Drafting Upcoming Due Dates 11/10 - Literary Analysis Essay Due Last Chance! 11/18-19 "Harlem" memorization 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance		I will develop a basic understanding of narrative elements. Agenda 1. Silent Reading 2. Narratives Stations Upcoming Due Dates 11/13 - Finish reading Introductory through ch. 1 & complete your annotation post-it 11/17 - Literary Devices Quiz Last Chance! 11/18-19 "Harlem" memorisation 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance	I will examine one element of narrative as it appears in chapter 1 of <i>The Narrative of the Life of Frederick Douglass</i>. Agenda 1. Silent Reading 2. Introduction & Preface Rhetorical Analysis Lecture & Discussion 3. Chapter 1 Narrative Analysis (Period 3, Period 4, Period 5) Upcoming Due Dates 11/14 - Finish reading through ch. 2 & complete your annotation post-it 11/17 - Literary Devices Quiz Last Chance! 11/18-19 "Harlem" memorisation 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance	I will examine one element of narrative as it appears in chapter 2 of <i>The Narrative of the Life of Frederick Douglass</i>. Agenda 1. Silent Reading 2. Chapter 2 Narrative Analysis (Period 3, Period 4, Period 5) Upcoming Due Dates 11/17 - Literary Devices Quiz 11/18-19 Finish reading through ch. 4 & complete your annotation post-it Last Chance! 11/18-19 "Harlem" memorisation 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance
EL Skills: I can identify narrative elements by reading definitions and can write short phrases using key academic vocabulary. EL Vocab: narrative, real, imaginary, character, narrator, point of view, protagonist, antagonist, conflict, driving force, plot, sequence, setting, location, mood, theme, idea, symbol, represents, rhetoric, device Assignment(s) with additional support: Narrative Stations				
17 ch. 3-9 Learning Goal I will demonstrate a flexible understanding of literary and rhetorical devices as they appear in	18/19 Learning Goal I will watch a documentary with speeches by Frederick Douglass and consider how and why his way of telling personal stories is effective.		20 Learning Goal I will read about how authors use narrative elements to create a compelling story and will	21 Learning Goal I will examine one element of narrative as it appears in chapters 3-4 of <i>The Narrative of the Life of</i>

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November				
Monday	Tuesday	Wednesday	Thursday	Friday
<i>The Narrative of the Life of Frederick Douglass.</i> Agenda 1. Silent Reading 2. Literary Devices Quiz 3. GrammarFlip: 1.04 - Simple and Complete Subjects and Predicates/Verbs Upcoming Due Dates 11/18-19 Finish reading through ch. 4 & complete your annotation post-it 11/18-19 "Harlem" memorisation 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance Last Chance! 11/18-19 "Harlem" memorisation 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance	Agenda 1. Silent Reading 2. GrammarFlip: 1.06 - Compound Subjects and Compound Predicates/Verbs 3. Frederick Douglass: In Five Speeches Upcoming Due Dates 11/20 - Finish reading through ch. 7 & complete your annotation post-it 11/21 - Finish reading through ch. 9 & complete your annotation post-it 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance Last Chance! 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance		use that information to participate in a discussion about what makes a narrative compelling. Agenda 1. Silent Reading 2. Compelling Narrative Elements Discussion Board Upcoming Due Dates 11/21 - Finish reading through ch. 8 & complete your annotation post-it 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance Last Chance!	<i>Frederick Douglass.</i> Agenda 1. Silent Reading 2. <i>Frederick Douglass</i> chapters 3-4 review & narrative analysis Upcoming Due Dates 11/21 - <i>A Raisin in the Sun</i> Assertion Last Chance Last Chance!
EL Skills: I will properly use the word "compelling" when writing about a narrative and will provide a description of a compelling element of Douglass's story. EL Vocab: change, stakes, theme Assignment(s) with additional support: Frederick Douglass: In Five Speeches				
24	25/26		27	28

December				
Monday	Tuesday	Wednesday	Thursday	Friday
1 ch. 10	2/3		4	5

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December				
Monday	Tuesday	Wednesday	Thursday	Friday
<u>Learning Goal</u> I will review chapters 1-9 of <i>Frederick Douglass</i> and will select the most important details from the section that should be included on an interactive bulletin board. <u>Agenda</u> 1. Silent Reading 2. Freewrite #7 3. Frederick Douglass Interactive Bulletin Board Review <u>Upcoming Due Dates</u> 12/4 - Finish reading through ch. 10 & complete your annotation post-it 12/5 - FD, Narrative, & Literary Devices Quiz <u>Last Chance!</u> 12/15 - Final deadline for all late/missing work	<u>Learning Goal</u> I will present an element of the Frederick Douglass Narrative interactive bulletin board to the class and will articulate what makes those elements especially compelling. <u>Agenda</u> 1. Silent Reading 2. GrammarFlip 3. Frederick Douglass Interactive Bulletin Board <u>Upcoming Due Dates</u> 12/4 - Finish reading through ch. 10 & complete your annotation post-it 12/5 - FD, Narrative, & Literary Devices Quiz <u>Last Chance!</u> 12/15 - Final deadline for all late/missing work		<u>Learning Goal</u> I will review FD, narrative elements, and literary devices in preparation for our quiz on Monday. <u>Agenda</u> 1. Silent Reading 2. Frederick Douglass Interactive Bulletin Board presentations <u>Upcoming Due Dates</u> 12/5 - FD, Narrative, & Literary Devices Quiz <u>Last Chance!</u> 12/15 - Final deadline for all late/missing work	<u>Learning Goal</u> I will understand the expectations for our final project and will brainstorm in preparation. <u>Agenda</u> 1. Silent Reading 2. FD Presentations 3. Moth Project Community Agreements & Brainstorming <u>Upcoming Due Dates</u> 12/8 - Finish reading through ch. 11 & complete your annotation post-it <u>Last Chance!</u> 12/15 - Final deadline for all late/missing work
EL Skills: I will participate in my group presentation by working with a classmate to plan what I am going to say and practice my pronunciation. EL Vocab: central idea, metaphor, conflict, antagonist Assignment(s) with additional support: Frederick Douglass Interactive Bulletin Board				
8 ch. 11-appendix <u>Learning Goal</u> I will demonstrate understanding of narrative elements, literary devices, and Douglass's narrative. <u>Agenda</u>	9/10 <u>Learning Goal</u> I will analyze a model story as a tool for understanding how to utilize scenes to craft a compelling narrative. <u>Agenda</u> 1. Silent Reading 2. Grammar Flip: 1.30 - Run-on Sentences, Comma	11 <u>Learning Goal</u> I will analyze narrative elements in the closing chapters of Frederick Douglass and select a moment as most compelling.	12 <u>Learning Goal</u> I will establish the first and last lines in my story and will identify what sections should be scenes and what sections should be summaries.	

