



# English 9 Lesson Plans

Date: 8/20/2018-12/7/2018

Ryan O'Leary

## Week 1: August 20th- 24th

### English 9

8/20 Mon	<p><b>Learning Objective:</b></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:</p> <p><i>SWBAT create their own classroom procedures which are modeled after the classroom expectations.</i></p> <p>With so many forms of media in our society, why should we read literature?</p>	<p><b>Bell Ringer:</b></p> <p>Introduce myself to the class.</p>	<p><b>Activity:</b></p> <p><b>Welcome to English 9</b></p> <ul style="list-style-type: none"> <li>- <u>Introduction to course</u></li> <li>- <u>Review Schoology expectations and guidelines.</u></li> <li>- <u>Student Expectations for the class (what do they expect of the course?)</u></li> </ul> <p>(30 Min) (RS- 1)</p> <p><b>Classroom Discussion:</b></p> <p>With so many forms of media in our society, why should we read literature? (10 Min) (RS-6)</p>	<p><b>Text:</b></p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995) (If any parents would like to look through the textbook)</p>	<p><b>Homework:</b></p> <p>Homework: Parents must look over and sign the course syllabus.</p>
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8/21	<p><b>Learning Objective:</b></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><b>Bell Ringer:</b></p> <p>(Explain Gooru to students/teach how to navigate)</p> <p>Grammar Practice: <a href="https://silverback.gooru.org/player/a37deb66-0720-4866-a8fb-5d130c8fec7f?type=assessme">https://silverback.gooru.org/player/a37deb66-0720-4866-a8fb-5d130c8fec7f?type=assessme</a></p>	<p><b>Activity:</b></p> <p><b><u>Introduction to Contemporary Literature: The Americas.</u></b></p> <ul style="list-style-type: none"> <li>- Discuss what “contemporary literature” means.</li> <li>- Why do we categorize literature?</li> <li>- Is there a difference between “contemporary literature” and “modern</li> </ul>	<p><b>Text:</b></p> <p><i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p><b>Homework:</b></p> <p>Write analysis #1 (Pg.1220) (15 Min) (RS- 1, 2, 4)</p>
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	<p><i>SWBAT define the time period of contemporary literature,</i></p> <p><i>SWBAT analyze “The Handsomest Drowned Man in the World” by taking notes in the same way we studied in class.</i></p> <p><b>EUQ:</b> With so many forms of media in our society, why should we read literature?</p>	<p><a href="#">nt</a> (15 Min) (RS-8, 9)</p>	<p>literature”? (RS-1, 6) (30 Min) <b>In Class Reading:</b> “The Handsomest Drowned Man in the World” by Gabriel Garcia Marquez (1212-1218); (30 Min) (RS- 1, 2)</p> <p><b>Review Analysis Expectations</b> How can we analyze literature? (10 Min)</p> <p><b>Begin Homework:</b> Write analysis #1 (Pg.1220) (RS- 1, 2, 4)</p>		
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8/23	<p>Learning Objective:</p> <p>Students will be using Gooru in order to help master their use of semicolons. <i>SWBAT use semicolons correctly in the grammar activity provided in Gooru.</i> (RS-6)</p> <p>Students will be reading each other's homework from the night before and writing feedback for them. This assignment will allow students the opportunity to grow their feedback skills.</p> <p>EUQ: With so many forms of media in our society, why should we read literature?</p>	<p>Bell Ringer:</p> <p>Grammar Practice: <a href="https://silverback.gooru.org/player/43aeb086-3d38-4b0e-a09f-be67c8a108c4?type=assessment">https://silverback.gooru.org/player/43aeb086-3d38-4b0e-a09f-be67c8a108c4?type=assessment</a> (10 Min) (RS-8, 9)</p>	<p>Activity: <i>Analysis due at the beginning of class.</i></p> <p><b>Classroom Discussion:</b> Analysis #1 (15 Min) (RS- 4, 6)</p> <p><b>Modeling Feedback:</b> I will show the class how to give good feedback to another student.</p> <p><b>Schoology Discussion:</b> Students will be writing responses to one another's Analysis #1 (25 min) (RS- 1, 2, 6)</p>	<p>Text: <i>Literature World Masterpieces</i> Prentice Hall (1995)</p>	<p>Homework:</p>
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## WEEK 2: August 27-31

