

2020 Fall Semester Planning Calendar

August/ September 2020

Freshmen English Literature

Mr. Casey Curtis, English Department

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<p>8/24</p> <p>WELCOME Icebreaker Activity Share Outs</p> <p>Overview of COVID Protocols</p> <p>Journal-Write AND/OR Class Discussion: COVID: <i>The Elephant in Our Bedrooms</i></p> <p>Ted Talk/INTRO TO LISTEN-WRITE-RESP OND protocol</p> <p>Journal-Writing Exercise: <i>Who are you?</i></p>	<p>8/25</p> <p>RULES & REGULATIONS PowerPoint</p> <p>Virtual Notebook: Students set their own behavioral goals for the semester (10 point assignment)</p> <p>Model SMART goal setting*</p> <p>Review of goals/share outs in chat box section</p>	<p>8/26</p> <p>1. Go over Casey's 2. Go over pacing guide (first nine weeks)</p> <p>Reading Assignment One: Why Reading is so Important</p> <p>Skill Work Session One: <i>Reading+Annotating*</i></p> <p>Reading Assignment Two: Skill Work Session Two: <i>Writing a Strong Thesis</i></p>	<p>8/27</p> <p>ACADEMIC STANDARDS & EXPECTATIONS + GRADING POLICY PowerPoint</p> <p>Review SMART goal setting guide*</p> <p>Virtual Notebook: Students set their own academic achievement goals for the semester (10 point assignment)</p>	<p>8/28</p>
2	<p>8/31: ON-SITE Beginning of Unit One: EDUCATION</p>	<p>9/1: VIRTUAL Dive into Text: The Narrative of the Life</p>	<p>9/2: ON-SITE 1. Brief Review of yesterday's</p>	<p>9/3: VIRTUAL Deeper Dive into Text: The Narrative</p>	<p>9/4 Student Check-In</p>

<p>Pre-Teach:</p> <p>M.U.G. SHOT MONDAY</p> <p>Overview and Implement</p> <p>DO NOW: Journal-Write in Digital Notebook: <i>What does your education mean to YOU?</i></p> <p>Class Discussion on prompt</p> <p>ESSENTIAL QUESTION FOR UNIT: How can education be used to create CHANGE?</p> <p>Overview of:</p> <ol style="list-style-type: none"> Essential Questions Big Ideas <p>Within framework of reading texts</p> <p>Building Background:</p> <p>Historical Context of Frederick Douglass Narrative*</p> <p>Clip of Time Period</p>	<p>of Frederick Douglass</p> <p>Define Focus/Structure for Day: SYNOPSIS OF TEXT</p> <p>Big Idea: <i>What were the factors in Douglass' life which caused him to educate himself?</i></p> <ol style="list-style-type: none"> Review of Monday's Background Building Focus: <u>what is happening in the reading?