

ENGLISH II - 1ST; 4TH; 6TH

Day	Lesson	Standards
11/26	CH. 21-26 Q's and Vocab. DUE Assign Ch. 27-end Q's and Vocab. Due on Friday Quiz on Ch. 21-end + 2 sets of Vocab. On Friday	RL.1-3,5; L.4
11/27	Small Group DSC <ul style="list-style-type: none"> - Main takeaways from Ch. 21-26 - Students will form small groups, judge the most important events from Ch. 21-26, create a list of the top 10 events, write a 1 sentence summary of each event that is at least 10 words long, write the events in on slips of paper. - Groups will exchange event groups and be challenged to put the events in the correct order as quickly as possible without talking. - Groups will repeat the activity 	RL.3
11/28	Reading Day	
11/29	Ch. 21-end Review <ul style="list-style-type: none"> - Students will use Quizlet Live and the Chromebooks to study two sets of vocabulary and novel events from Ch. 21-end 	
11/30	Quiz CH. 21-end Vocab. 21-26 AND 27-end	RL.1-3,5; L.4

ENGLISH IV COMPOSITION - 3RD; 7TH

Day	Lesson	Standards
11/26	What do you want to do and how can you get there? Day 1 - informative text unit <ul style="list-style-type: none"> - Students will respond to 3 pre-assessment questions about their plans for their future. - Students will watch a TedTalk video titled "Why your major will never matter" by Megan Schwab - Students will respond to post video questions - Students will discuss their responses in small groups - Students will complete a final writing about how the lesson changed or confirmed their current plans for their futures to be turned in at the end of class. 	SL.1; W.10; RI.7

11/27	<p>Commonlit.org classroom assignment</p> <ul style="list-style-type: none"> - Students will log in and create an account for commonlit.org following directions in class - Students will be assigned the text WILL THE 'RIGHT' COLLEGE MAJOR GET YOU A JOB? And answer questions based on the article as they read and after they are finished. - Students will discuss specific questions concerning the article in small groups if time permits. - Due at the end of the day 	RI.7; RI.1-3.6 SL.1
11/28	<p>https://www.ted.com/talks/emilie_wapnick_why_some_of_us_dont_have_one_true_calling#t-728134</p> <p>Are you a specialist or a multipotentialite?</p> <ul style="list-style-type: none"> - Students will watch a video exploring the idea of being a specialist in the world or a multipotentialite. - After the video, students will respond to a few basic questions concerning the video information. - After responding individually, students will group up and discuss the following topics: <ul style="list-style-type: none"> - Who is a mutlipotentialite? - Who is a specialist? - How does our wiring affect our future decisions? - How could understanding the way you like to work influence your choices in the next few months or years? - Students will share ideas as a whole group. - Students will conclude with a short response on their current state of mind. 	RI.7; RI.1-3.6 SL.1
11/29	<p>https://www.ted.com/talks/jason_shen_looking_for_a_job_highlights_your_ability_not_your_experience</p> <p>What are you good at?</p> <ul style="list-style-type: none"> - Students will watch a TedTalk about ability rather than education background. - Students will react to the video by responding to a few short questions. - Students will then create an ability catalog using a graphic organizer. - Students will share and discuss their ability catalog with fellow students to help brainstorm more abilities and skills they may have. - Students will also assess what experiences they have gained through jobs, school, extracurriculars, clubs, etc. and identify what they are good at in each experience and what they like about each one. - Students will conclude their work by discussing possible 	RI.7; RI.1-3.6 SL.1

	careers and recording options.	
11/30	<p>Mini-Research Project</p> <ul style="list-style-type: none"> - Students will identify 3 possible career paths they are interested in. - Students will use basic research skills to find out information about each career path. - Students will record the information using a graphic organizer. - Students will share their results in small groups and identify which career path seems like the best option. - Due Monday 	SL.1; W.7

ENGLISH IV LITERATURE - 5TH

Day	Lesson	Standards
11/26	<p>In Search Of History - Frankenstein (History Channel Documentary https://www.youtube.com/watch?v=VgqOBgfMaPc</p> <ul style="list-style-type: none"> - Students will watch a History Channel documentary on the creation of <i>Frankenstein</i> in order to formulate background information about the text. 	RL.7
11/27	<p>Gothic Literature Terminology</p> <ul style="list-style-type: none"> - Students will take notes on basic gothic literature terminology. - The terms will be applied to the text throughout the unit. 	L.6
11/28	<p>Assign Books Read the <i>Preface</i> in class and discuss the similarities to the history of the novel seen in the documentary Assign "Letters 1-4" to be read for discussion in class tomorrow</p>	RL.1-3
11/29	<p>DSC Letters 1-4</p> <ul style="list-style-type: none"> - As a group, summarize the content of the letters and put together an order of events. - Discuss the Unreliable Narrator element being applied to the novel - Begin sketching out the layering of the tale using an illustration <p>Assign Ch. 1-2 for Monday Quiz tomorrow</p>	RL.1-3 L.6
11/30	Quiz	

	<ul style="list-style-type: none">- Preface- Letters 1-4- Mary Shelley's life/history- Gothic terms - Unreliable Narrator especially Reading day for the novel	
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