

**ENGLISH II - 1ST; 4TH; 6TH**

<b>Day</b>	<b>Lesson</b>	<b>Standards</b>
<b>10/15</b>	<p>Interpretation of Data and Conclusions</p> <ul style="list-style-type: none"> <li>- Students will receive explicit instruction in composing the interpretive portion of their arguments as well as the conclusions and recommendations. Some lecture in class will be given and a handout with content expectations will be given.</li> <li>- Final papers will be due at midnight on the Google Classroom on Tuesday the 16th</li> </ul>	<p><b>W.9-10.1</b>  <b>W.9-10.10</b>  <b>W.9-10.5</b></p>
<b>10/16</b>	<p>Workday</p> <ul style="list-style-type: none"> <li>- Students will be allowed the entire period to work on their paper and seek help for editing questions.</li> <li>- Final papers due at midnight on the Google Classroom.</li> </ul>	
<b>10/17</b>	<p>1st and 4th period only</p> <ul style="list-style-type: none"> <li>- Students will get a chance to share their arguments with members of their class.</li> <li>- Students will brainstorm how they can take the next step in their argument to create change if they so desire.</li> <li>- Any students who did not turn in their final argument will be required to do so by the end of the period.</li> </ul>	

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

<b>Day</b>	<b>Lesson</b>	<b>Standards</b>
<b>10/15</b>	<p>Basic Structure of Argument</p> <ul style="list-style-type: none"> <li>- Students will take notes on the basic structure of an argument in class.</li> <li>- Students will apply their notes to example arguments and answer questions concerning the content of each argument and the overall effectiveness.</li> <li>- Packet questions due tomorrow.</li> </ul>	<p><b>RI.11-12.1-6</b></p>
<b>10/16</b>	<p>Small Group DSC</p> <ul style="list-style-type: none"> <li>- Students will analyze the basic components of argument in each article they read. Students must use textual evidence to support their identifications.</li> </ul>	<p><b>SL.11-12.1</b>  <b>RI.11-12.1-6</b></p>

	<ul style="list-style-type: none"> <li>- Students will discuss the effectiveness of each argument and try to identify flaws and valid counterarguments.</li> <li>- Students will record their identifications and ideas on a group discussion reporting WS to be turned in at the end of class.</li> </ul>	
<b>10/17</b>	3rd period only <ul style="list-style-type: none"> <li>- Students will be given the opportunity to look at a new argument text and evaluate the effectiveness of the author.</li> <li>- No homework.</li> </ul>	<b>SL.11-12.1</b>

**ENGLISH IV LITERATURE - 5TH**

<b>Day</b>	<b>Lesson</b>	<b>Standards</b>
<b>10/15</b>	<b>REVIEW</b> <ul style="list-style-type: none"> <li>- Students will review information concerning sonnets using a review game in class.</li> <li>- Quiz tomorrow</li> </ul>	
<b>10/16</b>	<b>SONNET QUIZ</b> <ul style="list-style-type: none"> <li>- Students will answer questions on the basic structure of a sonnet, the history of British Renaissance literature, as well as the content of sonnets discussed and read during the last week.</li> <li>- All sonnets that will appear on the quiz are included in the textbook on pages 186-188</li> </ul>	<b>RL.11-12.1-9</b>
<b>10/17</b>	No class - early out	