



English 10 Lesson Plans

Date: 8/2018-12/2018

Ryan O'Leary

Week 1: August 20th- 24th

English 10

8/20	<p>Learning Objective:</p> <p>Students will be introduced to the classroom expectations and the syllabus for the course.</p> <p>Students will begin to think about the EQ for the first Unit: Why is it important to read multicultural literature?</p> <p><i>SWBAT create their own classroom procedures which are modeled after the classroom expectations.</i></p>	<p>Bell Ringer:</p> <p>Introduce myself to the class.</p>	<p>Activity:</p> <p>Welcome to World Literature</p> <ul style="list-style-type: none"> - <u>Intro to course</u> - <u>Review Schoology expectations and guidelines</u> - <u>Student Expectations for the class (what do they expect from the course?)</u> <p>(30 Min) (RS- 1)</p> <p>Classroom Discussion: Why is it important to read multicultural literature? (10 Min) (RS-6)</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995) (If any parents would like to look through the textbook)</p>	<p>Homework:</p> <p>Parents must look over and sign the course syllabus.</p>
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8/22	<p>Learning Objective:</p> <p>Students will be using Gooru for the first time. This website will be used to help me understand the classroom grammar level, which will help me determine how I can best help my students.</p> <p><i>SWBAT understand where commas are necessary.</i></p> <p><i>SWBAT identify the events within Egyptian history which influenced their writing.</i></p> <p>EUQ: Why is it important to read multicultural literature?</p>	<p>Bell Ringer:</p> <p>(Explain Gooru to students/teach how to navigate)</p> <p>Grammar Practice: https://silverback.gooru.org/player/513d30aa-d587-4731-ab56-e9ee-2adcc2f7?type=assessment</p> <p>(15 min) (RS- 8, 9)</p>	<p>Intro to Egyptian literature</p> <ul style="list-style-type: none"> - Discuss the differences in literature - Discuss the differences between Egyptian and American culture. <p>(RS-1, 6) (20 Min)</p> <p>Class Reading: In class, read: “Your Love,” “I Think,” & “The Voice” (32-34) (25 Min) (RS- 1, 2)</p> <p>Break: 5 Minutes</p> <p>Classroom Discussion:</p> <ol style="list-style-type: none"> 1. What do teachers mean by “micro” and “macro”? 2. Why do these terms matter for an English class? <p>(10 Minutes)</p> <p>Interpreting Questions: Students will complete the following interpreting questions found within <i>Literature World Masterpieces</i> Prentice Hall (1995).</p> <p>Formative Assessment: Students will answer question #3 on page 32 in class. This will allow me a chance to check for understanding of “Your Love” and how the poem relates to the “macro”.</p> <p>Homework: #3 on page 33 #1 on page 34 (15 Min) (RS- 1, 2, 4)</p>	<p>Text: <i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework: Interpreting questions: #3 (33) #1 (34). (RS- 1, 2, 4)</p>
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8/24	<p>Learning Objective: Students will be discussing their ideas about the readings from the night before.</p> <p>These group discussions will help students understand how these stories connect to the “macro”.</p> <ol style="list-style-type: none"> 1. <i>Students will be able to define diction.</i> 2. <i>Students will be able to analyze the diction within “Your Love”.</i> <p>This will help me check for student understanding of diction from today's lesson.</p> <p>EUQ:Why is it important to read multicultural literature?</p>	<p>Bell Ringer:</p> <p>Grammar Practice: (RS-8, 9) (10 Minutes)</p>	<p>Activity: Group Discussion: “Your Love” “I Think” “The Voice”</p> <ol style="list-style-type: none"> 1. How do these readings complement each other? 2 Are there any themes shared between these stories? 3. Why do these stories matter from the “micro” perspective? 4. Why do these stories matter from the “macro” perspective? <p>(35 minutes) (RS- 2, 4, 7)</p> <p>What is Diction? Teaching techniques to help understand diction. (15 Min) (RS- 1, 2, 8)</p> <p>Formative Assessment: Students will analyze the diction seen within “Your Love”</p> <p>(20 minutes) (RS- 1, 2, 4)</p> <p>Begin Homework: Write a pastoral poem (See pg. 35). (10 Minutes) (RS-5)</p>	<p>Text: <i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework: Write pastoral poem (pg. 35) (RS- 5)</p> <p>IMPORTANT : Once the pastoral poem is completed, be sure to save a copy of the poem to your poetry folder!!</p>
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WEEK 2: August 27-31

