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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 1 | Tuesday, 1/2 | **FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY** | | | |
| Wednesday, 1/3 |  |  | TKAM Unit Begins 3  Hand out TKAM novels-ch. 1-6 due Monday  Journal: Define Prejudice / how have you seen Prejudice in your own life?  Lin Manuel Miranda’s Tony Awards acceptance speech? “Love is love is love is love is love…  <https://www.youtube.com/watch?v=lqLzsnfYJqU>  Is it possible for us to ever exist in a world free from prejudice? Why or why not?  TKAM Anticipation Guide | ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W3  ELAGSE9-10W4  ELAGSE9-10SL1  ELAGSE9-10SL3 |
| Thursday, 1/4 | Reading Comprehension  Background Information  Jim Crow Laws  Prejudice | Students will be able to read to comprehend a short passage, and will answer related questions.  Students will be able to show their understanding of Jim Crow laws during the Reconstruction South.  Students will be able to be introduced to the court case that led to the writing of To Kill A Mockingbird | Revisit student responses to yesterday’s journal responses: how does love sustain in defiance of fear/hatred?  What causes hate?  What historic experiences can you note where human hatred has resulted in human aggression toward one another?  Can we overcome our hatred/fear of one another?  TKAM Background Notes-PowerPoint  Go over TKAM Anticipation Guide  The Sneetches Prejudice Activity  If not covered yet, address the fact that though the novel is on a relatively easy reading level, it’s language and thematic content can be challenging.  Distribute books (if not done so) and assign Chapters 1 - 5. | ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W3  ELAGSE9-10SL1  ELAGSE9-10SL2  ELAGSE9-10SL3 |
| Friday, 1/5 | Reading Comprehension  Background Information  Jim Crow Laws  Prejudice | Students will be able to read to comprehend a short passage, and will answer related questions.  Students will be able to show their understanding of Jim Crow laws during the Reconstruction South.  Students will be able to be introduced to the court case that led to the writing of To Kill A Mockingbird | Scottsboro Boys  <https://www.youtube.com/watch?v=ftqJ2AkGuz4>  Students will watch the short documentary and answer the following question on their viewing guide. | ELAGSE9-10W7  ELAGSE9-10W8  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 2 | Monday, 1/8 | Reading comprehension.  Assessment  Class discussion  Literary analysis | Students will be assessed over their comprehension of chapters 1-5 of TKAM.  Students will participate in a class discussion over literary elements within the first five chapters.  Students will continue reading TKAM. | \*\*Ice Day  Introduce chapter 1 of TKAM  Discuss while reading:  Why does is Harper Lee’s motivation behind beginning the novel with Scout’s description of her family’s lineage? (possible responses: it provides the reader with a more well-rounded perspective of the Finch family, by providing the back story of who the Finches are, the reader is given the opportunity to care more about what happens to them, it provides a sense of realism, etc.)  **Homework:** Chapter 1 & 2 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10 |
| Tuesday, 1/9 | Reading comprehension  Discussion  Analysis  Writing | Students will practice finding a quote that relates to a given topic.  Students will practice analyzing a found quote for deeper contextual meaning.  Students will work on reading aloud and listening skills. | Bellringer: Introduce quote journal  Introduce chapter 1 of TKAM  Discuss while reading:  Why does is Harper Lee’s motivation behind beginning the novel with Scout’s description of her family’s lineage? (possible responses: it provides the reader with a more well-rounded perspective of the Finch family, by providing the back story of who the Finches are, the reader is given the opportunity to care more about what happens to them, it provides a sense of realism, etc.)  Quote analysis -- how to pull quotes and how to cite  Provide the topic of Home town → whole class practice with the first few pages of Mockingbird.  MLA formatting, Citations, Quote Analysis and Idea Development, Higher Order Thinking Skills  Read and discuss Chapter 3  **Homework:** Finish 1-3 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Wednesday, 1/10 | Class discussion  Quote analysis | Students will participate in class discussion.  