

ENGLISH II - 1ST; 4TH; 6TH

Day	Lesson	Standards
9/17	<p>Analyzing Argument</p> <ul style="list-style-type: none"> <li>- Basic arguments will be explained in a lecture format for all students.</li> <li>- Slip or Trip WS - Students will explore basic logical argument skills by reading through a possible murder case and trying to figure out what happens.</li> <li>- WS Day 1 - gather evidence and provide warrants (rules)</li> <li>- Due tomorrow</li> </ul>	<p>RI.9-10.2,5,8 W.9-10.10</p>
9/18	<p>Review Argument Vocabulary Slip or Trip - Small Group</p> <ul style="list-style-type: none"> <li>- Students will discuss evidence in small groups and draw a conclusion based on the evidence.</li> <li>- The group will compose a basic report of their conclusions using a graphic organizer.</li> </ul>	<p>RI.9-10.2,5,8 W.9-10.10 SL.9-10.1</p>
9/19	<p>“The Case of the Dead Musician” WS</p> <ul style="list-style-type: none"> <li>- Students will be given another case to investigate using logical argument.</li> <li>- Individual time for evidence gathering will occur for the first 15 minutes of class.</li> <li>- After 15 minutes, students will form groups and begin comparing and contrasting evidence and rules.</li> <li>- Again, groups will reach a decision and report their findings in a graphic organizer to be used in discussion tomorrow.</li> </ul>	<p>RI.9-10.2,5,8 W.9-10.10</p>
9/20	<p>“The Case of the Dead Musician” WS</p> <ul style="list-style-type: none"> <li>- Students will use a whole group discussion to talk about the case for the first 15 minutes of class.</li> <li>- At the conclusion of the discussion students will compose their own multi-paragraph report about what happened in “The Case of the Dead Musician”.</li> <li>- Full reports are due by the end of the day Friday.</li> </ul>	<p>RI.9-10.2,5,8 W.9-10.10 SL.9-10.1</p>
9/21	<p>QUIZ - Basic argument terminology</p> <ul style="list-style-type: none"> <li>- Students will take a multiple choice quiz on basic terminology in argument as well as the cases they looked at over the week.</li> <li>- Worktime will be given after the quiz for those needing to finish their “The Case of the Dead Musician” reports.</li> </ul>	

**ENGLISH IV COMPOSITION - 3RD; 7TH**

<b>Day</b>	<b>Lesson</b>	<b>Standards</b>
<b>9/17</b>	<b>Pacing in Narrative Writing</b> <ul style="list-style-type: none"> <li>- Explanation and examples will be given in class</li> <li>- Students will compose one example of both speeding up time and slowing it down.</li> <li>- Due tomorrow</li> </ul>	<b>w.11-12.3</b>
<b>9/18</b>	<b>Point of View in Narrative Writing</b> <ul style="list-style-type: none"> <li>- Explanation and examples will be given in class</li> <li>- Students will compose three different pieces of writing about a single event showcasing three different points of view</li> <li>- Due tomorrow</li> </ul>	<b>w.11-12.3</b>
<b>9/19</b>	<b>CHROMEBOOKS</b> <ul style="list-style-type: none"> <li>- Students will receive their Draft #2 of their Childhood Memory back with comments.</li> <li>- Students will revise and edit a final Draft #3 of the memory in class using CHROMEBOOKS</li> <li>- Students must include either a pacing example or a point of view example in the final draft</li> <li>- Due Friday at the end of the day</li> </ul>	<b>w.11-12.5</b>
<b>9/20</b>	workday	<b>w.11-12.5</b>
<b>9/21</b>	workday	<b>w.11-12.5</b>

**ENGLISH IV LITERATURE - 5TH**

<b>Day</b>	<b>Lesson</b>	<b>Standards</b>
<b>9/17</b>	<b>How DSC Works</b> <ul style="list-style-type: none"> <li>- Students will be made aware of discussion expectations in English</li> <li>- Students will participate in a whole class discussion about the Prologue text</li> <li>- Students will respond to the discussion in a reflective paragraph at the end of class</li> <li>- Due at the end of class</li> </ul>	<b>SL.11-12.1</b> <b>w.11-12.10</b>
<b>9/18</b>	<b>The Pardoner's Tale</b> <ul style="list-style-type: none"> <li>- Students will listen to the Pardoner's Tale in class</li> </ul>	<b>RL.11-12.1-3</b>

	<ul style="list-style-type: none"> <li>- Students will discuss the text and complete response questions by tomorrow</li> </ul>	
<b>9/19</b>	<p>The Wife of Bath's Tale</p> <ul style="list-style-type: none"> <li>- Students will listen to the tale in class</li> <li>- Students will discuss the text and complete response questions by tomorrow</li> </ul>	<b>RL.11-12.1-3</b>
<b>9/20</b>	<p>DSC - Author Motivation</p> <ul style="list-style-type: none"> <li>- Students will use the Prologue, the Pardoner's Tale, and The Wife of Bath's Tale to discuss Chaucer's motivations for writing the Canterbury Tales</li> <li>- Satire will be emphasized as an author technique and examples explored</li> <li>- Modern day comparisons will be a focus of discussion</li> <li>- A response will be due at the end of class to the topics of discussion.</li> </ul>	<b>SL.11-12.1</b> <b>W.11-12.10</b>
<b>9/21</b>	<p>In-Class Writing</p> <ul style="list-style-type: none"> <li>- Students will compose an informative response about author motivations and purpose in Canterbury Tales. They will be allowed their books in order to find and use textual evidence.</li> <li>- All responses are due at the end of class</li> </ul>	<b>RL.11-12.1-3</b> <b>W.11-12.2</b>