English 10

<p>8/27 (Mon) Sub Day</p>	<p>Learning Objective:</p> <p>SWBAT identify figures of speech by their definitions and within writing samples.</p> <p>SWBAT show that they are analyzing <i>The Epic of Gilgamesh</i> through the use of their notes while reading the story.</p> <p>EUQ: Why is it important to read multicultural literature?</p>	<p>Bell Ringer:</p> <p>Gooru: <i>Figure of Speech</i></p> <p>Students will be watching a video which will teach them about the figure of speech.</p> <p>Once students finish the video, they will take them.</p> <p>(10 Min) (RS-8, 9)</p>	<p>Activity:</p> <p>Read In Class: <i>The Epic of Gilgamesh</i> (12-20)</p> <p>Popcorn reading between the tables.</p> <ul style="list-style-type: none"> ● Students must ensure that they are taking notes throughout the reading. ● In order to read closely to the story, students will be given sticky notes to help mark important sections of the story. <p>(30 Min) (RS- 1, 2)</p> <p>Homework: Schoolology Questions pertaining to the Epic of Gilgamesh.</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework:</p> <p>Finish <i>The Epic of Gilgamesh</i> (12-20)</p> <p>Answer the questions associated with <i>The Epic of Gilgamesh</i> on Schoolology.</p>
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<p>8/29</p>	<p>Learning Objective:</p> <p>SWBAT define “Archetype” and identify the characteristics of popular archetypes.</p> <p>SWBAT determine three central ideas within <i>The Epic of Gilgamesh</i>.</p> <p>SWBAT place</p>	<p>Bell Ringer:</p> <p>Gooru: <i>Archetype and Identifying Characteristics</i></p> <p>Gooru will teach about the most popular archetypes found in literature through videos and articles.</p> <p>Students will be given a short quiz on their understanding of these archetypes.</p> <p>(25 Min)</p>	<p>Activity:</p> <p><u>Introduction to Sumerian literature</u></p> <p><i>The Epic of Gilgamesh</i></p> <ul style="list-style-type: none"> ● Discuss Relevance for Literature ● Discuss Relevance for History ● Discuss Relevance for Society <p>(15 Minutes) (RS- 2, 6)</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework:</p>
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	<p>characters from <i>The Epic of Gilgamesh</i> and <i>Marvel</i> into various archetypes. This will prove that students understand the concept.</p> <p>EQ: Why are character archetypes found within various stories?</p>	<p>(RS-2, 8, 9)</p>	<p>Gilgamesh: Archetype analysis</p> <ul style="list-style-type: none"> • Now that we have learned the importance of archetypes in stories, what archetype does Gilgamesh fit under? • Make a character list from <i>The Epic of Gilgamesh</i> and decide which archetype each character fits under. • Explain your reasoning for placing these characters into these archetypes. <p>(30 Minutes) (RS- 1, 2, 4)</p> <p>Exit Ticket: Using the characters in the <u>Marvel Cinematic Universe</u>, place 12 characters into different archetypes with a few sentences of reasoning for each. (20 Minutes) (RS- 1, 2, 8)</p>		
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8/31	<p>Learning Objective:</p> <p>SWBAT determine the meaning of words and phrases as they are used in <i>The Rubáiyát</i> (Thank you Larissa)</p> <p>SWBAT research the diction within Khayyam's <i>The Rubáiyát</i> in order to understand the poem.</p> <p>SWBAT write their own original <i>rubái</i> poem.</p> <p>EUQ: Why is it</p>	<p>Bell Ringer:</p> <p>Gooru: <i>Caricature</i></p> <p>Students will learn the definition of caricature when related to literature. Students will be quizzed on their understanding.</p> <p>(10 Min) (RS-8, 9)</p>	<p>Activity:</p> <p><u>Introduction to Persian and Arabic Literature</u></p> <p>Reading: Khayyam's <i>The Rubáiyát</i> (100-102) (15-20 Min) (RS- 1, 2)</p> <p>Analyzing Diction: Choose 1 word per line within Khayyam's <i>The Rubáiyát</i> and analyze how these words help enhance the poem's meaning/feeling. (Remember that there is no "correct" meaning, it will be</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework:</p> <p>Write your Rubái poem</p>
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	important to read multicultural literature?		different for everyone based on their personal experiences) (23-30 Min) (RS- 1, 2, 8) 5 Minute Break Poetry Write: <i>Rubái</i> Write 1 poem in <i>rubái</i> form (min. 10 lines) See Page 103 (30 Minutes) This poem will be homework for those who do not finish in class.		
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WEEK 3: September 3-7

No School Monday, September 3rd

English 10

9/5	<p>Learning Objective:</p> <p>SWBAT define first person point of view, third person limited point of view, third person omniscient point of view and</p> <p>SWBAT grade their poems in order to understand what score their work should receive on Mr. O’Leary’s grading scale.</p> <p>EQ: Why would the type of point of view change a story?</p>	<p>Bell Ringer:</p> <p>Gooru will be teaching students about first person, third person limited, and third person omniscient point of view. Students will be tested on their understanding of the differences between first person, third person limited, and third person omniscient point of view. (RS-8, 9) (15 minutes)</p>	<p>Activity:</p> <p>Rubai Poem Review:</p> <ul style="list-style-type: none"> - The Rubai poems will be shared between one member of your table group. - Students will be trading each other’s poems based on the poetry rubric. <p>(20 Minutes) (RS- 2, 5, 6)</p> <p>Class of 2021 Poem: Introduce students to the tradition of the class poems. Students must decide whether to choose a poem or create their own poem which defines their class. Once the poem is chosen, we will be analyzing the poem together as a class. (25 Minutes) (RS- 1, 2)</p> <p>Homework: Read <i>Rustam & Suhrab</i> and write a 1-2 page analysis of the reading. (30 Minutes) (RS- 1, 2, 4)</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework:</p> <p>Read <i>Rustam & Suhrab</i> and write a 1-2 page analysis of the reading.</p>
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9/7	<p>Learning Objective:</p> <p>SWBAT define the point of view within various writing samples. Students will highlight</p>	<p>Bell Ringer:</p> <p>Gooru will be teaching students the importance of point of view within a story.</p>	<p>Activity:</p> <p>Introduction to Didactic Literature</p> <p>Group Work:</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice</p>	<p>Homework:</p> <p>Interpreting and Applying Questions 1-6 (Page 125)</p>
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	<p>where they found clues to help them determine their point of view.</p> <p>SWBAT define didactic literature.</p> <p>SWBAT: Students will be able to determine the point of view being used in Rumi's "The Marks of the Wise Man, of the Half Wise, and of the Fool" and "The Counsels of the Bird".</p> <p>EQ: How do poems change based on their point of view?</p>	<p>There will be a short quiz which asks students to define the point of view in various examples. (RS-8, 9) (15 minutes)</p>	<p>In class, read Rumi's "The Marks of the Wise Man, of the Half Wise, and of the Fool" (122-123)</p> <ul style="list-style-type: none"> ● Analyze the theme and symbolism within the poem with the partner sitting next to you. ● Determine which point of view the poem is using. ● Personal: How did the poem connect with you? <p>(35 Min) (RS- 1, 2, 4)</p> <p>"The Counsels of the Bird" (124-125).</p> <ul style="list-style-type: none"> ● Analyze the theme and symbolism of the poem with the partner sitting across from you, ● Determine which point of view the poem is using. ● Personal: How did the poem connect with you? <p>(35 Min) (RS- 1, 2, 4)</p> <p>Homework: Interpreting and Applying Questions 1-6 (Page 125)</p>	<p>Hall (1995)</p>	
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Week 4: September 10-14