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Mr. O's Sophomore English Calendar 2024-25

December				
Monday	Tuesday	Wednesday	Thursday	Friday
1. Silent Reading 2. FD, Narrative, & Literary Devices Quiz 3. Rapid Fire Prompts Upcoming Due Dates 12/11 - Finish reading through the appendix and complete your annotation post-it Last Chance! 12/15 - Final deadline for all late/missing work	Splices, and Fragments 3. Listen & Deconstruct 4. Scenes vs. Summary 5. Story Plan Upcoming Due Dates 12/11 - Finish reading through the appendix and complete your annotation post-it 12/16 - Prepare your computer for finals by checking for updates, charging, and using the practice test. 12/16 - Storytelling Project due via Google Classroom at the start of the period. Last Chance! 12/15 - Final deadline for all late/missing work		Agenda 1. Silent Reading 2. Distribute Final Exam Study Guide (on paper only) 3. Frederick Douglass Closing Discussion Upcoming Due Dates 12/11 - Finish reading through the appendix and complete your annotation post-it 12/16 - Prepare your computer for finals by checking for updates, charging, and using the practice test. 12/16 - Storytelling Project due via Google Classroom at the start of the period. Last Chance! 12/15 - Final deadline for all late/missing work	Agenda 1. Silent Reading 2. The Last Line 3. Peer Review Workshop Upcoming Due Dates 12/11 - Finish reading through the appendix and complete your annotation post-it 12/16 - Prepare your computer for finals by checking for updates, charging, and using the practice test. 12/16 - Storytelling Project due via Google Classroom at the start of the period. Last Chance! 12/15 - Final deadline for all late/missing work
EL Skills: Students will express ideas about Frederick Douglass's escape and new identity by completing sentence frames with tier 1 and tier 2 vocabulary derived from the text. EL Vocab: events, jail, escape, whipping, religion Assignment(s) with additional support: Douglass Closing Discussion				
15 Learning Goal I will ensure that my story is ready for recording by the end of the period. Agenda	16 Learning Goal I will analyze narrative elements in the storytelling of my peers. Agenda	17 - Finals Learning Goal I will demonstrate mastery of all semester 1 standards by taking my final exam. Agenda	18 - Finals Learning Goal I will demonstrate mastery of all semester 1 standards by taking my final exam. Agenda	19 - Finals / End of Semester 1 Learning Goal I will demonstrate mastery of all semester 1 standards by taking my final exam.

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Mr. O's Sophomore English Calendar 2024-25

December				
Monday	Tuesday	Wednesday	Thursday	Friday
1. Silent Reading 2. Story Practice Upcoming Due Dates 12/16 - Prepare your computer for finals by checking for updates, charging, and using the practice test. 12/16 - Storytelling Project due via Google Classroom at the start of the period. Last Chance! TODAY - Final deadline for all late/missing work	1. Silent Reading 2. Story Reflection & Peer Reviews Upcoming Due Dates Last Chance!	1. Collaborative Cram Session 2. Final Exam (on Illuminate, bring your school-issued device)	1. Collaborative Cram Session 2. Final Exam (on Illuminate, bring your school-issued device)	Agenda 1. Collaborative Cram Session 2. Final Exam (on Illuminate, bring your school-issued device)
EL Skills: Students will plan a short personal narrative in their primary language and orally retell it in English EL Vocab: change, stakes, theme, joy, first-person, narrative Assignment(s) with additional support: Storytelling Project (Organizers)				
22	23/24		25	26
29	30	31		

January				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5 - Staff Development	6 - 2:30 Release Learning Goal I know about different types of censorship, can identify an example, and can articulate the common justifications for	7 - 3:35 Release, No Trojan Time Learning Goal I will create my first set of vocabulary index cards as a study tool.	8 Learning Goal I will investigate the social setting of teenagers in the 1950s. Agenda	9 Learning Goal I will ensure that I have a silent reading book AND our next class novel, <i>The Catcher in the Rye</i> .

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Mr. O's Sophomore English Calendar 2024-25

January				
Monday	Tuesday	Wednesday	Thursday	Friday
	censorship. Agenda 1. Silent Reading 2. Review class norms 3. Censorship discussion / newscast 4. Exit Ticket Upcoming Due Dates Last Chance!	Agenda 1. Silent Reading 2. Vocabulary Flashcards Set #1 (Instructions & Model) Upcoming Due Dates 1/9 - Vocabulary Flashcards Set #1 (Instructions & Model) due 1/16 - Vocab & Catcher Quiz #1 Last Chance!	1. Silent Reading / New Seats 2. “The Luckiest Generation” Gallery Walk (materials in Google Classroom) 3. Exit Ticket Upcoming Due Dates 1/9 - Vocabulary Flashcards Set #1 (Instructions & Model) due 1/14 - Bring your school-issued laptop to TrojanTime 1/16 - Vocab & Catcher Quiz #1 Last Chance!	Agenda 1. Silent Reading / Index Cards Check 2. Bookroom 3. Library Visit Upcoming Due Dates 1/16 - Vocab #1 & Catcher Ch. 1-5 Quiz 1/12 - Read & post-its for <i>Catcher</i> chapters 1-2 1/14 - Bring your school-issued laptop to TrojanTime 1/13-14 - Read & post-its for <i>Catcher</i> chapters 3-4 1/15 - Read & post-its for <i>Catcher</i> chapters 5-6 1/16 - Read & post-its for <i>Catcher</i> chapters 7-8 Last Chance!
	EL Skills: Students will be able to write simple sentences explaining why teenagers rebelled in the 1950s using sentence starters and a word bank. EL Vocab: historian, rebellion, independent, media, actor/idol, identity Assignment(s) with additional support: Teenage Rebellion in the 1950s			
12 - ch. 1-8 Learning Goal I can describe Holden’s characterization and identify evidence in support of this position. Agenda 1. GrammarFlip 2.22 - Phrases Defined / Silent	13 - Open Trojan Time / 14 - Closed Trojan Time Learning Goal I will demonstrate comprehension of the exposition of <i>Catcher</i> by participating in a discussion and beginning to track themes and symbols. Agenda 1. Catcher Freewrite #1 / Silent Reading 2. Dictionary in the Rye 3. <i>Catcher</i> chapters 1-3 review & discussion	15 Learning Goal I will analyze characterization in the first few chapters of <i>Catcher</i>. Agenda 1. Silent Reading 2. Chapters 4-5 Discussion / Collect Reading Guide	16 Learning Goal I will demonstrate a literal and inferential understanding of The Catcher and apply my knowledge of roots and affixes. Agenda	

