| ◄ [August](http://www.wincalendar.com/August-Calendar/August-2017-Calendar.html) | **~ September 2023 ~** | | | | | [October](http://www.wincalendar.com/October-Calendar/October-2017-Calendar.html) ► |
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  | 28  No School: Teacher inservice | 29  Summer school  Get to know your teacher deciphering clues activity | 30  Summer school  Fingerprint on your values | 31  Summer school  I am poem, information about yourself | 1  Hand out syllabus  Expectations, rules, Vocab, Grammar, book report,  Begin Reading my memoir  Turn in Fingerprint, I am Poem, and Information Sheet | **2** |
| **3** | **4**  **No School: Labor Day** | **5**  Read my memoir, and start *What happened to Cass Mcbride* | **6**  *What happened to Cass Mcbride*  Finish my memoir  Get students their own memoir to read  Introduce the Memoir/Autobiographical Narrative Essay  Make lists of topics to include | **7**  *What happened to Cass Mcbride*  Begin writing  Star Testing | **8**  Vocab Unit 1 Due  Grammar Pre-test  *What happened to Cass Mcbride*  Writing | **9** |
| **10** | **11**  1000 word progress check, beginning of class  *What happened to Cass Mcbride*  Writing | **12**  *What happened to Cass Mcbride*  Writing | **13**  Voice Activity  *What happened to Cass Mcbride*  Writing | **14**  *What happened to Cass Mcbride*  Writing | **15**  Grammar Unit 1 due  1750 word progress check beginning of class  *What happened to Cass Mcbride*  Writing | **16** |
| **17** | **18**  2500 word progress check, beginning of class  *What happened to Cass Mcbride*  Writing | **19**  *What happened to Cass Mcbride*  Writing | **20**  **Rough Draft due printed at the beginning of class**  **Peer Editing** | **21**  *What happened to Cass McBride*  Final Editing | **22**  Vocab Sentences Unit 2 due  Narrative Due at the end of the hour: On Google Classroom | **23** |
| **24** | **25**  **No school: Teacher inservice** | **26**  *What happened to Cass McBride*  Hand out and explain textbooks  Introduce the rhetorical triangle, and what makes an argument | **27**  Review the rhetorical triangle, and what makes an argument look at pages 6-7 in book and read pages 8-10 for Thursday | **28**  Discussion questions 5-19 in Textbook (finish for Thursday)  **Read 15-18 (textbook) for Friday** | **29**  **Grammar Unit 2 Due**  Discussion questions 1-5. Look at Rhetorical fallacies within the text  **Read pages 22-26 for Monday** | 30 |

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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 1 | **2**  Hand back Memoirs. Go over correction policy  Discussion questions 4-10  Read pages 46-47 and questions 1-4 for Tuesday | 3  practice synthesis on Communication. Read 46-47 in class and go over questions 1-4  **Read pages 51-55 and bring discussion questions to class (2) for Wednesday** | 4  Discuss in class the reading using student made discussion questions. **Read pages 57-64 and do questions 7-11 for Thursday** | 5  Create a defensible thesis statement.  Discuss in class the reading using the questions as a guide.  Look at page 87 for Embedded Assessment 1: (2 page max) choose topic and start researching for Friday | **6**  **Vocab due Unit 3**  Begin the outline after have two + sources for your argument. **Once outline is done, and checked by me, you may begin writing.** | 7 |
| 8 | **9**  Parent Teacher Conferences  Writing.  **Corrected Memoirs Due** | 10  **Rough draft due at the end of the hour** | 11  Editing. Peer Edit and determine what type of triangle they have. How to improve. Essays due tomorrow. | 12  Time to finalize essays. **Due that the end of the hour.**  **Read pages 90-93 and questions 1-5 for Friday** | 13  **Grammar Unit 3 due**  Discuss in class the reading using the questions as a guide. **Read pages 95-96 and questions 6-9 for Monday** | 14 |