English 10

9/10	<p>Learning Objective: SWBAT identify common Greek and Latin words like ante, audi, and auto.</p> <p>SWBAT analyze the themes and symbolism within “Numbskull and the Rabbit”.</p> <p>SWBAT understand “Numbskull and the Rabbit” by connecting the story to their own life.</p> <p>EUQ: Why is it important to read multicultural literature?</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to identify common Greek and Latin words. There will be a short quiz to check for understanding. (20 Min) (RS-8, 9)</p>	<p>Activity: <u>Intro to Indian literature</u> “Numbskull and the Rabbit” (184-186)</p> <ul style="list-style-type: none"> ● Analyze the theme ● Analyze the symbolism ● Determine which point of view the poem is using. ● How does the story connect with you? <p>(25 Minutes) (RS-1, 2)</p> <p>Homework: Complete the “Thinking & Writing” Question (187)</p>	<p>Text: <i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework: Complete the “Thinking & Writing” Question (187)</p>
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9/12	<p>Learning Objective: SWBAT define common Greek and Latin words like circum, cogn, and cre and use them within a sentence.</p> <p>SWBAT develop and write their own stories using the themes, symbols, or writing styles found within popular Indian Literature.</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to identify common Greek and Latin words. There will be a short quiz to check for understanding. (20 Min) (RS-8, 9)</p>	<p>Activity: Read “Sibi” from the <i>Mahabharata</i> (168-172)</p> <ul style="list-style-type: none"> ● Analyze the theme ● Analyze the symbolism ● Determine which point of view the poem is using. ● How does the story connect with you? <p>(30 Minutes) (RS-1, 2)</p> <p>In class Writing: Write a short story using the</p>	<p>Text: <i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework: Finish the in-class writing assignment: Write a short story using the same elements found within “Numbskull and the Rabbit” and “Sibi” from the <i>Mahabharata</i>.</p>
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	EUQ: Why is it important to read multicultural literature?		same elements found within “Numbskull and the Rabbit” and “Sibi” from the <i>Mahabharata</i> . These story elements could be the themes, symbolism, or point of view used within the stories. 2-3 pages, MLA format Due Monday (40 Minutes) (RS-1, 2 5)		These story elements could be the themes, symbolism, or point of view used within the stories. 2-3 pages, MLA format. (RS- 1, 2, 5) Due Monday
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Week 5: September 17-21

English 10

9/17	<p>Learning Objective:</p> <p>SWBAT write valued feedback to their partners while editing their fables. (Students were taught about valued feedback last week and last year)</p> <p>SWBAT write an analysis for “The Yoga of Knowledge” from the <i>Bhagavad-Gita</i> which will explain their thoughts on the theme and symbolism found within the story.</p> <p>EUQ: How can stories from other parts of the world help us to understand our own culture?</p>	<p>Bell Ringer:</p> <p>Straight into Editing---</p>	<p>Activity:</p> <p>Classroom Fable #2 Edit:</p> <p>Groups will be pairing up with the students next to them in order to grade themselves on their work and give valued feedback (which we worked on last week).</p> <p>Once a partner has given feedback and edits, please take the time to edit your Fable.</p> <p>Final Draft will be due Wednesday at 11:59 PM.</p> <p>Homework Time:</p> <p>Read “The Yoga of Knowledge” from the <i>Bhagavad-Gita</i> (176-180)</p> <p>Please write the following questions on Schoology. This will be graded based on the evidence you show to answer each question. (The assignment should take 2 paragraphs to answer completely)</p> <ul style="list-style-type: none"> ● Analyze the theme ● Analyze the symbolism ● Determine which point of view the poem is using. <p>(10 Min) (RS- 1, 2, 4)</p>	<p>Homework:</p> <p>Read “The Yoga of Knowledge” from the <i>Bhagavad-Gita</i> (176-180)</p> <p>Please write the following questions on Schoology. This will be graded based on the evidence you show to answer each question. (The assignment should take 2 paragraphs to answer completely)</p> <ul style="list-style-type: none"> ● Analyze the theme ● Analyze the symbolism ● Determine which point of view the poem is using. <p>(RS- 1, 2, 4)</p> <p><i>If you find yourself spending more than 30 minutes on this assignment, please come and see me. I would like to find a way to help since I would like you to have free time outside of school.</i></p>
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9/19	<p>Learning Objective:</p> <p>SWBAT define common Greek and Latin words and use them within a sentence.</p>	<p>Bell Ringer:</p> <p>Grammar Practice:</p> <p>Gooru will be giving a</p>	<p>Activity:</p> <p><u>Intro to Japanese Literature</u></p> <p>In class, read Haiku poems by Bashō,</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall</p>	<p>Homework:</p> <p>*Write three haiku poems using <i>kigo</i> (see page 292) DUE: 9/24</p>
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	<p>SWBAT understand and define a haiku</p> <p>SWBAT write a paragraph which describes why a haiku is different than a Rubái.</p> <p>SWBAT write their own haiku in the correct format.</p> <p>EUQ: Why is it important to read multicultural literature?</p>	<p>refresher to students about how to identify and use common Latin and Greek words. (20 Min) (RS-8, 9)</p>	<p>Buson, & Issa; (288-292)</p> <p>Group analysis of each poem.</p> <ul style="list-style-type: none"> • Compare each poem to one another and determine their differences. • How may these poems complement one another? • Are there any common themes shared between these poems? • How are haikus different than rubái's? <p>(45 Minutes) (RS- 1, 2, 4)</p> <p>In Class Write/Exit Ticket Write a haiku about your weekend. While this haiku could be about anything, make sure that you are using the correct format found on page 292. (20 Minutes) (RS- 1, 2, 5)</p>	<p>(1995)</p>	<p>Since we have map testing on Friday, I decided to assign three haikus due Monday.</p>
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Week 6: September 24-28