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Mr. O's Sophomore English Calendar 2024-25

January				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading 2. Characterization & Tone Review / <i>Catcher</i> Chapter 1 3. <i>Catcher</i> reading time Upcoming Due Dates 1/14 - Bring your school-issued laptop to TrojanTime 1/13-14 - Read chapters 1-3, complete your post-it annotations & your reading guide 1/15 - Read chapters 4-5, complete your post-it annotations & your reading guide Last Chance!	4. <i>Catcher</i> themes overview & organizer Upcoming Due Dates 1/14 - Bring your school-issued laptop to TrojanTime 1/15 - Read chapters 4-5, complete your post-it annotations & your reading guide Last Chance!		3. In Holden's Mind Upcoming Due Dates Last Chance! 1/29 - Ch. 1-5 reading guide last chance	1. Silent Reading 2. Quiz & "In Holden's Mind" work time Upcoming Due Dates 1/20-21 - Read chapters 6-8, complete your post-it annotations & your reading guide 1/22 - Read chapters 6-8, complete your post-it annotations & your reading guide Last Chance! 1/29 - Ch. 1-5 reading guide last chance
EL Skills: Students will be able to describe characters and key plot events in Chapters 1-5 of <i>The Catcher in the Rye</i> by locating textual evidence (page numbers) and completing sentence frames using descriptive adjectives and past-tense verbs. EL Vocab: phony, slob, composition, baseball mitt, lonely Assignment(s) with additional support: ELD Reading Guide, Character Analysis				
19 - MLK Jr. Birthday	20/21 ch. 9-14 Learning Goal I will demonstrate an understanding of characterization in <i>Catcher</i> by illustrating and analyzing one character from the exposition of the novel. Agenda 1. GrammarFlip 2.25 - Clauses Defined / Silent Reading 2. "In Holden's Mind" Assignment / Holden's Language (4th period) 3. Vocabulary Unit 2 4. Chapters 6-8 Review & Discussion		22 - Drill Schedule Learning Goal I will demonstrate literal and inferential understanding of chapters 9-14 of <i>Catcher</i>. Agenda 1. Silent Reading 2. Themes Review 3. Dictionary in the Rye Upcoming Due Dates	23 Learning Goal I will demonstrate literal and inferential understanding of chapters 9-14 of <i>Catcher</i>. Agenda 1. Silent Reading / Collect reading guides 2. Quiz - Ch. 9-14 3. In Holden's Mind / Holden's Language work

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Mr. O's Sophomore English Calendar 2024-25

January				
Monday	Tuesday	Wednesday	Thursday	Friday
	Upcoming Due Dates 1/22 - Read chapters 9-11, complete your post-it annotations & your reading guide 1/23 - Vocab Unit 2 Index Cards Due 1/23 - Read chapters 12-14, complete your Post-it annotations & your reading guide 1/23 - <i>Catcher</i> chapters 6-14 Quiz 1/30 - Vocab set #2 & <i>Catcher</i> 15-21 quiz Last Chance! 1/29 - Ch. 1-5 reading guide last chance		1/23 - Read chapters 12-14, complete your post-it annotations & your reading guides (chs. 5-11 and 12-14) 1/23 - <i>Catcher</i> ch. 6-14 Quiz 1/23 - In Holden's Mind/Holden's Language 1/30 - Vocab set #2 & <i>Catcher</i> 15-21 quiz Last Chance! 1/29 - Ch. 1-5 reading guide last chance	time & Vocab Cards Check Upcoming Due Dates 1/26 - Read chapters 15-16, complete your post-it annotations & your reading guide 1/27-28 - Read chapters 17-19, complete your post-it annotations & your reading guide 1/29 - Read chapters 20-21, complete your post-it annotations & your reading guide 1/30 - Vocab set #2 & <i>Catcher</i> 15-21 quiz Last Chance! 1/29 - Ch. 1-5 reading guide last chance 1/30 - Vocab unit 1 quiz 2/3-4 - GrammarFlip 2.25
EL Skills: Students will be able to explain the causes and effects of Holden's actions (the fight with Stradlater, leaving school) and describe his interactions with strangers (Mrs. Morrow, the taxi driver) by using specific nouns and adjectives to complete sentence frames. EL Vocab: pacifist, incognito, operation, pervert, tourist Assignment(s) with additional support: ELD Reading Guide, Holden's Language, ELD Reading Guide ch. 12-14 & 15-18				
26 ch. 15-21 Learning Goal I will study chapters 15-16 and will ask questions to support my analysis of what elements are significant. Agenda	27/28 Learning Goal I will write a thesis statement and select my evidence for my in-class essay on symbolism in <i>The Catcher in the Rye</i>. Agenda 1. Silent Reading 2. Dictionary in the Rye presentations 3. <i>Catcher</i> Symbolism Essay	29 Learning Goal I will use my close reading to make inferences about important events in chapters 19-21 of <i>The Catcher in the Rye</i>. Agenda	30 Learning Goal I will demonstrate literal and inferential understanding of <i>The Catcher in the Rye</i>. Agenda 1. Silent Reading	

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Mr. O's Sophomore English Calendar 2024-25

