

ENGLISH II - 1ST; 4TH; 6TH

Day	Lesson	Standards
10/8	<p>Arguments of Policy</p> <ul style="list-style-type: none"> <li>- Students will review the definitions of factual, judgmental, and policy argument.</li> <li>- Students will be given an outline for the final argument project: an argument solving a school problem.</li> <li>- Students will brainstorm using a sticky-note activity various problems that could be solved around the school.</li> <li>- Students will choose one problem they wish to solve individually.</li> <li>- Students must solidify their argument choice by tomorrow.</li> </ul>	W.9-10.1
10/9	<p>Beginning Research Packet</p> <ul style="list-style-type: none"> <li>- Students will receive a WS packet that outlines questions that need to be stated in order to solve the school issue they have chosen, a planning sheet for investigation, and a data collection portion to collect data.</li> <li>- In class we will discuss valid methods of data collections.</li> <li>- Students will need to finish their questions and brainstorm investigation techniques by the end of class.</li> </ul>	W.9-10.7
10/10	<p>Data Collection/Research Workday</p> <ul style="list-style-type: none"> <li>- Students will be given the period to work on data collection methods. They may be asking classmates survey questions, doing online research, or touring the school in order to collect more information.</li> <li>- Students will be expected to do research outside of class in order to fully answer their investigation questions.</li> <li>- All information will be collected in the Research Packet.</li> </ul>	W.9-10.7
10/11	<p>Paper Outline</p> <ul style="list-style-type: none"> <li>- Students will be given a general outline for the final paper as well as an example outline.</li> <li>- Students must fill in their own outline during class.</li> <li>- Students may start writing an introduction paragraph for their argument during this class.</li> <li>- 1st draft of introduction AND outline due tomorrow in class for completion grade.</li> </ul>	W.9-10.5
10/12	Paper Outline	W.9-10.1

	<ul style="list-style-type: none"> <li>- Students will continue writing their paper based on their outline.</li> <li>- Direct instruction concerning how to write about method, findings, and interpretation of data will be given during class time.</li> <li>- Method, findings, and interpretation portions of the paper are due on Monday.</li> </ul>	W.9-10.5
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**ENGLISH IV COMPOSITION - 3RD; 7TH**

Day	Lesson	Standards
10/8	<p>Workday on Backstory</p> <ul style="list-style-type: none"> <li>- Students will have the class period to finish and submit their drafts of a short story from their Hero's Journey world.</li> <li>- Drafts are due at midnight to the Google Classroom</li> <li>- 3rd period code: a2fhd4</li> <li>- 7th period code: jfgw3uo</li> <li>- <b>Students MUST submit whatever they have finished before midnight in order to participate in tomorrow's Peer Review activity.</b></li> </ul>	W.11-12.3
10/9	<p>Peer Review Day</p> <ul style="list-style-type: none"> <li>- Students will get into groups and share printed out versions of their latest short story.</li> <li>- Each student will be given a questionnaire in order to collect commentary from peers about the short story.</li> <li>- The main goal of the review is to assess content, not specifically language or editing.</li> <li>- Students have the whole class period to collect as many reviews as possible.</li> </ul>	SL.11-12.1 W.11-12.5
10/10	<p>Hero's Journey Book Cover Project</p> <ul style="list-style-type: none"> <li>- Students will be assigned a project to create a book cover for their Hero's Journey Story.</li> <li>- The project will be completed electronically OR as a hard copy.</li> </ul>	W.11-12.8 W.11-12.10
10/11	Workday on Book Cover Project	
10/12	<p>Workday on Book Cover Project</p> <ul style="list-style-type: none"> <li>- Due at midnight either electronically or as a hard copy.</li> </ul>	

**ENGLISH IV LITERATURE - 5TH**

Day	Lesson	Standards
10/8	<p>Sonnets</p> <ul style="list-style-type: none"> <li>- Students will take notes on basic sonnet history and structure.</li> <li>- Students will read Shakespeare's Sonnet 18 together and answer questions based on structure as a group.</li> <li>- Students will work to translate each line of the sonnet into modern English.</li> <li>- Students will paraphrase the meaning of the poem as a group and cite evidence to support the paraphrase.</li> <li>- All group work should be included in notes.</li> </ul>	RL.11-12.2-6
10/9	<p>Sonnet 130</p> <ul style="list-style-type: none"> <li>- As a group students will analyze the structure and meaning of Sonnet 130.</li> <li>- Students will draw an image of the subject of the poem based on figurative language in the poem.</li> <li>- Students will compare and contrast the meaning of Sonnet 130 vs. Sonnet 18</li> <li>- Homework Sonnet 30 + 116 - Read and paraphrase</li> </ul>	RL.11-12.2-6
10/10	<p>Sonnet 30 +116</p> <ul style="list-style-type: none"> <li>- Students will submit their meaning paraphrases for comparison and discussion.</li> <li>- Students will go on a figurative language scavenger hunt where they find and interpret at least 3 examples of figurative language and include rudimentary drawings of the language.</li> <li>- Students will turn in their scavenger hunts by the end of the period or finish it as homework.</li> </ul>	RL.11-12.2-6
10/11	<p>Sonnet Writing Assignment</p> <ul style="list-style-type: none"> <li>- Students will be asked to write a Shakespearean Sonnet based on the structure, meter, and style of Shakespearean Sonnets.</li> <li>- Sonnets are due on Friday at midnight on the Google Classroom.</li> <li>- 5th Period Classroom code: 9p6uzp</li> </ul>	W.11-12.10 W.11-12.5
10/12	<p>Sonnet Workday</p> <ul style="list-style-type: none"> <li>- Sonnets due at midnight</li> </ul>	