English 10

9/24 (Mon)	<p>Learning Objective:</p> <p>SWBAT place commas effectively in sample sentences created on gooru.</p> <p>SWBAT analyze “In the Sea of Iwami” & “I Loved Her Like the Leaves” by researching the diction, symbolism, and theme within the poem.</p> <p>EQ: How are we able to define so many different types of writing as poetry? Should they all be placed into the same category of writing?</p>	<p>Bell Ringer:</p> <p>Grammar Practice:</p> <p>Gooru will be teaching students how to use commas and nonrestrictive clauses/phrases correctly.</p> <p>There will be a short activity and quiz in order to check for understanding.</p> <p>(10 Min) (RS-8, 9)</p>	<p>Activity:</p> <p>In Class Reading/Analysis:</p> <p>Hitomaro’s “In the Sea of Iwami” & “I Loved Her Like the Leaves” (276-278)</p> <p>-Analyze the diction within the poem. -Record the theme present in the poem. -Record any symbol you believe you have seen within the poem.</p> <p>Share your findings with the partner sitting next to you in order to see if they have any other ideas about the poem.</p> <p>(35 Minutes) (RS- 1, 2, 6)</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	Homework:
9/26	<p>Learning Objective:</p> <p>SWBAT effectively use dashes in sample sentences created on gooru.</p> <p>SWBAT discuss the history of choka poems with their classmates.</p> <p>SWBAT prove their understanding of choka poetry by writing their</p>	<p>Bell Ringer:</p> <p>Grammar Practice:</p> <p>Gooru will be teaching students how to correctly use dashes when writing.</p> <p>There will be a short activity and quiz in order to check for</p>	<p>Activity:</p> <p>Choka Poems:</p> <p>-Discuss the history of the choka poems. -Discuss within your table groups why the choka poems are different from pastoral poems, rubais, haikus.</p> <p>(25 Minutes) (RS- 1, 2, 6)</p> <p>Reading: <i>(Example of a choka poem)</i> Closely read Hitomaro’s “In the Sea of Iwami” & “I Loved Her Like the Leaves” (276-278)</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	Homework: Write choka for Friday (see pg. 279)

	<p>own choka poem.</p> <p>EQ: How are we able to define so many different types of writing as poetry? Should they all be placed into the same category of writing?</p>	<p>understanding .</p> <p>(25 Min) (RS-8, 9)</p>	<p>(20 Minutes) (RS- 1, 2)</p> <p>Choka Write: Students will begin to write their own choka poems which will be due on Friday 9/28.</p> <p><i>Keep in mind that the poetry presentations will begin on Monday October 1st. If you do not feel comfortable sharing your other poems from the unit, this choka poem will be your last chance to write a poem that you are willing to share with the class.</i></p> <p>(25 Minutes) (RS- 5)</p>		
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9/28	<p>Learning Objective:</p> <p>SWBAT use parentheses correctly in sentences that they write on Gooru.</p> <p>SWBAT write a self reflection about their choka poem.</p> <p>SWBAT assess their fellow classmate by using a grading rubric.</p> <p>SWBAT practice memorizing their poetry in order to present on Monday October 1st.</p> <p>EQ: How are we able to define so many different types of writing as poetry? Should they all be placed into the same category of writing?</p>	<p>Bell Ringer:</p> <p>Grammar Practice: Gooru will be teaching students how to effectively use parentheses. There will be a short activity and quiz in order to check for understanding.</p> <p>(25 Min) (RS-8, 9)</p>	<p>Activity:</p> <p>Choka self-assessment and reflection</p> <ul style="list-style-type: none"> • Students will fill out a self assessment worksheet about their choka poem. • Students will reflect on the score their poem received. • Students will think of ways to improve their poem or ways to present their poem on Monday October 1st. <p>(20 Minutes) (RS- 2, 5, 6)</p> <p>Poetry Presentation Work Time (Remainder of class) (RS- 2, 5, 7)</p>	<p>Text:</p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework:</p> <p>Finish preparing for your poetry presentations for Monday October 1st.</p>
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Week 7: October 1-5