January				
Monday	Tuesday	Wednesday	Thursday	Friday
1. GrammarFlip 2.26 - Independent Clauses / Silent Reading 2. <i>Catcher</i> chapters 15-16 review Upcoming Due Dates 1/27-28 - Read chapters 17-19, complete your post-it annotations & your reading guide 1/29 - Read chapters 20-21, complete your post-it annotations & your reading guide 1/30 - Vocab set #2 & <i>Catcher</i> 15-21 quiz Last Chance!	Upcoming Due Dates 1/29 - Read chapters 20-21, complete your post-it annotations & your reading guide 1/30 - Vocab set #2 & <i>Catcher</i> 15-21 quiz Last Chance!		1. Silent Reading 2. Chapters 19-21 Review 3. Study Time Upcoming Due Dates 1/30 - Vocab set #2 & <i>Catcher</i> 15-21 quiz Last Chance!	2. Vocab unit 2 & <i>Catcher</i> chapters 15-21 Quiz 3. Symbolism Essay Work Time Upcoming Due Dates Last Chance!
EL Skills: Students will be able to describe how a symbol changes in <i>The Catcher in the Rye</i> by completing sentence frames and using a provided word bank in a short four-paragraph essay. EL Vocabulary: immature, lagoon, undetected, notebook, keep, digression, provocative, reciprocal, cynical, sanctuary Assignment(s) with additional support: ELD Reading Guide Ch. 19-21 , Symbolism Essay , ELD Reading Guide ch. 22-26				

February				
Monday	Tuesday	Wednesday	Thursday	Friday
2 ch. 22-end Learning Goal I will demonstrate literal and inferential understanding of <i>The Catcher in the Rye</i> . Agenda	3 - Open Trojan Time / 4 - Closed Trojan Time Learning Goal I will analyze how Holden has changed from the beginning to the end of the novel by examining his characterization and tone. Agenda 1. Silent Reading / Dictionary in the Rye		5 Learning Goal I will finish my essay analyzing how a symbol develops over the course of the novel, <i>The Catcher in the Rye</i> .	6 - Q3 Progress Reports Learning Goal I will preview two different texts and will consider which text I would be interested in studying. Agenda

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Mr. O's Sophomore English Calendar 2024-25

February				
Monday	Tuesday	Wednesday	Thursday	Friday
1. GrammarFlip 2.27&2.28 - Subordinating Conjunctions / Silent Reading 2. <i>Catcher</i> ch. 15-21 & vocab unit 2 quiz <u>Upcoming Due Dates</u> 2/3-4 - <i>Catcher</i> ch. 22-26 reading guide due <u>Last Chance!</u>	2. Vocabulary Set #3 3. Closing Discussion - <i>Catcher</i> Coursel 4. Symbolism Essay Work Time <u>Upcoming Due Dates</u> 2/9 - Vcab Set #3 index cards <u>Last Chance!</u>		<u>Agenda</u> 1. Silent Reading 2. Symbolism Essay Work Time <u>Upcoming Due Dates</u> 2/9 - Vcab Set #3 index cards <u>Last Chance!</u>	1. Silent Reading 2. Gatsby v. Passing: Rotation #5 Book Selection <u>Upcoming Due Dates</u> 2/9 - Vcab Set #3 index cards <u>Last Chance!</u>
EL Skills: Students will be able to describe how a symbol changes in <i>The Catcher in the Rye</i> by completing sentence frames and using a provided word bank in a short four-paragraph essay. EL Vocabulary: symbol, represents, evidence, change, protection Assignment(s) with additional support: Symbolism Essay				
9 <u>Learning Goal</u> I will consider the theme of authenticity and the literary uses of satire and irony in a poem and contend with how that poem intersects with <i>The Catcher in the Rye</i>. <u>Agenda</u> 1. GrammarFlip 2.29 - Simple and Compound Sentences / Silent Reading 2. Critic v. Holden Compare/Contrast <u>Upcoming Due Dates</u> 2/13 - 12th Grade Programming Forms Due 2/13 - Peoplewatching	10/11 <u>Learning Goal</u> I will contend with the idea of American Literature as a concept and will compare and contrast how the idea of what it means to be an American appears in multiple texts. <u>Agenda</u> 1. Silent Reading 2. Symbolism Essay Work Time 3. American Literature: "I, Too" and the Bad Bunny Halftime Show <u>Upcoming Due Dates</u> 2/13 - 12th Grade Programming Forms Due 2/13 - Peoplewatching homework <u>Last Chance!</u>		12 <u>Learning Goal</u> I will analyze how the "song" of America appears in poetry. <u>Agenda</u> 1. Silent Reading 2. We Sing America 3. Peoplewatching homework <u>Upcoming Due Dates</u> 2/13 - 12th Grade Programming Forms Due 2/13 - Peoplewatching homework <u>Last Chance!</u>	13 - End of Rotation 4 <u>Learning Goal</u> I will draft my own "Song" of America. <u>Agenda</u> 1. Silent Reading 2. Grammar Flip & Unit 3 Greek/Latin Roots Quiz 3. We Sing America <u>Upcoming Due Dates</u> <u>Last Chance!</u>

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Mr. O's Sophomore English Calendar 2024-25

February				
Monday	Tuesday	Wednesday	Thursday	Friday
homework <u>Last Chance!</u>				
EL Skills: Students will evaluate a character’s motives by selecting the correct vocabulary words to complete sentence frames using a bilingual dictionary, visual cues, and a graphic organizer. EL Vocabulary: critic, rude, novel, admin Assignment(s) with additional support: The Anatomy of a “Phony”				
16 - Presidents Day	17/18	19	20	
23 <u>Learning Goal</u> I will access my prior knowledge about the 1920s and will review elements that will specifically relate to the novel. <u>Agenda</u> 1. GrammarFlip 2.31 - Complex Sentences / Silent Reading 2. 1920s Review Research <u>Upcoming Due Dates</u> <u>Last Chance!</u> 3/3-4: Grammar Flip & Unit 3 Greek/Latin Roots Quiz	24 - Open Trojan Time / 25 - Closed Trojan Time <u>Learning Goal</u> I will prepare to read <i>The Great Gatsby</i> by examining preliminary information related to themes, plot, and symbolism. <u>Agenda</u> 1. Silent Reading 2. Bookroom/Library Trip 3. Greek & Latin Roots Unit #4 (Instructions & Model) 4. New Seats & <i>Gatsby</i> Intro Stations <u>Upcoming Due Dates</u> 2/27 - Greek & Latin Roots Unit #4 flashcards <u>Last Chance!</u>	26 <u>Learning Goal</u> I will study the exposition of <i>The Great Gatsby</i> and will come to an agreement about what elements may merit further study in future chapters. <u>Agenda</u> 1. Silent Reading 2. <i>The Great Gatsby</i> , Chapter 1 exposition study <u>Upcoming Due Dates</u> 2/27 - Greek & Latin Roots Unit #4 flashcards <u>Last Chance!</u> 3/3-4: Grammar Flip & Unit 3 Greek/Latin Roots Quiz	27 <u>Learning Goal</u> I will study the exposition of <i>The Great Gatsby</i> and will come to an agreement about what elements may merit further study in future chapters. <u>Agenda</u> 1. Silent Reading: Considering History: The Great Gatsby, Multicultural New York, and America in 1925 2. <i>The Great Gatsby</i> , Chapter 1 exposition study & distribute ch.1-4 reading guide <u>Upcoming Due Dates</u> 2/27 - Greek & Latin Roots Unit #4 flashcards 3/2 - <i>Gatsby</i> ch. 2 reading guide 3/3-4 - <i>Gatsby</i> ch. 3 reading guide	