Students will read TKAM. | Read and discuss chapters 4 - 6  **Homework:** Finish Chapters 6 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Thursday, 1/11 | Assessment  Discussion  Character mapping  Reading Comprehension | Students will be assessed over their understanding of TKAM.  Students will participate in class discussion .  Students will work together to map out character connections in TKAM.  Students will continue reading TKAM. | Bellringer: Quiz over chapters 1-6  Read and discuss chapters 7 - 9  Test on January 16th for Part 1  **Homework**: Finish Chapter 9 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Friday, 1/12 | Analysis  Discussion  Reading Comprehension  Review | Students will analyze quotes from TKAM.  Students will participate in class discussion .  Students will read the ending of part one together.  Students will review for Tuesday’s test. | Chapter 11  -Quote Analysis Post-It Activity,  Chapters 10 & 11  Read Chapter 11 in class.  -Class discussion and review of Part 1.  **Homework:** Study for test on Tuesday | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 3 | Monday, 1/15 | **MLK HOLIDAY** | | | |
| Tuesday, 1/16 | Assessment  Reading Comp.  Vocabulary | Students will be assessed over their understanding of pt. 1 of TKAM.  Students will continue reading TKAM. | Test over part 1  When finished with test have students copy down WC #7  Read Chapters 12 & 13  \*Finish reading for homework  Introduce Mockingbird Monologue Assignment  Character Selection will be TOMORROW January 17th | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Wednesday, 1/17 | Literary Analysis  Discussion  Reading Comprehension | Students will work together to identify the genre of TKAM.  Students will participate in a class discussion regarding Milestone skills.  Students will continue reading TKAM. | Read chapters 14 & 15  Character Selection for Mockingbird Monologue → Watch Sample Video from past.  Introduce Genre  Milestone Term to review: GENRE: Have students identify the particular genre of TKAM and identify reasons why.  Quick Genre Rewrite practice.  Read the scene in chapter 12 where Cal takes Jem and Scout to church and his confronted by Lula (158-159)  Have students rewrite that scene in a different genre as a short writing assignment.  Share some examples with the class. | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Thursday, 1/18 | Vocabulary  Literary analysis  Reading comp, | Students will work with vocabulary words from WC7.  Students will analyze given chapters for thematic quotes.  Students will continue reading TKAM. | WC7 activity  ch. 16 & 17  Quote Journal Check  Allow students some time to work  Pre-trial work.  Remind students of vocabulary words from 12 Angry Men that relate to TKAM | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Friday, 1/19 | Assessment  Discussion  Reading Comp | Students will be assessed over their understanding of TKAM.  Students will continue reading TKAM. | ch. 18 & 19  Quiz over chapters 12-16  Studente catch-up day  Allow students time to read in small groups or independently.  Make sure they are caught up with their quote journal. | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 4 | Monday, 1/22 | Discussion  Text analysis  Read Aloud | Students will practice milestone based skills during warm up.  Students will participate in class discussion.  Students will continue reading TKAM. | ch. 20  HW: ch. 21 & 22  Generational Differences: Adults and children tend to view the world through different eyes, so to speak. We have our own unique perspectives, even when observing the same events.  Give each student the Generational Differences Handout. Read through the handout together.  Provide class time for each student to respond to each prompt on the handout in writing.  Ask a few sentences to share responses.  Whole Class: Why do different generations tend to have unique perspectives on the same event? What are some of the elements that influence perspective? How is this discussion relevant to chapters 18-20  Focus on the idea or mindset Jem, Scout and Dill have about relate to Dolphus Raymond. | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Tuesday, 1/23 | Discussion  Text analysis  Read Aloud | Students will be assessed over their understanding of the novel.  