English 10

10/1	<p>Learning Objective: SWBAT identify and use parentheses correctly in a sentence.</p> <p>SWBAT recite their poetry from memory to the class.</p> <p>EQ: How may poetry help both the writers and the readers?</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to identify and use parentheses in a sentence. There will be a short activity and quiz in order to check for understanding. (15 Min) (RS-8, 9)</p>	<p>Activity: Poetry Presentations (RS-1, 2, 7) (Rest of class)</p>	<p>Text: <i>Tao Te Ching</i></p>	<p>Homework:</p>
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10/3	<p>Learning Objective: SWBAT identify and determine whether a comma, parenthesis, or dash is used correctly in a sentence.</p> <p>SWBAT recite their poetry from memory to the class.</p> <p>SWBAT explain how chinese history may have affected their poetry.</p> <p>EQ: How may poetry help both the writers and the readers?</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students when to use (and when not to use) commas, parentheses, and dashes. There will be a short activity and quiz in order to check for understanding. (15 Min) (RS-8, 9)</p>	<p>Activity: Finish the Poetry Presentations (RS-1, 2, 7) (50 Minutes)</p> <p>Intro to Chinese Literature (20 Minutes) (RS- 1, 2)</p> <p>In Class Reading: Read <i>Tao Te Ching</i> (1-14) (Rest of class) (RS- 1, 2)</p>	<p>Text: <i>Tao Te Ching</i></p>	<p>Homework: Finish reading <i>Tao Te Ching</i> (1-14)</p>
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10/5	<p>Learning Objective: SWBAT give evidence</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching</p>	<p>Activity: Class Discussion: <i>Tao Te Ching</i></p>	<p>Text: <i>Tao Te Ching</i></p>	<p>Finish Reading <i>Tao Te Ching</i></p>
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	<p>to answer why poetry is studied within school.</p> <p>SWBAT comprehend and identify key themes from the first three poems in the <i>Tao Te Ching</i>.</p> <p>SWBAT create a Quarter Exam Study Guide based on the information they have learned throughout the poetry unit.</p> <p>EQ: How may poetry help both the writers and the readers?</p>	<p>students how to define and identify syntactical words. There will be a short activity and quiz in order to check for understanding.</p> <p>(25 Min) (RS-8, 9)</p>	<p>(1-14)</p> <ol style="list-style-type: none"> 1. How do these poems connect to one another? 2. Why do poets choose to publish their poetry as collections? 3. Why is it that we study poetry in school? <p>Create a Quarter Exam Study Guide as a class.</p>		<p>(15-35)</p> <p>Study for Quarter Exam</p>
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Week 8: October 15-19

English 10

10/15 (Mon)	<p>Learning Objective: Students will be able to identify various sentence types which will help diversify their future writing.</p> <p>Students will be able to create a study guide using their knowledge from the unit.</p> <p>Students will be able to access their reading comprehension while they make the study guide.</p> <p>Students will summarize two poems within the <i>Tao Te Ching (1-14)</i></p> <p>EQ: How can studying poetry help people learn more about themselves?</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to identify various sentence types. (25 Min) (RS-8, 9)</p>	<p>Activity: Finish Unit 1 Exam Study Guide The exam will require an understanding of the various types of poetry we have learned throughout the semester. The exam will also be covering the short stories we have read during the last two months, so be sure to study the themes and symbolism found within each story. Read <i>Tao Te Ching (1-14)</i></p>	Text: <i>Tao Te Ching</i>	Homework: Study for Unit 1 Exam Finish reading <i>Tao Te Ching (1-14)</i> Summarize 2 poems within pages 1-14 of <i>Tao Te Ching</i>
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10/17	<p>Learning Objective: Students will be able to explain where syntactical terms are used in writing.</p> <p>Students will identify and explain poetry within the <i>Tao Te Ching</i> using drawings and color.</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to identify and explain the effects of syntactical terms. There will be a short activity and quiz in order to check for understanding.</p>	<p>Activity: Read <i>Tao Te Ching (15-35)</i> (30 Minutes) (RS- 1,2)</p> <p>What image pops into your mind while you read these poems?</p> <p>Choose 2 poems from the reading and draw what is happening in the poem. Be sure to use colors within</p>	Text: <i>Tao Te Ching</i>	Homework: Read <i>Tao Te Ching (15-35)</i>
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	EQ: How can studying poetry help people learn more about themselves?	(10 Min) (RS-8, 9)	<p>your drawings since color is most commonly represented as emotions. Use in text citations in order to explain where you received the idea for your picture or color. (30 Minutes) (RS- 1, 2)</p> <p>Present your pictures to the individuals sitting at the table on the opposite side of the room. Each picture and color should have an explanation. (20 Minutes) (RS- 6)</p>		
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10/19	Learning Objective: Students will be able to access their knowledge of various types of poetry in order to identify poems and write their own.	Bell Ringer: NONE	Activity: Unit 1 Exam Read <i>Tao Te Ching</i> (36-48)	Text: <i>Tao Te Ching</i>	Homework: Finish Reading <i>Tao Te Ching</i> (36-48)
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Week 9: October 22-26

English 10

10/22 (Mon)	<p>Learning Objective: Students will be able to define: Allusion Analogy Anecdote.</p> <p>SWBAT partake in a group discussion about Ancient Greek societies and cultures. This will allow students to have a better understanding of the time period <i>The Odyssey</i> originated from (8th-9th century)</p> <p>SWBAT write a correct MLA citation within their <i>Odyssey</i> Journals.</p> <p>EQ: How may <i>The Odyssey</i> have influenced our modern day heroes?</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to correctly define allusion, analogy, and an anecdote. (10 Min) (RS-8, 9)</p>	<p><u>Intro to Greek Literature</u> (RS- 1, 2) 20 Minutes</p> <p>Group Discussion (RS- 2, 6, 7) (10 Minutes) Discuss <i>Odyssey</i> Journals:</p> <p>Students will be keeping track of their progress throughout reading <i>The Odyssey</i>. Students will be practicing close reading as well as researching secondary sources to help understand the text. (RS- 1, 2, 4)</p> <p>Begin reading the introduction of <i>The Odyssey</i>. (RS- 1, 2)</p>	Text: <i>The Odyssey</i>	Homework: Finish reading the introduction to <i>The Odyssey</i> .
10/24	<p>Learning Objective: Students will be able to identify an allusion, an analogy, and an anecdote when used in a sentence.</p> <p>SWBAT not only read chapter 1-2 of <i>The</i></p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to identify an allusion, an analogy, and</p>	<p>PSAT 7:45- 11:30 AM (Students in the PSAT will be doing this on Friday)</p> <p><i>The Odyssey</i>, ch. 1-2 (30 Minutes) (RS- 1, 2)</p>	Text: <i>The Odyssey</i>	Homework: Finish <i>The Odyssey</i> ch. 1-2 Section 1 of the <i>Odyssey</i> Journal