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Mr. O's Sophomore English Calendar 2024-25

February				
Monday	Tuesday	Wednesday	Thursday	Friday
				3/5 - <i>Gatsby</i> ch. 4 reading guide 3/6 - <i>Gatsby</i> ch. 1-4 reading & Greek/Latin roots quiz <u>Last Chance!</u> 3/3-4: Grammar Flip & Unit 3 Greek/Latin Roots Quiz
EL Skills: Students will be able to use translated vocabulary and sentence frames to predict the mood of a story, make connections, and state their opinions on thematic concepts. EL Vocab: American Dream, connection, deferred, mood, predict, symbol Assignment(s) with additional support: Gatsby Intro Stations				

March				
Monday	Tuesday	Wednesday	Thursday	Friday
2 ch. 2-4 <u>Learning Goal</u> I will create a record of color symbolism as it appears in <i>The Great Gatsby</i> in preparation for an analysis of the text. <u>Agenda</u> 1. GrammarFlip 3.12 - Compound-Complex Sentences / Silent Reading 2. Chapters 1-2 Review: Color Tracker <u>Upcoming Due Dates</u> 3/3-4 - <i>Gatsby</i> ch. 3 reading guide 3/5 - <i>Gatsby</i> ch. 4 reading	3/4 <u>Learning Goal</u> I will establish a system for tracking characters and conflicts in <i>The Great Gatsby</i> using a variety of graphic organizers to track information. <u>Agenda</u> 1. Silent Reading: Georgia Douglass Johnson (ch. 1) 2. Notebook: Daisy's Voice 3. Notebook: Weigh the Evidence - Daisy v. Myrtle 4. Notebook: Chapters 1-3: Facade Tracker 5. Harlem Renaissance Pairing: Langston Hughes <u>Upcoming Due Dates</u> 3/5 - <i>Gatsby</i> ch. 4 reading guide 3/6 - <i>Gatsby</i> ch. 1-4 reading & Greek/Latin roots quiz <u>Last Chance!</u>		5 <u>Learning Goal</u> <u>Agenda</u> 1. Silent Reading 2. Ch. 1-4 Review 3. Harlem Renaissance Pairing (ch. 4) <u>Upcoming Due Dates</u> 3/6 - <i>Gatsby</i> ch. 1-4 reading & Greek/Latin roots quiz <u>Last Chance!</u>	6 <u>Learning Goal</u> <u>Agenda</u> 1. Silent Reading 2. <i>Gatsby</i> ch. 1-4 & Vocab Unit 4 Quiz 3. Distribute <i>Gatsby</i> ch. 5-9 reading guide <u>Upcoming Due Dates</u> TODAY - <i>Gatsby</i> ch. 1-4 reading & Greek/Latin roots quiz TODAY - Ch. 1-4 reading guide 3/10-11: Read ch. 5 & complete the reading guide

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March				
Monday	Tuesday	Wednesday	Thursday	Friday
guide 3/6 - <i>Gatsby</i> ch. 1-4 reading & Greek/Latin roots quiz <u>Last Chance!</u>				3/12: Read ch. 6 & complete the reading guide 3/13 Read pgs. 113-136 & complete the reading guide <u>Last Chance!</u> 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz
EL Skills: I will use a graphic organizer to track story elements using both English materials and translated materials. EL Vocab: Facade, Harlem Renaissance Assignment(s) with additional support: Translated Materials				
9 ch. 5-7 <u>Learning Goal</u> <u>Agenda</u> 1. GrammarFlip 1.06 - Compound Subject & Predicates review / Silent Reading 2. Tracker Time <u>Upcoming Due Dates</u> 3/10-11: Read ch. 5 & complete the reading guide 3/12: Read ch. 6 & complete the reading guide 3/13: Read pgs. 113-136 & complete the reading guide 3/16 Read pgs. 137-145 <u>Last Chance!</u> 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz	10 - Open Trojan Time / 11 - Closed Trojan Time <u>Learning Goal</u> <u>Agenda</u> 1. Silent Reading / Reading Check 2. Vocab Unit 5 (Instructions & Model) 3. Chapter 5 Discussion & Review 4. Private Character Conversation <u>Upcoming Due Dates</u> 3/12: Read ch. 6 & complete the reading guide 3/13: Read pgs. 113-136 & complete the reading guide 3/13: Unit 5 Vocabulary Cards 3/16: Read pgs. 137-145 <u>Last Chance!</u> 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz	12 <u>Learning Goal</u> <u>Agenda</u> 1. Silent Reading / Reading Check 2. Gallery Walk 3. Fake It Until You Make It <u>Upcoming Due Dates</u> 3/13: Read pgs. 113-136 & complete the reading guide 3/13: Unit 5 Vocabulary Cards 3/16: Read pgs. 137-145 <u>Last Chance!</u> 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz	13 <u>Learning Goal</u> <u>Agenda</u> Pride & Prejudice Teasers <u>Upcoming Due Dates</u> 3/16: Unit 5 Vocabulary Cards Check 3/16: <i>Gatsby</i> pgs. 137-145 reading & reading guide 3/19: Chapter 8 reading & guide 3/20: Chapter 9 reading & guide <u>Last Chance!</u> 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz	
EL Skills: I can explain why <i>Gatsby's</i> plan fails by reading a short article and completing a paragraph using sentence frames and new vocabulary words like <i>motive</i> and <i>fake</i> .				