</u> Read chunk of text-guide student's understanding of SLR (surface level read) <p>-Break out rooms to read in pairs</p> <p>-Students assigned plot-based questions</p> <p>-Pairs present their ANSWERS to group</p>	<p>content</p> <ol style="list-style-type: none"> DO NOW: <i>In 1-2 sentences, summarize the big idea/ideas within the text from yesterday.</i> WRITER'S WORKSHOP: <i>constructing a thesis statement</i> <p>-model good AND bad examples of thesis statements</p> <p>-model what a good Douglass thesis statement could look like</p> <ol style="list-style-type: none"> Student's practice writing their own thesis statements centered around Douglass' narrative. (Frame it so that student's know that they will be using these for end of unit essay) 	<p>of the Life of Frederick Douglass</p> <p>Define Focus/Structure for Day: DEEPER THEMES WITHIN TEXT</p> <p>Big Idea: <i>What is the overall impact of Douglass making the choice to give himself an education?</i></p> <ol style="list-style-type: none"> Review of Wednesday Focus: <u>what are the deeper implications/societal impact?</u> Read chunk of text-guide student's understanding of DLR (deeper level read) <p>-Break out rooms to read assigned text AND fill in graphic organizer</p> <p>-Assign each group a</p>	
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	<p>VOCABULARY ACQUISITION WITHIN UNIT</p> <p>Vocal Assignment#1; 20 points(Due at end of class)</p>	<p>Exit Ticket: What was the “big idea” of today’s reading?</p> <p>(10 PT)</p>	<p>5. Review some of the student’s thesis’: work on revising from there.</p> <p>6. SEL Piece Ted Talk: <i>Anxiety and Depression</i></p> <p>7. Implement LISTEN-WRITE-RESPOND</p> <p>8. Students turn in their (digital responses)</p> <p>(10 PT.)</p>	<p>“reading focus”</p> <p>-Student pairs share what they filled in on their graphic organizers</p> <p>Exit Ticket: Demonstrate your understanding of Douglass’ impact upon society. (1-2 sentences)</p> <p>(10 PT.)</p>	
3	<p>9/7: Labor Day No School</p>	<p>9/8: VIRTUAL</p> <p>M.U.G. SHOT MONDAY (TUESDAY make-up)</p> <p>DEFINE FOCUS/GOALS FOR DAY</p> <p>Review major ideas/themes from prior reading</p>	<p>9/9: ON-SITE</p> <p>1. DO NOW: Journal-Writing Prompt: <i>What IS the value of education TODAY?</i></p> <p>2. Students generate their own questions pertaining to the educational</p>	<p>9/10: VIRTUAL</p> <p>DEFINE GOALS/FOCUS FOR DAY</p> <p>1. DO NOW: Vocabulary Review (in context**)</p> <p>2. Continue Reading from Tuesday (Aim</p>	<p>9/11</p> <p>Student Check-In</p>