	<p><i>Odyssey</i> but also research secondary sources which will help them to analyze every section of reading in the book.</p> <p>(This unit will help students with researching at a higher academic level)</p> <p>SWBAT cite their secondary sources correctly within MLA format.</p> <p>EQ: How may <i>The Odyssey</i> have influenced our modern day heroes?</p>	<p>an anecdote when used in a sentence.</p> <p>(10 Min) (RS-8, 9)</p>	<p>Begin section 1 of the Odyssey Journal. Requirement- 2 Secondary Sources MLA Citation/Bibliography (RS- 2, 4) (45 Minutes)</p> <p>Assign Table groups into chapter sections for presentation days. Students will be presenting on a chapter every Wednesday and Friday starting on October 31st. (15 Minutes)</p>		
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10/26	<p>Learning Objective: SWBAT not only read chapter 3-5 of <i>The Odyssey</i> but also research secondary sources which will help them to analyze every section of reading in the book.</p> <p>SWBAT write a correct MLA citation within their <i>Odyssey Journals</i>.</p> <p>EQ: How may <i>The Odyssey</i> have influenced our modern day heroes?</p>	<p>Bell Ringer: NONE</p>	<p>(Today's activities may need to be shifted to Monday October 30th depending on the PSAT) Activity: <i>The Odyssey</i> ch. 3-5 (30 Minutes) (RS- 1, 2)</p> <p>Introduce Paper #2 (Argumentative Essay) requirements so that students can begin planning which characters they would like to research during the readings. (20 Minutes)</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Finish <i>The Odyssey</i> ch. 3-5</p> <p>Section 2 of the Odyssey Journal</p> <p>Begin thinking about Paper #2</p>
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Week 10: October 29- November 2

English 10

10/29	<p>Learning Objective: SWBAT not only read chapter 3-5 of <i>The Odyssey</i> but also research secondary sources which will help them to analyze every section of reading in the book.</p> <p>SWBAT write a correct MLA citation within their <i>Odyssey</i> Journals.</p> <p>EQ: How may <i>The Odyssey</i> have influenced our modern day heroes?</p>	<p>Bell Ringer: NONE</p>	<p>The Odyssey: Introduction A presentation about Greek culture during the time of the Odyssey.</p> <p>Activity: <i>The Odyssey</i> ch. 1-2 (30 Minutes) (RS- 1, 2)</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Finish <i>The Odyssey</i> ch. 3-4</p> <p>Section 1 of the Odyssey Journal (Character Map)</p>
10/31	<p>Learning Objective: SWBAT</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to tell the difference between MLA and APA format. (10 Min) (RS-8, 9)</p>	<p>Presentation Day 1: Weston, Dan, Raiden Chapter 1, 2- Character Introduction and analysis. (Student created activity)</p> <p>Introduce Paper #2 (Argumentative Essay) requirements so that students can begin planning which characters they would like to research during the readings. (15 Minutes)</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Finish <i>The Odyssey</i> ch.</p>

Week 11: November 5-9

English 10

11/5	<p>Learning Objective:</p> <p><i>SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, their dystopia).</i></p> <p><i>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</i></p> <p>SWBAT not only read chapter 5-6 of <i>The Odyssey</i> but also research secondary sources which will help them to analyze every section of reading in the book.</p> <p>SWBAT write a correct MLA citation.</p> <p>SWBAT determine which quotes are useful for understanding character motives and growth within <i>The Odyssey</i>.</p> <p>EQ: How may <i>The Odyssey</i> have influenced our modern day heroes?</p>	<p>Bell Ringer: <i>The Odyssey</i> Quiz: 1-5 (Gooru) (15 Min) (RS- 1, 2)</p>	<p>The Odyssey</p> <p>Review quiz answers as a class. (5-10 Min) (RS- 2)</p> <p>Student Led Discussion: <i>The Odyssey</i> ch. 5-6 (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student Activity)</p> <p>Students will be analyzing the various characters in <i>The Odyssey</i> by recording their 3 most important quotes in the chapters.</p> <p>Odyssey Journals (Quote/Analysis Collection) Chapter 1-10 due Friday.</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Finish <i>The Odyssey</i> ch. 7-8</p> <p>Odyssey Journal Ch. 1-10 due Friday</p>
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11/7	<p>Learning Objective:</p> <p>SWBAT define and</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching</p>	<p>Student Led Discussion: <i>The Odyssey</i> Chapter 7-8 (20 Minutes)</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Finish <i>The Odyssey</i> ch.10</p>
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	<p>distinguish the difference between subjective and objective evidence within a text.</p> <p>SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, students will be experts of <i>The Odyssey</i> chapters 7-8)</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</p> <p>SWBAT apply their research in order to help them understand the characters or setting within <i>The Odyssey</i> chapters 9-10.</p> <p>SWBAT determine what is explicitly and implicitly stated within a text.</p>	<p>students how to tell the difference between subjective and objective evidence within a text. (10 Min) (RS-8, 9)</p>	<p>(RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p>Read chapter 9 of <i>The Odyssey</i> as a class.</p> <p>Students will use Lili to research secondary sources which may help them to analyze chapter 9 of <i>The Odyssey</i>.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. What does chapter 9 <u>explicitly</u> tell us of Odysseus and his son's journey 2. What does chapter 9 <u>implicitly</u> tell us about the characters within <i>The Odyssey</i>? <p>(40 Minutes) (RS- 1, 2, 5)</p> <p><i>Apply the research and information you have read in order to help with the reading of chapter 10.</i></p>		<p>Odyssey Journal Ch. 1-10 due Friday</p>
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11/9	<p>Learning Objective:</p> <p>SWBAT read a piece of writing and determine whether the writer is using subjective or objective evidence.</p> <p>SWBAT determine when it is appropriate to use subjective evidence in writing.</p> <p>SWBAT recall the information from the reading (<i>The Odyssey</i> ch. 9-10)</p>	<p>Bell Ringer: Grammar Practice: Gooru will be teaching students how to tell the difference between subjective and objective writing. Students will be taught when to use subjective evidence in writing. (10 Min) (RS-8, 9)</p>	<p>The Odyssey Quiz Chapters 9-10 (Gooru) (15 Min) (RS- 1, 2)</p> <p>Presentation <i>The Odyssey</i> Chapters 9-10 (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p>Odyssey Journal Check In 1: Students will turn in their Odyssey Journals in Schoology.</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Finish <i>The Odyssey</i> ch. 11-12 for Monday</p> <p>Odyssey Journal Ch. 11-12</p>
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	<p>SWBAT determine and explain the events within the reading in order to answer questions about the text (<i>The Odyssey</i> ch. 9-10)</p> <p>SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, they will be experts about chapter 9-10 of <i>The Odyssey</i>).</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</p>		<p>Work Time: Students will be given time to read chapters 11-12 in class and also work on their Odyssey Journals.</p> <p>(If a student happens to be finished with both activities, they will be given time to research for their NHD projects)</p> <p>(25 Min) (RS- 1, 2, 5)</p>		
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Week 12: November 12-16