Students will participate in class discussion.  Students will continue reading and analyzing TKAM. | Quiz over ch. 17-22  Discuss Trial outcome.  Introduce Genre Rewrite Assignment.  Assign student groups and allow perhaps 10 minutes of brainstorming in class.  Final Produce is due Monday, 1/29 by 7:45am on turnitin.com  ch. 23 & 24 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Wednesday, 1/24 | Vocabulary Acquisition  Collaborative Work  Discussion  Text analysis  Read Aloud | Students will be assessed on their mastery of new vocabulary.  Students will participate in class discussion.  Students will continue reading and analyzing TKAM. | Word Clues 7 Quiz  Group work focusing on missionary chapter and Tom’s death.  Read 25 in class.  HW: ch. 26 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Thursday, 1/25 | Quote analysis  Discussion  Text analysis  Read Aloud | Students will complete text-to-world connection writing.  Students will participate in class discussion.  Students will continue reading and analyzing TKAM. | Bell ringer: Genre Project Group Class time. Have student check in to make sure that they have a plan and have at least started the writing process.  Quote-focused activity on hypocrisy from ch. 26  Have students find a quote that related to hypocrisy in the chapter and write  ch. 27 & 28 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |
| Friday, 1/26 | Discussion  Text analysis  Read Aloud  Essay Preparation | Students will participate in class discussion.  Students will continue reading and analyzing TKAM.  Students will prepare for their upcoming performance essay. | Discussion over ch. 27 & 28--attack on Scout & Jem  Performance Essay prep | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W10 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 5 | Monday, 1/29\*  Essay – English | Writing  Assessment | | Students will write their spring performance essay. | Performance Essay | ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W3  ELAGSE9-10W4  ELAGSE9-10W5  ELAGSE9-10W6  ELAGSE9-10W7  ELAGSE9-10W8  ELAGSE9-10W9  ELAGSE9-10W10 |
| Tuesday, 1/30 | Quote / Literary Analysis.  Class discussion  Reading comprehension | | Students will participate in class discussion.  Students will continue reading and analyzing TKAM. | Quote journal work.  Ch. 29, 30 & 31 | ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W3  ELAGSE9-10W4  ELAGSE9-10W5  ELAGSE9-10W6  ELAGSE9-10W7  ELAGSE9-10W8  ELAGSE9-10W9  ELAGSE9-10W10 |
| Wednesday, 1/31 | Quote / Literary Analysis.  Class discussion  Reading comprehension  Review | | Students will participate in class discussion.  Students will continue reading and analyzing TKAM.  Students will review for TKAM test. | \*Catch up day for TKAM reading and review\*  Work on quote journal. | ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W3  ELAGSE9-10W4  ELAGSE9-10W5  ELAGSE9-10W6  ELAGSE9-10W7  ELAGSE9-10W8  ELAGSE9-10W9  ELAGSE9-10W10 |
| Thursday, 2/1 | Review | | Students will review for tomorrow’s test.  Students will ensure that their quote journals are accurate and complete. | Review for tomorrow’s test |  |
| Friday, 2/2 | Assessment | Students will be assessed on their understanding of TKAM. | | TKAM Unit test |  |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, JANUARY 29.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 6 | Monday, 2/5\*  Essay – Social Studies | Literary Analysis  Creative writing  Poetry  Socratic Seminar Prep | Honors students will work on their monologue projects.  College prep students will begin an introduction to poetry.  All students will find a current event article for Friday’s socratic seminar. | Honors: Work on Mockingbird Monologue assignment.  CP: Introduction to Poetry Assignment. Begin working on assignment in class.  HW: Find a current event article for socratic seminar on Friday. Print off and bring to class tomorrow for selection. |  |
| Tuesday, 2/6 | Socratic Seminar Prep  Collaborative Work  Discussion  Poetry | Students will work collaboratively to choose articles for socratic seminar.  Students will continue to work on their poetry assignment.  Students will continue to work on their monologue projects. | Article selection for Socratic Seminar / Final questions for Monologues  CP: Work on poetry assignment |  |