		<p>FORMATIVE QUIZ: 20 POINTS (Summary of Douglass narrative)</p> <ol style="list-style-type: none"> 1. Pre-Teach Vocabulary within reading 2. BEGIN READING A Child of Slavery Who Taught a Generation <p>*On this day I will be reading and coaching annotations/note taking mostly</p> <p>**We will aim to get through the first half of text, focusing on BOTH the surface level and deeper level aspects of the read.</p> <ol style="list-style-type: none"> 3. Students sent off to work in groups to answer summary-based questions. 4. Students return and present their ANSWERS 5. Go over 	<p>process</p> <ol style="list-style-type: none"> 3. JIGSAW activity: Split the group into two; one researching the benefits of education currently, and the other researching the drawbacks. Using poster paper, groups make a case for their side. <p>-Musical Analysis (TBD)</p> <ol style="list-style-type: none"> 4. SEL Piece Ted Talk <i>Social Media</i> <p>**STOP and check for understanding/engagement throughout</p> <p>5. Written responses due at end of period (10 points)</p> <p>**Review framework for a "good" response</p>	<p>to finish text)</p> <p>**same format as Tuesday-I read aloud to them and coach annotating/good note taking.</p> <ol style="list-style-type: none"> 3. Assign students groups 4. Send them off to research the life of Anna Julia Hayward Cooper 5. Overview of a "good" source and a "not so-good source" <p>Objective:</p> <ol style="list-style-type: none"> 1. for students to practice being critical when choosing sources 2. For students to be able to contextualize in-depth WHY and HOW Hayward Cooper was so important 	
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		answers as class 6. NOTES TAKEN + ANSWERS =EXIT TICKET: 20 POINTS		Student Presentations: 30 PT	
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4	<p>9/14: ON-SITE</p> <ol style="list-style-type: none"> 1. Do Now: MUGSHOT MONDAY 2. Present/Go Over Expectations for Synthesis Essay (100 points) 3. Return to Thesis Statements from prior Week 4. MODEL Chunks of ineffective and effective sample writings 5. INEFFECTIVE WRITING: I assign readings of multiple examples and in digital notebook they point out what's wrong. 6. EFFECTIVE WRITING: same* 	<p>9/15: VIRTUAL</p> <ol style="list-style-type: none"> 1. Continue Teaching: CRAFT AND STRUCTURE OF A GOOD ESSAY Embed craft and structure videos *Summarize and answer questions after each 2. Students work independently on their essays <p>ROUGH DRAFTS DUE: 50 PTS</p>	<p>9/16: ON-SITE</p> <p>SEL PIECE</p> <p>Ted Talk: <i>Identity</i></p> <p>STUDENTS WORK ON ESSAYS</p> <p>ASSIGN TIMES (10-15 MINUTE CHUNKS) to go over what they have thus far</p>	<p>9/17: VIRTUAL</p> <p>STUDENTS CONTINUE WORK ON ESSAYS</p> <p>*I am completely available to answer questions/guide learning</p>	<p>9/18</p> <p>Am available for further assistance on essays</p>
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	<p>7. Students continue editing/revising their thesis statements</p> <p>8. DUE TODAY: Thesis statements+ Notes (30 PT)</p>				
5	<p>9/21: ON-SITE</p> <p>FINAL DRAFT ESSAY DUE: 100 PT</p> <p>M.U.G. Work*</p> <p>Beginning of Unit Two: IMPROVING SOCIETY</p> <p>1. Journal-Write: <i>Pick the three biggest things within society currently (in your own opinion) which need the biggest changes?</i></p> <p>2. Share Outs for</p>	<p>9/22: VIRTUAL</p> <p>DEFINE FOCUS/GOALS FOR THE DAY</p> <p>READING: We Wear the Mask Paul Dunbar</p> <p>Lead-In/Pre-Teach Content (POETRY!!)</p> <p>DO NOW: make a prediction about the text (based on lead-in)</p> <p><i>Read Poem Four Times (direct focus to something new each read)</i></p>	<p>9/23: ON-SITE</p> <p>Pre-Teach Poetic Devices</p> <p>READING: Jabari Unmasked Nikki Grimes</p> <p><i>Focus: Compare/Contrast Two Poems</i></p> <p>Authenticity: what is it/WHO gets to have it?</p> <p>Students work in groups to either:</p> <p>A. Define similarities OR</p>	<p>9/24: VIRTUAL</p> <p>Review of main themes/aspects of poem</p> <p>Video clips on impact of prejudice/bias</p> <p>Mini-lecture on that topic</p> <p>Journal-Write: Prejudice within YOUR lives*</p> <p>Small discussion (extra-credit for those who share out)</p> <p>Students break out to independently work</p>	<p>9/25</p> <p>Student Check-In Period</p>