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Mr. O's Sophomore English Calendar 2024-25

March				
Monday	Tuesday	Wednesday	Thursday	Friday
EL Vocab: Fake, rumor, truth, motive/reason, show off Assignment(s) with additional support: Chapter 6 - Fake It Till You Make It				
16 ch. 8-9 Learning Goal I will analyze how attitudes towards the future appear in multiple texts. Agenda 1. Silent Reading / Unit 5 Vocab Cards check 2. Chapter 6-7 Discussion & Review / Reading Check ch. 6 & 7 3. Harlem Renaissance Pairing: Langston Hughes Upcoming Due Dates 3/19: Chapter 8 reading & guide 3/20: Chapter 9 reading & guide 3/23 - <i>Gatsby</i> reading quiz Last Chance! 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz	17/18 Learning Goal I will update my trackers, review the events of chapter 7, and analyze how color symbolism adds meaning to a text. Agenda 1. Silent Reading 2. Police Report Activity 3. Tracker Time: 1) Color 2) Myrtle v. Daisy 3) Daisy's Voice 4) Facade 4. Harlem Renaissance Pairing: Langston Hughes 5. Chapter 8 reading & work time Upcoming Due Dates 3/19: Chapter 8 reading & guide 3/20: Chapter 9 reading & guide 3/23 - <i>Gatsby</i> reading quiz Last Chance! 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz	19 - Fire Drill Schedule Learning Goal Agenda 1. Silent Reading 2. Harlem Renaissance Pairings - Bennett & Douglass 2. Flower Power Symbolism Upcoming Due Dates 3/20: Chapter 9 reading & guide 3/23 - <i>Gatsby</i> reading quiz Last Chance! 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz	20 - End of Quarter 3 / 2:30 Release Learning Goal Agenda 1. Silent Reading: Harlem Renaissance Pairing 2. <i>Gatsby</i> Memorial 3. Chapters 8-9 review Upcoming Due Dates 3/23 - <i>Gatsby</i> reading quiz Last Chance! 3/20: <i>Gatsby</i> Chapters 1-4 & unit 4 vocab quiz	
EL Skills: Students will identify the meaning of flower symbols in a text and write sentences connecting those symbols to characters like Daisy and Myrtle. EL Vocab: Symbolism, Purity/ Innocence, Chameleon, Vitality, Grotesque Assignment(s) with additional support: Police Report ; Translated HR Pairings: Langston Hughes , Gwendolyn Bennett , Georgia Douglass Johnson , Flower Power Symbolism				
23 - 2:30 Release Learning Goal I will demonstrate literal and inferential	24/25 Learning Goal I will identify literary elements of <i>Passing</i> that can be compared and contrasted with <i>The Great Gatsby</i> and our	26 Learning Goal I will participate in the "Every 15 Minutes"	27 Learning Goal I will participate in the "Every 15 Minutes"	

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March				
Monday	Tuesday	Wednesday	Thursday	Friday
understanding of story elements in <i>The Great Gatsby</i>. Agenda 1. Silent Reading 2. <i>Gatsby</i> Chapters 5-9 Quiz Upcoming Due Dates Last Chance! 4/17 - <i>Gatsby</i> chapters 5-9 quiz	other Harlem Renaissance Pairings. Agenda 1. Silent Reading 2. <i>Passing</i> Viewing Upcoming Due Dates Last Chance! 4/17 - <i>Gatsby</i> chapters 5-9 quiz		program and will work on my essay organizer. Agenda Every 15 Minutes - Crash Scene / Graphic Organizer Set Up Upcoming Due Dates Last Chance! 4/17 - <i>Gatsby</i> chapters 5-9 quiz	program and will work on my essay organizer. Agenda Every 15 Minutes - Funerals / Graphic Organizer Set Up Upcoming Due Dates Last Chance! 4/17 - <i>Gatsby</i> chapters 5-9 quiz
EL Skills: Students will write to synthesize and compare how 1920s literature exposes the limitations of the American Dream, utilizing a graphic organizer and provided sentence stems. EL Vocab: Assignment(s) with additional support: Passing Viewing Scaffolds & Graphic Organizer				
30	31 - Farmworkers Day			

April				
Monday	Tuesday	Wednesday	Thursday	Friday
	31/1		2	3
6 Learning Goal I will plan and draft my compare/contrast essay in which I synthesize details about literary elements to draw conclusions about the literature of a time period. Agenda	7 - Open Trojan Time / 8 - Closed Trojan Time Learning Goal I will plan and draft my compare/contrast essay in which I synthesize details about literary elements to draw conclusions about the literature of a time period. Agenda 1. Silent Reading 2. 1920s Literature Essay Drafting - Body Paragraphs		9 Learning Goal I will plan and draft my compare/contrast essay in which I synthesize details about literary elements to draw conclusions about the literature of a time period. Agenda	10 Learning Goal I will plan and draft my compare/contrast essay in which I synthesize details about literary elements to draw conclusions about the literature of a time period. Agenda

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Mr. O's Sophomore English Calendar 2024-25

April				
Monday	Tuesday	Wednesday	Thursday	Friday
1. Silent Reading 2. 1920s Literature Essay Evidence Selection <u>Upcoming Due Dates</u> <u>Last Chance!</u> 4/17 - <i>Gatsby</i> chapters 5-9 quiz	<u>Upcoming Due Dates</u> 4/10 - 1920s Literature Essay Due <u>Last Chance</u> 4/17 - <i>Gatsby</i> chapters 5-9 quiz		1. Silent Reading 2. 1920s Literature Essay Drafting - Introduction <u>Upcoming Due Dates</u> 4/10 - 1920s Literature Essay Due <u>Last Chance</u> 4/17 - <i>Gatsby</i> chapters 5-9 quiz	1. Silent Reading 2. 1920s Literature Essay Drafting - Conclusion <u>Upcoming Due Dates</u> 4/10 - 1920s Literature Essay Due <u>Last Chance</u> 4/17 - <i>Gatsby</i> chapters 5-9 quiz 4/28-29 - 1920s Literature Essay Drafting
EL Skills: Students will write to synthesize and compare how 1920s literature exposes the limitations of the American Dream, utilizing a graphic organizer and provided sentence stems. EL Vocab: The American Dream, Facade, Boundary, Consequence, Illusion Assignment(s) with additional support: Translated Essay Instructions & Graphic Organizers				
13/14 - SBAC Block Schedule (Odd Periods) <u>Learning Goal</u> I will plan and draft my compare/contrast essay in which I synthesize details about literary elements to draw conclusions about the literature of a time period. <u>Agenda</u> 1. Silent Reading 2. Practice CAASPP Testing 3. Harlem Renaissance Essay Extra Time 4. Bookroom <u>Upcoming Due Dates</u> <u>Last Chance!</u> 4/17 - <i>Gatsby</i> chapters 5-9 quiz 4/28-29 - 1920s Literature Essay Drafting	15/16 - SBAC Block Schedule (Odd Periods) <u>Learning Goal</u> I will complete my CAASPP test to the best of my ability. <u>Agenda</u> CAASPP Testing for English <u>Upcoming Due Dates</u> <u>Last Chance!</u> 4/17 - <i>Gatsby</i> chapters 5-9 quiz 4/28-29 - 1920s Literature Essay Drafting	17 - Regular Schedule <u>Learning Goal</u> I will complete my CAASPP test to the best of my ability. <u>Agenda</u> CAASPP Testing for English <u>Upcoming Due Dates</u> <u>Last Chance!</u> 4/28-29 - 1920s Literature Essay Drafting		
EL Skills: Students will write to synthesize and compare how 1920s literature exposes the limitations of the American Dream, utilizing a graphic				