| Wednesday, 2/7 | Presentations  Poetry | Honors students will present their monologues to the class.  College prep students will continue working on their poetry assignments. | Honors: Mockingbird Monologue presentations  CP: Work on poetry assignment |  |
| Thursday, 2/8 | Presentations  Assessment | Honors students will present their monologues  College Prep students will be assessed on their poetry assignment. | Honors: Mockingbird Monologue presentations  CP: Written assessment over poetry assignment |  |
| Friday, 2/9\* | Socratic Seminar |  | Socratic Seminar: CP & H |  |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, FEBRUARY 5.**

**\*NO MAJOR ASSESSMENTS ON THE FRIDAY BEFORE BENCHMARK WEEK.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 7\* | Monday, 2/12  Benchmark #1 –  MATH | Class Discussion  Shakespeare | Students will get an introduction to Shakespeare.  Students will take notes on important Shakespeare-related information. | Intro to Shakespeare  Introduce Shakespeare - What makes students nervous about reading Shakespeare?  Important Shakespearean Dates/Elizabethan England |  |
| Tuesday, 2/13  Benchmark #1 –  SOCIAL STUDIES | Class Discussion  Shakespeare  Research | Students will get an introduction to Shakespeare.  Students will conduct a small research activity. | Intro to Shakespeare  Shakespeare Quest Activity |  |
| Wednesday, 2/14  Benchmark #1 –  ELECTIVES | Review | Students will review for tomorrow’s benchmark. | Benchmark Review |  |
| Thursday, 2/15  Benchmark #1 –  ENGLISH | Assessment | Students will be assessed on their cumulative knowledge and mastery of 9th Lit. | Benchmark |  |
| Friday, 2/16  Benchmark #1 –  SCIENCE | Assessment / Skills Review | Students will get into small groups to review certain skills on Benchmark. | Benchmark Review -- small groups |  |

**\*NO OTHER MAJOR ASSESSMENTS THIS WEEK.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 8 | Monday, 2/19 | **FACULTY AND STAFF PROFESSIONAL LEARNING DAYS**  **STUDENT HOLIDAY** | | | |
| Tuesday, 2/20 |
| Wednesday, 2/21 | WINTER HOLIDAYS | | | |
| Thursday, 2/22 |
| Friday, 2/23 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 9 | Monday, 2/26 | Class Discussion  Shakespeare | Students will review Shakespeare information.  Students will begin reading Midsummer. | Review Intro to Shakespeare activities  Intro to Midsummer | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Tuesday, 2/27 | Class Discussion  Shakespeare | Students will participate in a class discussion.  Students will continue reading Midsummer. | Midsummer Act 1 scene 1; HW: Act 1:2 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Wednesday, 2/28 | Class Discussion  Shakespeare | Students will participate in a class discussion.  Students will continue reading Midsummer | Midsummer 2.1; finish Act 2.1 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Thursday, 3/1 | Class Discussion  Shakespeare | Students will participate in a class discussion.  Students will continue reading Midsummer | Midsummer 2.2 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Friday, 3/2 | Class Discussion  Shakespeare | Students will write an essay. | Essay - Midsummer Themed Essay |  |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 10 | Monday, 3/5\*  Essay - SCIENCE |  |  | Peer Edit Friday’s Essay / Score Essays / Daily Grade? |  |
| Tuesday, 3/6 | Vocabulary  Persuasion  Essay Planning | Students will complete a close reading of an informational text.  Students will find evidence of author’s purpose and will | What is persuasion? (Give brief overview of the art and purpose of persuasion)  Four Corners Debate Activity (Dropbox/Writing/15-16/Persuasion/Four Corners Debate Activity)  HW: Bring a copy of a print advertisement to class that you think is particularly effective. Be prepared to explain why you find it effective | ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W3  ELAGSE9-10W4ELAGSE9-10SL1  ELAGSE9-10SL3 |
| Wednesday, 3/7 | Vocabulary  Persuasion  Essay Planning  Peer Editing | Students will discuss the presence of bias in advertisements and news. | 1. Ethos/Pathos/Logos discussion. 2. View and discuss commercials. Which rhetorical appeals are being used? How do you know? Why do you think the ad executives would use these particular appeals for this product or service? 3. Homework review: Students should have a copy of a print ad to share and discuss. The class will view and analyze ads to determine which rhetorical appeal is primarily being used in each ad. 4. Practice argument/persuasion with assigned topic and articles. Students will work in pairs to develop an argument that uses all three of the rhetorical appeals. | ELAGSE9-10SL1:  ELAGSE9-10SL2:  ELAGSE9-10SL3:  ELAGSE9-10SL4:  ELAGSE9-10SL5:  ELAGSE9-10SL6:  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W5 |