	<p>extra credit</p> <p>3. Pre-Teach Vocabulary Within Context of the Text</p> <p>4. Word Wall: Student-Driven/ Created</p> <p>5. Go Over as a Class</p> <p>6. Exit Ticket:</p> <ul style="list-style-type: none"> a. <i>Students assigned topic</i> b. <i>Students create short story based on topic</i> c. <i>Key: use three vocab words covered today within story</i> <p>Turn-In: 10 PT</p>	<p>Students break off into groups</p> <p>-answer summary questions</p> <p>Come back together and go over answers</p> <p>Summary Questions Due that day (20 PT)</p>	<p>B. Define differences</p> <p>Class Discussion: THEME <i>what does it mean to "wear a mask"?</i></p> <p>SEL Piece* TBD</p>	<p>on GRAPHIC ORGANIZER (20 PT. due that day)</p>	
6	<p>9/28: ON-SITE</p> <p>M.U.G. Work*</p>	<p>9/29: VIRTUAL</p> <p>Midterm Review</p>	<p>9/30: ON-SITE</p> <p>Midterm Review</p>	<p>10/1: VIRTUAL</p> <p>Midterm Part ONE:</p>	<p>10/2: VIRTUAL</p> <p>Midterm</p>

	<p>The Blue Eyed, Brown Eyed Exercise</p> <p>1. Pre-Teach “bias” **Distinguish difference between “racial bias” and “racism”</p> <p>2. Pre-Teach Key Vocabulary</p> <p>3. Intro Part One of Midterm (Structure)</p>	<p>PART ONE of Midterm:</p> <p>-Mechanics, usage, and grammar</p> <p>-Vocab</p>		<p>100 pts</p>	
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Fall Break: October 5th-9th

October 2020

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	<p>10/12: ON-SITE</p> <p>Return to key texts* (Review key themes/concepts+how they relate to one another)</p> <p>Intro Structure to Part Two of Midterm</p>	<p>10/13: VIRTUAL</p> <p>Midterm Review Day#2</p> <p>Intro key topics/concepts for day</p> <p>Students break off into focus groups</p>	<p>10/14: ON-SITE</p> <p>Midterm Review Day#3</p>	<p>10/15</p> <p>Midterm Part Two 100 PT</p>	<p>10/16: End of First Quarter</p>

	Midterm Part Two Review Day#1	Groups come back and report at "expert" level on their focus topic			
8	<p>10/19 a</p> <p>Lead-in video</p> <p>Beginning Unit Three: The Novel</p> <p>To Kill a Mockingbird</p> <p>1. Build Background -Jim Crow South -Relations between whites and blacks at that time</p> <p>Deepen Understanding (supplementary texts and clips from film):</p> <p>-From Slaves to Sharecroppers -"The 13th" -An Overview of the Great Depression</p> <p>Review Weekly Structure/Set Timeline and Student Goals*</p> <p>Assign Graphic Organizer*</p>	<p>10/20: VIRTUAL</p> <p>Review Ch. 1/Go over graphic organizer</p> <p>Chp. 2 and 3</p> <p>*Students watch film of me reading and annotating Ch. 2</p> <p>On their own, students read Ch. 3</p> <p>Set timer, students return to discuss Ch.2 and Ch.3</p> <p>Students end day by filling out their graphic organizer for Ch. 2 and 3</p> <p>Students submit their organizers for 30PT assignment</p>	<p>10/21: ON-SITE</p> <p>*From Slaves to Sharecroppers</p> <p>Ch.4</p> <p>New Graphic Organizer*</p>	<p>10/22: VIRTUAL</p> <p>Ch.5 and Ch.6</p>	<p>10/23</p> <p>Student Check-In</p>

	Chapter One Exit Ticket: Summary Question (TBD)				
9	10/26: ON-SITE Ch.6 Graphic Organizers Clips from “The 13th” Discussion Questions Jigsaw Activity Intro Expectations for Socratic Seminar*	10/27: VIRTUAL Review guidelines expectations for Socratic Seminar Ch. 7 and 8	10/28: ON-SITE Ch.9 Group Work+Socratic Seminar: 40PT	10/29: VIRTUAL Ch.10 and 11 Video watch and respond*	10/30: Nevada Day No School

Thanksgiving Break: November 25th- 27th

November 2020

Week	Monday	Tuesday	Wednesday	Thursday	Friday
10	11/2 Beginning of Unit Four:	11/3: Professional Development Day	11/4	11/5	11/6

	CHILDHOOD'S END				
11	11/9	11/10: Veteran's Day No School	11/11	11/12	11/13
12	11/16	11/17	11/18	11/19	11/20
13	11/23 Beginning of Unit Five: FITTING IN & STANDING OUT	11/24	11/25: No School	11/26: Thanksgiving No School	11/27: No School

Winter Break: December 21st- January 1st

December 2020

Week	Monday	Tuesday	Wednesday	Thursday	Friday
14	11/30	12/1	12/2	12/3	12/4
15	12/7	12/8	12/9	12/10	12/11
16	12/14	12/15	12/16	12/17: End of Second Quarter	12/18: Professional Development Day