English 10

11/12	<p>Learning Objective: SWBAT access their reading comprehension skills in order to answer questions about the reading (chapters 11-12)</p> <p><i>SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, their dystopia).</i></p> <p><i>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</i></p> <p>SWBAT not only read chapter 11-12 of <i>The Odyssey</i> but also research secondary sources which will help them to analyze every section of reading in the book</p> <p>SWBAT determine which quotes are useful for understanding character motives and growth within <i>The Odyssey</i>.</p> <p>EQ: How may <i>The Odyssey</i> have influenced our modern day heroes?</p>	<p>Bell Ringer: (Gooru) (10 Min) (R S- 1, 2)</p>	<p>The Odyssey</p> <p>Student Led Discussion: <i>The Odyssey</i> ch. 11-12 (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student Activity) 15 Minutes</p> <p>Students will be analyzing the various characters in <i>The Odyssey</i> by recording their 3 most important quotes in the chapters.</p> <p>Odyssey Journals (Quote/Analysis Collection) Chapter 11- 20 due Wednesday 11/28</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Read <i>The Odyssey</i> ch.13-14 <u>Close reading notes</u></p> <p>Odyssey Journal Ch. 13-14</p>
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11/14	<p>Learning Objective: SWBAT define and</p>	<p>Bell Ringer: Odyssey Quiz Chapter 13-14</p>	<p>Student Led Discussion: <i>The Odyssey</i> Chapter 13-14 (20 Minutes)</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Read Chapters 15-16</p>
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	<p>distinguish the difference between subjective and objective evidence within a text.</p> <p>SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, students will be experts of <i>The Odyssey</i> chapters 13-14)</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</p> <p>SWBAT research a character actions in <i>The Odyssey</i> and find similarities between them and modern fictional characters.</p> <p>SWBAT find and document comparisons between different characters of fiction.</p>	<p>(10 Min) (RS-8, 9)</p>	<p>(RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p>Read chapter 15 and 16 of <i>The Odyssey</i>.</p> <p>Students will be taking notes on how the characters in chapter 15 and 16 may resemble modern-day heroes of fiction.</p> <p><i>Students will be recording their evidence on a separate piece of paper in order to back up their claims for their homework.</i></p> <p>Homework: Characters of <i>The Odyssey</i> Live On! Choose one character from chapters 15-16 of <i>The Odyssey</i> and compare them to a modern hero or character of fiction in our society. Use evidence from the text in order to make support your reasoning.</p> <p>-3-5 paragraphs -Argumentative Essay (you are arguing that the modern character is similar to one of <i>The Odyssey</i> characters) -MLA - Submit onto Schoology</p> <p>(RS- 1, 2, 3)</p> <p>Due Friday</p>		<p>Due Friday</p> <p>Characters of <i>The Odyssey</i> Live On! Choose one character from chapters 15-16 of <i>The Odyssey</i> and compare them to a modern hero or character of fiction in our society. Use evidence from the text in order to make support your reasoning.</p> <p>-3-5 paragraphs -Argumentative Essay (you are arguing that the modern character is similar to one of <i>The Odyssey</i> characters) -MLA - Submit onto Schoology</p> <p>Due Friday</p>
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11/16	<p>Learning Objective:</p> <p>SWBAT read a piece of writing and determine whether the writer is using subjective or objective evidence.</p> <p>SWBAT determine when it is appropriate to use subjective evidence in writing.</p>	<p>Bell Ringer: Gooru Unit 11 Students will be reminded of the definition of Imagery. Students will be asked to find where imagery is used in various example sentences. (10 Minutes) (RS- 2, 9)</p>	<p>Presentation <i>The Odyssey</i> Chapters 15-16 (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p>Work time: Characters of <i>The Odyssey</i> Live On! Choose one character from chapters 15-16 of <i>The Odyssey</i> and compare them to a modern hero or character of</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Read chapters 17-18</p> <p><i>Odyssey</i> Journal Ch. 11-20 due Wed. after Break</p>
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<p>SWBAT recall the information from the reading (<i>The Odyssey</i> ch. 9-10)</p> <p>SWBAT determine and explain the events within the reading in order to answer questions about the text (<i>The Odyssey</i> ch. 9-10)</p> <p>SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, they will be experts about chapter 9-10 of <i>The Odyssey</i>).</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</p>		<p>fiction in our society. Use evidence from the text in order to make support your reasoning.</p> <p>-3-5 paragraphs -Argumentative Essay (you are arguing that the modern character is similar to one of <i>The Odyssey</i> characters) -MLA (20 Minutes) (RS- 1, 2, 3)</p> <p>Group Presentations: Students will be put into groups of 4 and must share their comparison paper with their group. Each member of the group must be ready to ask questions or comment on every comparison presented.</p> <p>(30 Minutes) (RS- 1, 2, 3, 7)</p>		
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Week 13: November 26-30