| Thursday, 3/8 | Vocabulary  Persuasion  Essay Planning | Students will discuss the presence of bias in advertisements and news.  Students will finish evaluating persuasive techniques in advertisements. | Journal (if 4-corners not done): Provide a debatable topic; choose a side. Write a response.  Define and assess types of bias in news accounts.  Finish persuasive techniques lesson as needed.  Use evidence to “win” an argument/be persuasive.   * make a claim * give reasons * find evidence to support your reasons | ELAGSE9-10SL1:  ELAGSE9-10SL2:  ELAGSE9-10SL3:  ELAGSE9-10SL4:  ELAGSE9-10SL5:  ELAGSE9-10SL6:  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W5 |
| Friday, 3/9 | Vocabulary  Persuasion  Essay Planning |  | Do a practice persuasive prompt. Talk through brainstorming and a potential essay outline. | ELAGSE9-10SL1:  ELAGSE9-10SL2:  ELAGSE9-10SL3:  ELAGSE9-10SL4:  ELAGSE9-10SL5:  ELAGSE9-10SL6:  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W5 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, MARCH 5.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 11 | Monday, 3/12 | FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY | | | | |
| Tuesday, 3/13 | Vocabulary  Persuasion  Essay Planning  Peer Editing | Students will take notes on the powerpoint that covers the 11-Sentence Paragraph.  Students will begin drafting an 11-sentence paragraph on a provided topic.  Students will begin reading the news in order to find a debatable topic for the next Socratic Seminar. | | The 11-Sentence Paragraph  11 sentence paragraph manipulative.docx  11 Sentence Paragraph rubric.docx  11 sentence paragraph.pptx | ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W9 |
| Wednesday, 3/14 | Vocabulary  Persuasion  Essay Planning  Peer Editing | Students will take notes on the powerpoint that covers the 11-Sentence Paragraph.  Students will begin drafting an 11-sentence paragraph on a provided topic.  Students will begin reading the news in order to find a debatable topic for the next Socratic Seminar. | | The 11-sentence paragraph -  Finish notes  In-class writing  Introduce 11-sentence paragraph assignment. Due the next time the class is seen. | ELAGSE9-10W1  ELAGSE9-10W2  ELAGSE9-10W4  ELAGSE9-10W9 |
| Thursday, 3/15  Early Release  Professional  Learning |  | |  | **Milestone Review**  **1, 2, 3, 5 periods meet**  **Shakespeare Monologue Memorization Assignment** |  |
| Friday, 3/16  Early Release  Professional  Learning |  | |  | **Milestone Review**  **7, 6, 4, 5** |  |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 12 | Monday, 3/19 | Test Review | Test Review | Review for tomorrow’s test |  |
| Tuesday, 3/20 | Assessment | Assessment | A Midsummer Night’s Dream TEST ; assign articles |  |
| Wednesday, 3/21 | Article selection | Students will prepare for socratic seminar. | Select Articles for debate |  |
| Thursday, 3/22 | Socratic Seminar Prep. | Students will prepare for socratic seminar. | CP Students can work on Socratic Seminar |  |
| Friday, 3/23 | Socratic Seminar | Socratic Seminar | Socratic Seminar |  |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 13 | Monday, 3/26\*  Essay - MATH |  |  | Milestone Skills Extensive Review |  |
| Tuesday, 3/27 |  |  | Milestone Skills Extensive Review |  |
| Wednesday, 3/28 |  |  | Milestone Skills Extensive Review |  |
| Thursday, 3/29 |  |  | Shakespeare Monologues Presentations |  |
| Friday, 3/30 |  |  | Shakespeare Monologues Presentations |  |
