

2020 Fall Semester Planning Calendar

August/ September 2020

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<p>8/24: ON-SITE</p> <p>Rebuilding Skills*</p> <p>Students</p> <ul style="list-style-type: none"> -Read article -Discuss article -Write response to article <p>SEL PIECE:</p> <p>Journal-Response: <i>How do we reintegrate ourselves back into the school setting??</i></p> <p>Film session**</p>	<p>8/25: VIRTUAL</p> <p>PowerPoint</p> <ul style="list-style-type: none"> -Rules/Regulations -Behavior Protocols -Attendance Policy -Grading Policy <p>Google Sheets (students sign sheet acknowledging they have read and accept the terms: 10 PT Assignment)</p>	<p>8/26: ON-SITE</p> <p>Beginning of Unit One: <i>Women in Society</i></p> <p>Essential Question: <i>What are the shared experiences of women throughout history?</i></p> <p>Build Background Knowledge on THEME</p> <p>Activate Prior Knowledge: Journal-Write Wednesday Prompt (Imagine you are an adult but do not have the right to vote: is there any way for you NOT to feel like a second-class citizen?)</p> <p>Assign Vocab Graphic Organizer</p> <p>Reading: <i>The Lady or the Tiger</i>, Frank R. Stockton</p>	<p>8/27: VIRTUAL</p> <p>Review of previous days content</p> <p>Return to Essential Question!!</p> <p>Lead-In: I read/finish text while annotating on board</p> <p>Students assigned NEW reading focus</p> <p>Students break off to re-read text independently</p> <p>Students submit their digital notes they've taken (20PT)</p>	8/28

			Get through first half of text* (I give students a reading focus-students read independently and take notes digitally)		
2	<p>8/31: ON-SITE</p> <p>M.U.G. Shot Monday (Intro/Teach)</p> <p>Mini-Assessment(based on note-taking/annotations from previous week) 20points</p> <p>Return to ESSENTIAL QUESTION</p> <p>Mini-Lecture: POV/Structure+Craft in Lit</p> <p>New Reading: <i>Verses Written by a Young Lady, on Women Born to be Controlled!</i></p> <p>-Re-Introduce Poetry -Coach reading strategies -Show "Anti-Panic Poetry" clip (funny)</p> <p>Read poem as class 3x, each time focusing</p>	<p>9/1: VIRTUAL</p> <p>Review content from previous day</p> <p>New Reading: <i>Excerpt from "Susan B. Anthony, the Woman"</i></p> <p>PowerPoint: Susan B. Anthony-life and impact (Multiple vids embedded)</p> <p>Guided Reading/Chunked Text (First half)</p> <p>Students sent off to analyze STRUCTURE+TONE of text</p> <p>Group Discussion</p>	<p>9/2: ON-SITE</p> <p>Journal-Write Wednesday (Topic TDB)</p> <p>Share Outs for Extra Credit**</p> <p>Finish Text/Answer Discussion Questions</p> <p>More Guided Notes+Annotations</p> <p>Writer's Workshop Wednesday: THESIS statement practice</p> <p>Model "Good" and "Not So Good" Thesis Statements</p> <p>Due Today: Thesis statement centered around one of the texts (Susan B, Anthony (20 PT)</p> <p>Due Today: Digital</p>	<p>9/3: VIRTUAL</p> <p>Sexism in America* (Multiple Clips)</p> <p>Mini-Lecture</p> <p>New Readings: <i>Serena Williams' Catsuit Controversy & First Female Army Rangers in America</i></p> <p>Return to ESSENTIAL QUESTION</p> <p>1. Intro this topic to students (background info on Serena+what I want them to look for in this informative article: TONE+POV)</p> <p>Students break off, first read</p>	9/4 Student Check-Ins

	<p>on different element</p> <p>Guided Notes/Annotations</p> <p>Exit Ticket: TBD*</p>		<p>Notes (Veres Written by a Young Lady AND Susan B. Antony) (20 PT)</p>	<p>independently, then as class</p> <p>DQ assigned, due today, 10 PT</p> <p>2. Students read Ranger article independently, work in groups to answer analysis questions (10PT)</p>	
3	<p>9/7: Labor Day No School</p>	<p>9/8: VIRTUAL: Essay writing*</p> <p>ESSENTIAL QUESTION: What are the shared experiences of women throughout history?</p> <p>Outline of essay+expectations *grading</p> <p>Model strong examples of thesis'/body paragraphs</p> <p>Students break off to work on their Graphic Organizers (essay)</p>	<p>9/9: ON-SITE Essay Work*</p> <p>Goal: students create their thesis statement and turn it in by the 1st half of class</p> <p>Return to students for editing/revision</p> <p>Build Reason#1</p> <p>Again, students submit and I provide feedback</p> <p>Submitting Rough Thesis+Body Paragraph#1=20PT</p>	<p>9/10: VIRTUAL Essay Work*</p> <p>Students work independently to build Body paragraph#2 (Reason#2) + Conclusion</p> <p>*Students at this point should have a complete rough draft to submit for editing/revision</p> <p>Students submit Complete Rough Draft=40PT</p>	<p>9/11 Student Check-Ins</p> <p>**Essay-writing troubleshooting/ answering questions</p> <p>Students have their returned rough drafts at this point**</p>