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Mr. O's Sophomore English Calendar 2024-25

April				
Monday	Tuesday	Wednesday	Thursday	Friday
organizer and provided sentence stems. EL Vocab: The American Dream, Facade, Boundary, Consequence, Illusion Assignment(s) with additional support: Translated Essay Instructions & Graphic Organizers				
20 Learning Goal I will examine my position on certain issues and topics that will appear in <i>There There</i> by Tommy Orange. Agenda 1. Silent Reading 2. There There Anticipation Guide 3. Intertribal Friendship House (Slides with questions) Upcoming Due Dates 4/24 - Read <i>There There</i> pp. 27-44 Last Chance! 4/28-29 - 1920s Literature Essay Drafting	21/22 Learning Goal I will establish a system for tracking literary elements in <i>There There</i> and will consider important context that may impact my understanding of the novel. Agenda 1. Silent Reading 2. Vocabulary Set #1 3. Tommy Orange News Report Analysis 4. Create Bookmarks 5. Theme/Prologue Connection Upcoming Due Dates 4/24 - Read <i>There There</i> pp. 27-44 Last Chance! 4/28-29 - 1920s Literature Essay Drafting	23 Learning Goal I will engage in a collegial discussion for the purposes of developing deep understanding of <i>There There</i> . Agenda 1. Silent Reading 2. News Report & Theme review 3. Bookmarks Upcoming Due Dates 4/24 - Read & bookmark for <i>There There</i> pp. 15-26 Last Chance! 4/28-29 - 1920s Literature Essay Drafting	24 - Q4 Progress Reports Learning Goal I will track story elements in a novel as they appear through multiple character perspectives. Agenda 1. Silent Reading 2. Review pp. 15-26 3. Reading pp. 27-44 Upcoming Due Dates 4/27 - Read & bookmark for <i>There There</i> pp. 27-44 Last Chance! 4/28-29 - 1920s Literature Essay Drafting	
EL Skills: Students will be able to express and support their opinions on the anticipation guide by using the provided sentence frames and the word 'because' to add a reason." EL Vocab: traditions, ancestors, urban, reservation, intertribal, heritage/roots, oppression Assignment(s) with additional support: Anticipation Guide , Leveled Article with Vocab				
27 Learning Goal I will understand the basics of the Alcatraz occupation to contextualize today's reading chapter.	28/29 Learning Goal I will analyze character development through quote analysis and symbol identification. Agenda 1. Silent Reading	30 Learning Goal I will examine how character relationships and themes are developed by the introduction of new characters in part 2.		

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Mr. O's Sophomore English Calendar 2024-25

April				
Monday	Tuesday	Wednesday	Thursday	Friday
Agenda 1. Silent Reading 2. Reading Check 3. Alcatraz Occupation 4. Read pp. 46-61 Upcoming Due Dates 4/28-29: Read & complete bookmark for <i>There There</i> pp. 62-78 5/1 - Reading & Vocab Quiz Last Chance! 4/28-29 - 1920s Literature Essay Drafting	2. Greek/Latin Roots & Affixes Unit 6 3. Read pp. 62-78; complete & turn in bookmark 4. Part 1 Reader Response Questions & Discussion 5. Read pp. 81-97 Upcoming Due Dates 4/30 - Read <i>There There</i> pp. 98-107 5/1 - Unit 6 Vocab Flashcards due 5/1 - Quiz!!! Last Chance! 4/28-29 - 1920s Literature Essay Drafting		Agenda 1. Silent Reading 2. Sports Betting Article 3. Compare and Contrast: Bill Davis & Calvin Johnson Upcoming Due Dates 5/1 - Read <i>There There</i> pp. 108-117 Last Chance!	
EL Skills: Students will be able to write an analytical paragraph explaining how a symbol represents a character in <i>There There</i> by using textual evidence, sentence frames, and target vocabulary. EL Vocab: character, setting, symbol, theme, interpret, justify Assignment(s) with additional support: One-Pager , Bill & Calvin Comparison				

May				
Monday	Tuesday	Wednesday	Thursday	Friday
				1 Learning Goal I will demonstrate literal and inferential elements of characters, symbols, and themes in part 1 of <i>There There</i> . Agenda 1. Silent Reading 2. <i>There There</i> Part 1 Quiz

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Mr. O's Sophomore English Calendar 2024-25