| **SPRING BREAK!**  **Monday, 4/2 → Friday, 4/6** | | | | | |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, MARCH 26.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 14 | Monday, 4/9 | Shakespearean Language  Sonnets  Couplet / Quatrain  Rhyme Scheme  Meter | Students will be reintroduced to the world and language of Shakespeare  Students will write a concise response to a journal prompt and discuss their response with their peers  Students wil be introduced to pertinent vocabulary for understanding Shakespeare's plays. | Romeo and Juliet - review pentameter, vocabulary terms  Sonnets  Read Sonnet 18  Journal: Do you believe in love at first sight? Why or why not? Discus | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Tuesday, 4/10 | Text analysis  Iambic Pentameter | Students will review the term iambic pentameter and demonstrate their understanding with “I am a pirate with a wooden leg” and by reading the prologue and analyzing its meaning. | Romeo and Juliet  Prologue - Choral Reading Activity/ Act I | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Wednesday, 4/11 | Monologue  Soliloquy  Pun  Discussion  Shakespearean Language  Textual Analysis | Students will be introduced to a variety of genre-specific language related to the works of Shakespeare. | Romeo and Juliet  Act 1  Words of the day: Monologue, Soliloquy, and Pun  A monologue is a lengthy speech delivered to another  character.  A soliloquy is a lengthy speech by one character who is often (but not always) alone on stage, but it is never intended to be heard by others. A soliloquy is a means for a character to “speak his thoughts” for the audience to hear.  A pun is the humorous use of a word or phrase so as to emphasize or suggest its different meanings or applications, or the use of words that are alike or nearly alike in sound but different in meaning; a play on words.    Read & Discuss: Act 1, Scene 1. Focus on the use of humor (and puns) in the scene, particularly between Gregory and Sampson. Periodically stop to clarify for understanding. Help students identify Prince Escalus’s monologue in lines 71 -94.    Discuss: What is the significance of Prince Escalus’ decree? Help students identify this as a monologue. | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Thursday, 4/12 | Reading  Discussion  Shakespearean Language  Acting |  | Romeo and Juliet → catch up on reading / Acting out scenes |  |
| Friday, 4/13\* | Shakespeare  Poetry  Drama  Discussion  Acting | Students will be introduced to a variety of genre-specific language related to the works of Shakespeare. | Romeo and Juliet  Continue Act 1, Scenes 2- 3 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |

**\*NO MAJOR ASSESSMENTS ON THE FRIDAY BEFORE BENCHMARK WEEK.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 15\* | Monday, 4/16  Benchmark #2 –  SOCIAL STUDIES | Dramatic irony  Journaling  Discussion  Read Aloud  Shakespeare | Students will be introduced to a variety of genre-specific language related to the works of Shakespeare. | Romeo and Juliet  Shakespearean Word of the Day: Dramatic Irony: Dramatic irony is when the words and actions of the characters of a work of literature have a different meaning for the reader than they do for the characters. This is the result of the reader having a greater knowledge than the characters themselves.    After defining dramatic irony, share the following video clip on dramatic irony.<https://www.youtube.com/watch?v=RZFYuX84n1U>    Journal: Dreams: Describe a dream of yours, either a wild one that you have had while sleeping or one that you have for your life. Share a few responses.    Discuss: What are the advantages and disadvantages of dreams? (For example: they inspire, they haunt, they provide direction, they clarify fears or desires, and they may be unrealistic.    Act 1, Scene 4 - Finish for Homework, as necessary | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Tuesday, 4/17  Benchmark #2 –  MATH | R and J  Reading  Comprehension  Discussion | Students will add to their Shakespearean words of the day.  Students will discuss the importance of foil characters in literature and entertainment.  Students will read and perform scenes from the play. | Romeo and Juliet  Shakespearean Word of the Day: Foil. A foil is a character who contrasts with another character (usually the protagonist) in order to highlight particular qualities of the other character.    Discuss: How do Mercutio and Romeo differ in their views on dreams? Why is this significant? How are Mercutio and Romeo foils of one another?    