4	<p>9/14: ON-SITE</p> <p>M.U.G. Shot Work*</p> <p>Students work on Final Drafts</p> <p>Exit Ticket: students submit any lingering questions/concerns they have about their essay (10PT)</p>	<p>9/15: VIRTUAL</p> <p>Address exit ticket questions*</p> <p>Students work independently on their essays</p> <p>Essays due by midnight=100PT</p>	<p>9/16: ON-SITE</p> <p>Beginning of Unit Two: Genocide</p> <p>Journal-Write Wednesday* <i>Genocide-based prompt</i></p> <p><i>Share outs for extra credit*</i></p> <p>No Writer's Workshop Wednesday (reprieve for all their hard work:)</p> <p>Ted Talk lead-in (genocide)</p> <p>Vocabulary Acquisition:</p> <ol style="list-style-type: none"> 1. Genocide 2. Atrocity 3. <p>Class Discussion: <i>how do we speak respectfully about atrocity? How do we honor the people who have gone through the</i></p>	<p>9/17: VIRTUAL</p> <p>Casey's YouTube Channel**</p> <p>Students:</p> <ol style="list-style-type: none"> 1. watch series of my taped lectures and supplemental vids on different forms of genocide throughout history 2. Students work in groups to answer set of questions posed to them pre-watch (check for understanding) 3. Students come back together with me for a group discussion on what they watched/answer questions together 	<p>9/18 Student Check-Ins</p>

			worst through education/conversation ?	**Due: Question set=10PT	
5	<p>9/21: ON-SITE</p> <p>M.U.G. Shot Work*</p> <p>Film Clip*TBD</p> <p>Introduce Unit's ESSENTIAL QUESTION: <i>Who is responsible for genocide?</i></p> <p>Distribute Graphic Organizers for Unit</p> <p>New Readings:</p> <p>1. <i>Introduction to the Holocaust</i></p> <p>2. <i>Jewish Refugees on the St. Louis</i></p> <p>Students read both texts in small groups with <u>reading focus</u></p> <p>Exit Ticket: <i>Why did some nations choose to accept foreign refugees and why did</i></p>	<p>9/22: VIRTUAL</p> <p>Address answers from previous days' exit ticket</p> <p>Check for further understanding of both texts</p> <p>New Reading:</p> <p><i>First They Came, Martin Niemoller</i></p> <p>*Read poem aloud to students three times</p> <p>Announce Class Assignment: Cross Textual Questions on "Jewish Refugees"+"First They Came"=20PT</p> <p><i>Model how to use the graphic organizers and their notes to complete assignment</i></p> <p>Students work in pairs</p>	<p>9/23: ON-SITE</p> <p>New Readings:</p> <p><i>Nazi Germany's 'Euthanasia' Program</i></p> <p><i>Elie Wiesel's Remarks at the Dedication of Yad Vashem Holocaust History Museum</i></p> <p>Exit Ticket: Students answer:</p> <ol style="list-style-type: none"> 1. What were the <u>causes</u> and <u>effects</u> of the euthanasia program? 2. How does Wiesel believe the museum can impact the future? <p>Turn in: 10PT</p>	<p>9/24: VIRTUAL</p> <p>New Readings:</p> <p><i>The Man Who Coined 'Genocide' Spent his Life Trying to Stop It</i></p> <p>Announce Class Assignment Due Today: Cross Textual Questions on "Ellie Wiesel's Remarks..."+"The Man Who Coined..."=10PT</p> <p>Same as Tuesday, students work in pairs to answer cross-textual questions</p> <p>Come back together to discuss & review</p>	9/25 Student Check-Ins

	others choose to reject them? 10PT	to answer questions (set timer) Group comes back together for review*			
6	9/28: ON-SITE New Readings for the Week 1. Conventions on the Prevention and Punishment on the Crime of Genocide 2. President Clinton's remarks on the Rwandan Genocide 3. Dark History of Rwandan Genocide	9/29: VIRTUAL	9/30: ON-SITE	10/1: VIRTUAL	10/2 Student Check-Ins

Fall Break: October 5th-9th

October 2020

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	10/12: ON-SITE	10/13: VIRTUAL	10/14: ON-SITE	10/15: VIRTUAL	10/16: End of First

	M.U.G. Shot Work* Preparation for Seminar	More Seminar Prep	Socratic Seminar: GENOCIDE 100PT	Review/Critique of Socratic Seminar	Quarter Student Check-Ins
8	10/19: ON-SITE Beginning of Unit Three: The Novel <i>A Raisin in the Sun</i>	10/20: VIRTUAL	10/21: ON-SITE	10/22: VIRTUAL	10/23: Student Check-Ins
9	10/26: ON-SITE	10/27: VIRTUAL	10/28: ON-SITE	10/29: VIRTUAL	10/30: Nevada Day No School

Thanksgiving Break: November 25th- 27th

November 2020

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