May				
Monday	Tuesday	Wednesday	Thursday	Friday
				3. One-Pager Work Time <u>Upcoming Due Dates</u> 5/6-7: One Pager Due <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz
4 <u>Learning Goal</u> I will finish comparing Bill Davis & Calvin Johnson OR I will finish my One-Pager. <u>Agenda</u> 1. Silent reading 2. Finish Bill Davis & Calvin Johnson Comparison 3. Interlude Jigsaw (pp. 134-141) 4. Part 3 Bookmark <u>Upcoming Due Dates</u> 5/5-6: Read pp. 142-170 & bookmark 5/7: Read <i>There There</i> pp. 187-196 & complete bookmark 5/8: There There One-Pager 5/15: <i>There There</i> Parts 2-3 & Greek/Latin Affixes Quiz <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz 5/22 - Semester 2 Late/Make-Up Work	5/6 <u>Learning Goal</u> After considering social issues in <i>There There</i> , I will analyze a social issue related to American teenagers and will consider what I can learn about these issues because of their similarities and differences. <u>Agenda</u> 1. Silent Reading 2. Quickwrite - Spirits 3. Gambling Jigsaw (Article 1 , 2 , 3 , 4) 4. Interlude Jigsaw Give-one, get-one <u>Upcoming Due Dates</u> 5/7 - Read <i>There There</i> pp. 187-196 & complete bookmark 5/8: There There One-Pager 5/15: <i>There There</i> Parts 2-3 & Greek/Latin Affixes Quiz <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz 5/22 - Semester 2 Late/Make-Up Work	7 <u>Learning Goal</u> I will analyze symbolism in <i>There There</i> . <u>Agenda</u> 1. Silent Reading 2. Webs & Spider Legs Compare & Contrast <u>Upcoming Due Dates</u> 5/8 - Read <i>There There</i> pp. 197-207 & complete bookmark 5/8: There There One-Pager 5/11 - Read <i>There There</i> pp. 208-225 & bookmark #3 due 5/15: <i>There There</i> Parts 2-3 & Greek/Latin Affixes Quiz <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz 5/22 - Semester 2 Late/Make-Up Work	8 <u>Learning Goal</u> I will create a visual map showing how elements of the story are connected to each other. <u>Agenda</u> 1. Silent Reading 2. Review: Hexagonal Thinking <u>Upcoming Due Dates</u> 5/11 - Read <i>There There</i> pp. 208-225 & bookmark #3 due 5/8: There There One-Pager 5/15: <i>There There</i> Parts 2-3 & Greek/Latin Affixes Quiz <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz 5/22 - Semester 2 Late/Make-Up Work	

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May				
Monday	Tuesday	Wednesday	Thursday	Friday
EL Skills: Students will be able to write a summary and explain the significance of text evidence using academic vocabulary and provided sentence frames, and orally discuss their findings with peers. EL Vocab: interlude, summarize, significant, narrator, audience, metaphor, theme, symbol Assignment(s) with additional support: Interlude Jigsaw , Gambling Articles Jigsaw , Hexagonal Thinking				
11 <u>Learning Goal</u> I will review and complete my evidence based literary analysis paragraphs for parts 2 and 3. <u>Agenda</u> 1. Silent reading / collect Part 3 bookmark 2. Part 4 Bookmarks 3. Finish Bill Johnson, Webs & Spider Legs, and Hexagonal Thinking <u>Upcoming Due Dates</u> 5/12-13: Read pp. 229-233 5/15: <i>There There</i> Parts 2-3 & Greek/Latin Affixes Quiz <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz 5/22 - Semester 2 Late/Make-Up Work	12/13 <u>Learning Goal</u> I can describe the function and effect of each point of view and can identify examples of each point of view in <i>There There</i> . <u>Agenda</u> 1. Silent Reading 2. Vocabulary Sets 2 and 3 3. POV Notes & Analysis 4. Read pp. 234-252 <u>Upcoming Due Dates</u> 5/15: <i>There There</i> Parts 2-3 & Greek/Latin Affixes Quiz <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz 5/22 - Semester 2 Late/Make-Up Work	14 <u>Learning Goal</u> I will consider how characters cultivate their identity as Native Americans using all four parts of <i>There There</i> . <u>Agenda</u> 1. Silent Reading 2. Review pp. 187-252 3. Read pp. 253-262 4. Native American Identity Chart <u>Upcoming Due Dates</u> 5/15: <i>There There</i> Parts 2-3 & Greek/Latin Affixes Quiz <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz 5/22 - Semester 2 Late/Make-Up Work	15 <u>Learning Goal</u> I will demonstrate my ability to analyze complex connections between characters by writing an assertion paragraph. <u>Agenda</u> 1. Silent Reading - Read pp. 263-273 2. <i>There There</i> Parts 2-3 Quiz & Greek/Latin Affixes Unit 6 Quiz 4. Finish Native American Identity Chart <u>Upcoming Due Dates</u> 5/15: <i>There There</i> Parts 2-3 & Greek/Latin Affixes Quiz <u>Last Chance!</u> 5/15 - <i>There There</i> Part 1 Quiz 5/22 - Semester 2 Late/Make-Up Work	
EL Skills: Students will identify and describe the narrator's point of view in a text by analyzing specific pronouns (I, you, he, she) and using academic vocabulary (perspective, narrator, limited vs. omniscient), supported by a multilingual glossary and structured sentence frames. EL Vocab: Narrator, pronoun, first person, second person, third person, singular, plural, limited, omniscient Assignment(s) with additional support: Hexagonal Thinking , Point of View				

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Mr. O's Sophomore English Calendar 2024-25

May				
Monday	Tuesday	Wednesday	Thursday	Friday
18 - Farewell/Academic Pep Rally? <u>Learning Goal</u> I will finish reading <i>There There</i> and will react personally to the closing of the novel. <u>Agenda</u> 1. Silent Reading 2. Read pp. 274-280 3. Quickwrite <u>Upcoming Due Dates</u> <u>Last Chance!</u> 5/22 - Semester 2 Late/Make-Up Work	19/20 - Locker Clean Out <u>Learning Goal</u> I will use details from the book to write an additional chapter to the book that clarifies the ending of the novel. <u>Agenda</u> 1. Silent Reading 2. Quickwrite Give-one, get-one 3. Write the final chapter activity 4. Reader Response Questions Review <u>Upcoming Due Dates</u> <u>Last Chance!</u> 5/22 - Semester 2 Late/Make-Up Work		21 <u>Learning Goal</u> <u>Agenda</u> 1. Silent Reading 2. Final Exam Study Guide Time / Finish writing final chapter <u>Upcoming Due Dates</u> <u>Last Chance!</u> 5/22 - Semester 2 Late/Make-Up Work	22 <u>Learning Goal</u> <u>Agenda</u> 1. Silent Reading 2. NYT Review Reading 3. <i>There There</i> Review Writing <u>Upcoming Due Dates</u> <u>Last Chance!</u> 5/22 - Semester 2 Late/Make-Up Work
EL Skills: Students will be able to summarize the future life and emotional state of a character using specific academic vocabulary, transitional phrases, and mixed verb tenses (past and present) in a written paragraph. EL Vocab: character, future, remember, shooting, peace, aftermath, overcome, tragedy, healing, reflect Assignment(s) with additional support: Final Chapter, Feelings Wheel				
25 - Memorial Day	26 - 28: Finals <u>Learning Goal</u> I will demonstrate a thorough understanding of American Literature concepts through a final exam that covers the content of semester 1. <u>Agenda</u> 1. Final Exam			29 - End of Semester 2 / Last Day of School

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