Act I, scene 5 (Do not assign for homework if students do not finish in class. We will finish the Act on Friday as needed.) | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Wednesday, 4/18  Benchmark #2 –  ELECTIVES | Shakespeare  Poetry  Drama  Discussion  Acting | Students will be introduced to a variety of genre-specific language related to the works of Shakespeare. | Romeo and Juliet → make up missed reading / assignments | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Thursday, 4/19  Benchmark #2 –  SCIENCE | Test  Film Analysis  Reading | Honors students will take an assessment over their understanding of Act I of Romeo & Juliet.  Students will copy today’s Shakespearean/Poetry term into their notes.  Students will read and understand Act II, Scenes 1 & 2.  Students will watch two versions of the Balcony scene and participate in class discussion. | Romeo and Juliet  **Honors: Act I Test**  Word of the Day: Aside. An aside is a remark or passage by a character in a play that is intended to be heard by the audience but unheard by the other characters in the play.    Act II, Scene 1  The Balcony Scene on Film: Show two different versions of 2.2 on film. Students should contrast the films with one another as well as with the original play. Which of the films did they prefer and why?    http://www.youtube.com/watch?v=QhcRkb7IJ1M    As time permits, continue reading Act II | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Friday, 4/20  Benchmark #2 –  ENGLISH | Shakespeare  Poetry  Drama  Discussion  Acting  Film Analysis | Students will finish reading and discussing the key elements of the second Act.  Students will compare and contrast the similarities and differences between two film adaptations of Romeo and Juliet.  Students will analyze film as they would analyze a text. | Romeo and Juliet  Act 2: Finish reading, watching, and discussing Act II, Scenes 1 and 2.  Show the two different versions of 2.2 on film. Students should contrast the films with one another as well as with the original play. Which of the films did they prefer and why?  Read Scene 3 and give an overview of 4 (you may read it as a class if time permits, but do not assign it for HW due to the bawdy nature of the dialogue.). | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |

**\*NO OTHER MAJOR ASSESSMENTS THIS WEEK.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 16 | Monday, 4/23 | Malapropism  Collaboration  Discussion  Reading  Acting  Shakespeare | Honors students will copy new terminology into their notes.  Students will work together in pairs to create their own malapropisms to share with the class.  Students will continue reading R&J. | | Romeo and Juliet  Malapropism: the production of an incorrect word in place of a similar-sounding word with a far different meaning, resulting in a nonsensical, often humorous utterance.  Example: A former Chicago mayor quipped, “The police are not here to create disorder, they’re here to preserve disorder.”    Silly ones: My children always like to ride the casserole (roller-coaster) when they go to the park.    The rancher was ornate (irate) because his horses kept getting loused from his chorale and he had to have his fence irrigated.    In small groups, students should work together to create a sentence which includes a malapropism to share with the class. Collect these after each group shares. ☺  Read Act 2, Scenes 5 and 6 - Finish for HW as needed. | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Tuesday, 4/24 | Allusion  Film Analysis  Discussion  Reading  Shakespeare | | Students will copy new terminology into their notes  Students will review the term allusion.  Students will watch the film versions of Mercutio’s death and discuss similarities and differences.  Students will discuss the strengths and weaknesses of each film’s adaptation. | Romeo and Juliet  ACT 3  An **allusion** is a reference to some event, person, place, or artistic work, not directly explained or discussed by the writer; it relies on the reader's familiarity with the item referred to. Allusion is a quick way of conveying information or presenting an image. In the following lines, Romeo alludes to Diana, goddess of the hunt and of chastity, and to Cupid's arrow (love).  **ROMEO**: Well, in that hit you miss: she'll not be hit / with Cupid's arrow, she hath Dian's wit;/ and in strong proof of chastity well arm'd (I,i)  Act III, scene 1  Watch and compare the scene with the film version<http://www.youtube.com/watch?v=xgnKk8HNvXg>  Obituary: Pretend that you are a newspaper reporter. You are given the assignment to write an obituary for Mercutio or Tybalt. Obituaries usually tell place and date of birth, extent of education, occupation, in addition to the circumstances of death. Some of these things you will need to create out of your imagination based on the general setting that Shakespeare has provided. Share. (Major Writing grade – due TBD)  Give brief overview of Act III, Scene 2  Read Act III, scene 3 | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Wednesday, 4/25 | Inverted Sentence Structure  Reading  Acting  Shakespeare  Discussion | | Students will | Romeo and Juliet  In an inverted sentence, the verb comes before the subject . For example, look at the line below:  “Never was seen so black a day as this”  (Romeo and Juliet, IV, v)  You can change its inverted pattern so it is more easily understood: “A day as black as this was never seen”  ((Continue reading)) | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Thursday, 4/26 | Genre Rework  Shakespeare  Group Collaboration  Discussion  Writing | | Students will get into groups of 5.  Students will begin generating ideas for how they can best retell the story of Romeo and Juliet through a different genre. | Honors: Assign Romeo and Juliet Genre Video Project - due the 16th. |  |
| Friday, 4/27 | Shakespeare  Reading  Acting  Journaling | | Students will write a short journal response and share their words with their peers.  Students will continue reading Romeo and Juliet.  Students and teacher will stop for clarification. | Romeo and Juliet  Honors: Finish Act III, scene 3  Read Act III, scene 4  Give Brief overview of Act III, scene 5  Journal: Describe a time when you experienced miscommunication, reported inaccurate information, or received information that was not true/accurate. What were the effects of the miscommunication? How did you correct the situation? Could it have been prevented? | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 17 | Monday, 4/30\*  Essay - ELECTIVES |  |  | Review for tomorrow’s test  ACT 4    As time permits, discuss the play thus far, checking for comprehension and understanding of deeper meaning.  Finish reading Act IV for homework as necessary | ELAGSE9-10RL1  ELAGSE9-10RL2  ELAGSE9-10RL3  ELAGSE9-10RL4  ELAGSE9-10RL5  ELAGSE9-10RL6  ELAGSE9-10RL10  ELAGSE9-10SL1  ELAGSE9-10SL3  ELAGSE9-10SL4  ELAGSE9-10SL6  ELAGSE9-10W1  ELAGSE9-10W4  ELAGSE9-10W9  ELAGSE9-10W10  ELAGSE9-10L1  ELAGSE9-10L2  ELAGSE9-10L4  ELAGSE9-10L6 |
| Tuesday, 5/1 |  |  | Romeo & Juliet TEST  ACT 5 |  |
| Wednesday, 5/2 |  |  | Milestone Skills Extensive Review |  |
| Thursday, 5/3 |  |  | Milestone Skills Extensive Review |  |
| Friday, 5/4 |  |  | Essay TBD |  |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, APRIL 30.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 18 | Monday, 5/7 |  |  | Essay Peer Edit |  |
| Tuesday, 5/8 |  |  | Milestone Skills Extensive Review |  |
| Wednesday, 5/9 |  |  | Milestone Skills Extensive Review |  |
| Thursday, 5/10 |  |  | Milestone Skills Extensive Review |  |
| Friday, 5/11 |  |  | Milestone Skills Extensive Review |  |
| AP Exams  Monday, May 7 – Chemistry (AM), Psychology (PM)  Tuesday, May 8 – Spanish (AM), Physics (PM)  Wednesday, May 9 – English Literature (AM)  Thursday, May 10 – Government (AM), Environmental Science (PM)  Friday, May 11 – US History (AM), Studio Art (PM) | | | | Milestones  To be determined. | |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 19 | Monday, 5/14 |  |  | Milestone Skills Extensive Review |  |
| Tuesday, 5/15 |  |  | Milestone Skills Extensive Review |  |
| Wednesday, 5/16 |  |  | R&J Genre Video Project DUE / Romeo and Juliet Based Socratic Seminar for CP |  |
| Thursday, 5/17 |  |  | Milestone Skills Extensive Review |  |
| Friday, 5/18 |  |  | Milestone Skills Extensive Review |  |
| AP Exams  Monday, May 14 – Biology (AM)  Tuesday, May 15 – Calculus (AM)  Wednesday, May 16 – English Language (AM), Macroeconomics (PM)  Thursday, May 17 – World History (AM), Statistics (PM)  Friday, May 18 – Human Geography (AM) | | | | Milestones  To be determined. | |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS**  **(GSE, AP)** |
| Week 20 | Monday, 5/22 |  | | | |
| Tuesday, 5/23 | **Semester Exams (Benchmark #3 – 7th)** | | | |
| Wednesday, 5/24 | **Semester Exams (Benchmark #3 – 1st & 2nd)** | | | |
| Thursday, 5/25 | **Semester Exams (Benchmark #3 – 3rd & 4th)** | | | |
| Friday, 5/26 | **Semester Exams (Benchmark #3 – 5th & 6th)** | | | |