| 15 | 16  Discuss in class the reading using the questions as a guide. **Read pages 98-100 and questions 10-13 for Tuesday** | 17  Discuss the reading using the questions as a guide. Introduce the Synthesis paper(3 pgs. long) **Pick topic: Research a topic that we have read (video games, or justice), add 2 more sources** | **18**  Begin writing an outline. When done, and checked off can begin actual writing. | **19**  writing | 20  **Vocab due Unit 4**  Writing. Self edit copy but using the rubric on page 28 of the language book | 21 |
| 22 | 23  Writing: Citations  Review MLA format | 24  Argumentative paper due  **R**ead pages 121-122 in class. **Do page 123 for Wednesday** | 25  Go over questions on page 123. Read pages 124-126 and pages 129-131 in class**. Do Chart on page 128 after reading part 3 for Thursday** | 26  **Turn in page 128.** Hand out *Things Fall Apart.* Make individualized goals for understanding this book*.***Read Chapters 1-2 for Friday** | 27  **Grammar Unit 4 due**  Discuss how the characters are developed? What about Setting? Is there a conflict yet? **Read chapters 3-4 for Tuesday** | **28** |
| 29 | 30  No school:  teacher in-service | 31  Do the activity on page 141 with a partner. Only do Question 1. **Then, on page 142 answer the writing prompt for Wednesday.** | 1  **Turn in Writing prompt.**  **Read Chapters 5-6 for Thursday** | 2  Compare and contrast the characters? Do we have conflict yet? Theme? Do Question 1 on page 143. **Read chapters 7-8 for Friday** | 3  End of Quarter 1  **Vocab due Unit 5**  **Do the chart individually on page 146. Read Chapters 9-10 for Monday** | **4** |

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| 29 | 30  **Multiple Choice practice on page 410-415**  Begin the movie | 31  Continue watching the movie  **Progress check due** | 1  Continue watching the movie | 2  Continue watching the movie | *3*  End of Quarter 1  **Vocab due Unit 5**  Continue watching the movie | 4 |
| 5 | 6  Continue watching the movie | 7  Continue watching the movie | 8  Workday on papers. | **9**  Books need to be read.  In class essay  **Test prep: Free Response** | 10  **Pride and Prejudice Paper due**  Review for literary device test | 11 |
| 12 | 13  **Literary test #4**  **Read Textbook pages 418-419, and the short story “A Good Man is Hard to Find” (pg 423-434) For Tuesday** | 14  Discuss how conflict helps develop character?  **Read page 436-437, “A Rose For Emily” (444-451) for Wednesday** | 15  Discuss how setting and character help the meaning of the story? Social Constructs? **Read pages 452-455, and choose either “A White Heron” or “Red” for Thursday** | 16  Fill out Analyzing Archetypes on page 465-466 with reading group. Read pages 472-473 Introduce “*The Great Gatsby”* Read chapters 1-2 for Friday  . | 17  **Vocab due Unit 6**  Discuss the beginning of this book. What is the American Dream? Read chapter 3-4 for Monday, Nov 27  Assign Map for 11/27 | **18** |
| 19 | 20  No School:  Thanksgiving Break/Teacher Inservice | 21  No School:  Thanksgiving Break | 22  No School:  Thanksgiving Break | 23  No School:  Thanksgiving Break | 24  No School:  Thanksgiving Break | 25 |
| 26 | 27  Map Due  Discuss the chapters. What character webs are we already weaving? What makes this a short fictional piece? Elements? Read chapters 5-6 for Tuesday | 28  Discuss the chapters. What plot conflicts are emerging in these chapters? Go through the enduring understandings. Finish the book for Thursday | 29  Literary Device review game. | **30**  Discuss the end of the novella. Who is to blame? What Characteristics emerge at the end of the story? How does this relate to “The American Dream”? | **1**  The Great Gatsby Exam  Progress Checks Due Next Friday  **In Class Practice essay Monday** | 2 |