English 10

11/26	<p>Learning Objective: <i>SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, their dystopia).</i></p> <p><i>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</i></p>	Bell Ringer: None	<p>Presentation <i>The Odyssey</i> Chapters 15-16 (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p>Introduce Final <i>Mount Olympus Newspaper – PAIR OR INDIVIDUAL</i></p> <p><i>Create a newspaper that the Gods might have read, including an original title and reporters' names. You will need to include popular sections just like a real newspaper: sports, world news, local news, entertainment, comics, advice column, and any other sections you find relevant or interesting.</i></p>	Text: <i>The Odyssey</i>	Homework: Read <i>The Odyssey</i> Work on final
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11/28	<p>Learning Objective: SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, students will be experts of <i>The Odyssey</i> chapters 13-14)</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</p> <p>SWBAT determine when to capitalize words.</p> <p>SWBAT identify and explain when to use</p>	Bell Ringer: Gooru (15 Min) (RS-8, 9)	<p>Presentation <i>The Odyssey</i> Chapters 15-16 (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p>Classroom Editing of Mr. O'Leary's Past Essay</p> <ul style="list-style-type: none"> Students will each be given a copy of Mr. O'Leary's worst essay from college. Students must go through with a pencil and make edits to the essay. <p>(30 Minutes) (RS- 9, 10)</p> <p>After working individually for 30 minutes, students will pair up with their partners and discuss what needs to be corrected. (15 Minutes) (RS- 6, 9, 10)</p>	Text: <i>The Odyssey</i>	Homework:
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	<p>semicolons.</p> <p>SWBAT identify misspelled words and use resources to assist in spelling correctly.</p> <p>EQ: Why do the rules of language matter?</p>				
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11/30	<p>Learning Objective: SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, they will be experts about chapter 9-10 of <i>The Odyssey</i>).</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</p> <p>SWBAT use their collected research in order to write an analysis of the characters in the story.</p>	<p>Bell Ringer: Gooru (15 Min) (RS-8, 9)</p>	<p>Presentation <i>The Odyssey</i> Chapters 15-16 (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, _, _)</p> <p><u>Final Project Work Time</u></p> <p>Students will be required to have the first article of their story completed by Wednesday, December 5th</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Finish <i>The Odyssey</i></p> <p>Article 1 for Final Project due by Wednesday, December 5th.</p>
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Week 14: December 3-7

English 10

12/3	<p>Learning Objective: <i>SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, their dystopia).</i></p> <p><i>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</i></p>	<p>Bell Ringer: None</p>	<p>Presentation <i>The Odyssey</i> (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p><u>Final Project Work Time</u></p> <p>Article 1 for Final Project due by Wednesday, December 5th.</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Character Map</p> <p>Edit Document</p> <p>Work on final</p> <p>Article 1 for Final Project due by Wednesday, December 5th.</p>
12/5	<p>Learning Objective: SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, students will be experts of <i>The Odyssey</i> chapters 13-14)</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</p> <p>SWBAT determine when to capitalize words.</p> <p>SWBAT identify and explain when to use semicolons.</p> <p>SWBAT identify misspelled words and use</p>	<p>Bell Ringer: Gooru (15 Min) (RS-8, 9)</p>	<p>Presentation <i>The Odyssey</i> (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p>Classroom Editing of Mr. O'Leary's Past Essay</p> <ul style="list-style-type: none"> Students will pair up with their partners and discuss what needs to be corrected. <p>(RS- 6, 9, 10)</p> <p><u>Final Project Work Time</u></p> <p>Students will be required to have the 2nd article of their newspaper completed by Friday, December 7th</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework: Complete the editing of Mr. O'Leary's essay</p> <p>Students will be required to have the 2nd article of their newspaper completed by Friday, December 7th</p>

	resources to assist in spelling correctly. EQ: Why do the rules of language matter?				
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12/7	<p>Learning Objective: SWBAT present information as though they are the experts in their field. Due to the project being their own, they are responsible for teaching their audience about their field of study (in this case, they will be experts about chapter 9-10 of <i>The Odyssey</i>).</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along</p> <p>SWBAT use their collected research in order to write an analysis about the characters in the story.</p>	<p>Bell Ringer: Gooru (15 Min) (RS-8, 9)</p>	<p>Final Presentation <i>The Odyssey</i> (20 Minutes) (RS- 1, 2, 6, 7)</p> <p>(Student created activity) (15 Min) (RS- 2, 7, __, __)</p> <p><u>Final Project Work Time</u></p> <p>Students will be required to have the 3rd article of their story completed Monday,, December 10th</p>	<p>Text: <i>The Odyssey</i></p>	<p>Homework:</p> <p>Third article for Final Project due by Wednesday, December 5th.</p>
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