

ENGLISH II - 1ST; 4TH; 6TH

Day	Lesson	Standards
2/18	Finish listening to Chapter 5 Quotation Hunt <ul style="list-style-type: none"> - Students will match quotations to major points from Chapter 5; pg 19 of the Workbook (WB) Review Questions <ul style="list-style-type: none"> - Students will dsc review questions on page 21 WB Key Theme pg. 22 of WB <ul style="list-style-type: none"> - Students will dsc FEAR and fill in as much of page 21 as possible in preparation for tomorrow 	RL. 1-3 W.10 SL.1
2/19	Key Theme writing assignment <ul style="list-style-type: none"> - Using page 21 of the WB we will reestablish what a 'theme' is - Students will then be instructed to write an informative paragraph, identifying theme as a theme so far in the novel and incorporate supporting evidence - An example will be give - Students will be given time in class to complete the paragraph and turn it in UNFINISHED paragraphs due tomorrow	W.2 RL.1,2
2/20	Listen to Chapter Six: Beast from Air <ul style="list-style-type: none"> - WB pages 23-24 - Fill in as we listen Discuss review questions on pg 24 WB Writing Prompt pg. 24 WB <ul style="list-style-type: none"> - Due tomorrow by the end of the day 	RL.1-3 W.10 SL.1
2/21	Listen to Chapter Seven: Shadows and Tall Trees <ul style="list-style-type: none"> - WB pages 25-26 - Fill in as we listen Discuss review questions on pg 26 WB Writing Prompt from yesterday due by the end of the day (pg 24 WB)	RL.1-3 W.1- SL.1
2/22	NO SCHOOL	

ENGLISH IV COMPOSITION - 5TH

Day	Lesson	Standards
2/18	Hero's Journey	RI.2

	<ul style="list-style-type: none"> - Informational video from TedED - Students will be given a Hero's Journey template and asked to analyze the major parts of a Hero's Journey they are familiar with. - Due tomorrow 	
2/19	<p>Hero's Journey Brainstorming activities</p> <ul style="list-style-type: none"> - Students will choose a place to begin a Hero's Journey story of their own: setting, character, or plot - Students will do a free write on a sheet of paper - goal: at least one page of writing on either a setting, character, or possible Hero's Journey plot - Due at the end of class 	<p>W.10 W.3 RI.2</p>
2/20	<p>Hero's Journey Writing Project</p> <ul style="list-style-type: none"> - Outline expectations of project - Emphasize quantity over quality - this project is meant to expand your ability to write on a specific topic - Setting, character descriptions, and plot overview will all be due next week on Wednesday Feb. 27th 	<p>W.3 W.10</p>
2/21	Workday on Hero's Journey Writing Project	W.3
2/22	NO SCHOOL	

ENGLISH IV LITERATURE - 3RD, 7TH

Day	Lesson	Standards
2/18	<p>Shakespearean Sonnets</p> <ul style="list-style-type: none"> - Basics on how and why sonnets were written - Courtly poetry - Iambic pentameter - Shakespeare: a brief history - Brief informational videos concerning Shakespeare and Sonnets will be used - Students will be expected to take notes on the basic structure of a sonnet as well as major historical points 	<p>RL.1-3 RI.1-3</p>
2/19	<p>Sonnet 18 page 186</p> <ul style="list-style-type: none"> - Read as a whole group first - Read again in partners and work on Translation WS: students will translate each line of the sonnet into modern English and identify major shifts in meaning between quatrains and in the final couplet 	<p>RL.1-3 L.4</p>

	<ul style="list-style-type: none"> - Students will turn in Translation WS at the end of class OR tomorrow if they are not finished 	
2/20	<p>Sonnet #130 page 188</p> <ul style="list-style-type: none"> - Students will hear the sonnet read aloud to them as a whole group first and then break into smaller groups to translate the meaning - Students will record their translation on the assigned WS and complete a drawing of the subject of the poem based on textual evidence - Students will reconvene at the end of class as a whole group and briefly compare the results of their translations and what they think the poem means. <p>WS due at the end of class OR by tomorrow</p>	<p>RL.1-3 L.4 SL.1</p>
2/21	<p>Sonnets #30 and #116 WS (page 187)</p> <ul style="list-style-type: none"> - Students will break into partners or small groups right away and look at each sonnet closely using the guided WS - Students must translate the meaning of the sonnet and identify the shifts between quatrains compared to the final heroic couplet - Students will also find modern comparisons to the meaning of the sonnet <p>WS due on MONDAY</p>	<p>RL.1-3 L.4 SL.1</p>
2/22	NO SCHOOL	