### English 9

<p>8/27 (Mon) Sub Day</p>	<p>Learning Objective:</p> <p><i>SWBAT tell the difference between a topic and theme.</i></p> <p><i>SWBAT create their own analysis of "The Solitude of Latin America: Nobel Address 1982" with their classmates.</i></p> <p><i>Students in group #1 will be able to present their analysis to the class within 6-8 minutes.</i></p> <p>EQ: How are readers able to determine the theme of a story?</p>	<p>Bell Ringer:</p> <p>Grammar Practice: Gooru will be testing students on the differences between themes and topics. (10 Min) (RS-8,9)</p> <p><i>SWBAT tell the difference between a topic and a theme.</i></p>	<p>Activity:</p> <p><b>In Class Reading:</b> "The Solitude of Latin America: Nobel Address 1982" by Gabriel Garcia Marquez (1221-1222) (10 Minutes) (RS- 1, 2)</p> <p><b>Group Analysis:</b> Students will be creating their own analysis of "The Solitude of Latin America: Nobel Address 1982" by Gabriel Garcia Marquez. This analysis must not only be about what the text explicitly says but also the methods the author uses to help readers understand the text (themes, symbols, etc.) (1221-1222) (20 Min) (RS- 1, 2, 4)</p> <p><i>SWBAT create their own analysis of "The Solitude of Latin America: Nobel Address 1982" with their classmates.</i></p> <p><b>Group Presentations:</b> Students within table group #1 will be presenting their analysis of "The Solitude of Latin America: Nobel Address 1982" to the class. (6-8 Min) (RS- 4, 6, 7)</p>	<p>Text: Prentice Hall (1995)</p>	<p>Homework: Read biography of Jorge Luis Borges and "The Garden of Forking Paths"  (1224-1235) (RS-1, 2)</p>
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8/28	<p>Learning Objective:</p> <p><i>SWBAT read samples of writing and identify the themes they convey.</i></p> <p><i>SWBAT find examples of style, punctuation, syntax within the story.</i></p> <p>EQ: How can writers incorporate theme within their writing?</p>	<p>Bell Ringer:</p> <p><b>Gooru: Identifying Theme Lesson</b> (review + quiz) (15 Min) (RS-8, 9)</p> <p>SWBAT read samples of writing and identify the themes they convey.</p>	<p>Activity:</p> <p><b>-Reread “The Garden of Forking Paths” (1224-1235)</b> for style, punctuation and syntax. (Mr. O’Leary will be reading the story so that everyone can take notes) (15-20 Min) (RS- 1, 2)</p> <p>Break - 5 Minutes</p> <p><b>Objects of Compass</b> -Write an original story about a Compass High School object or tool which utilizes the use of themes and personification. The story must be 1.5- 2 pages long in MLA format. (50 Min) (RS- 5, 8)</p>	Text: <i>Literature World Masterpieces</i> Prentice Hall (1995)	Homework: Finish Objects of Compass paper.
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8/30	<p>Learning Objective:</p> <p><i>SWBAT define the following storytelling devices:</i> <i>Flashforward</i> <i>Flashback</i> <i>Pacing</i></p> <p>SWBAT reflect on their own use of storytelling devices within their interactive story.</p> <p>SWBAT realize how they are able to achieve a “4” on a paper. ~~~~~ (I know that I cannot</p>	<p>Bell Ringer:</p> <p><b>Grammar Practice:</b> Gooru will be teaching students how to define storytelling devices. There will be a short quiz to check for understanding. (15 Min) (RS-8, 9)</p>	<p>Activity:</p> <p><b>-Objects of Compass: self-assessment and reflection</b></p> <ul style="list-style-type: none"> <li>• Students will fill out a self assessment worksheet about their story.</li> <li>• Students will reflect on the score their story received.</li> <li>• Students will think of ways to improve their stories in order to receive a “perfect score”</li> </ul> <p>(20) Minutes) (RS- 2, 5)</p> <p><b>-Objects of Compass: Peer Feedback</b></p> <ul style="list-style-type: none"> <li>• Students will share their work with their group member sitting across from them.</li> <li>• Students will read their group</li> </ul>	Text	Homework: If students did not finish their peer feedback, they must finish by Monday
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## WEEK 3: September 3-7

### Monday, September 3rd OFF

#### English 9

Unfortunately, the class did not understand the lesson from Monday 8/27 last week with the substitute I had. This was not due to the substitutes explanation, it was because I was expecting the students to understand the concepts that were taught last year in 8th grade. Due to the class not understanding the information, I felt that it would be best to re-teach the lesson in a different format on Wednesday 8/29. Pushing the lesson back one day caused me to push my lesson plans back but I believe the students are better prepared for the future because of it.

**The lesson for 9/4 is the same lesson which was going to be taught last week on 8/31.**

9/4	<p>Learning Objective:</p> <p><i>SWBAT define the following storytelling devices:</i>  <i>Flashforward</i>  <i>Flashback</i>  <i>Pacing</i></p> <p>SWBAT reflect on their own use of storytelling devices within their interactive story.</p> <p>SWBAT realize how they are able to achieve a "4" on a paper.            ~~~~~            (I know that I cannot see students "realizing" this, but they will be grading themselves and also reflecting how to improve their papers).            ~~~~~            SWBAT give genuine peer feedback (which will help improve their writing) to group mates.</p>	<p>Bell Ringer:</p> <p><b>Grammar Practice:</b>            Gooru will be teaching students how to identify the time sequence used in events. There will be a short quiz to check for understanding.            (15 Min)            (RS-8, 9)</p>	<p>Activity:</p> <p><b>-Objects of Compass: self-assessment and reflection</b></p> <ul style="list-style-type: none"> <li>● Students will fill out a self-assessment worksheet about their story.</li> <li>● Students will reflect on the score their story received.</li> <li>● Students will think of ways to improve their stories in order to receive a "perfect score"</li> </ul> <p>(20) Minutes)            (RS- 2, 5)</p> <p><b>-Objects of Compass: Peer Feedback</b></p> <ul style="list-style-type: none"> <li>● Students will share their work with their group member sitting across from them.</li> <li>● Students will read their group members story, filling out a new grading sheet for their story.</li> <li>● Students will provide feedback for their group member on the back of the grading sheet.               <ol style="list-style-type: none"> <li>4. Something the student did well.</li> <li>5. I area that needs</li> </ol> </li> </ul>	Text	<p>Homework:            Make corrections to your papers.</p>
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	EQ: How can writers incorporate theme within their writing?		<p>improvement.</p> <p>6. One unique aspect to their story.</p> <p><b>IMPORTANT: Make sure that you sign your name on the story you are editing.</b></p> <p>(30 Minutes) (RS- 1, 2, 6)</p> <p><b>Exit Ticket:</b> Students will revise their stories with the advice received by their peers. Students must turn in their edited story to Schoology. (25 Minutes) (RS- 5, 6)</p>	
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9/6	<p>Learning Objective:</p> <p>SWBAT explain ideas through detail rather than a simple explanation.</p> <p>(While this task may seem simple, it will improve <u>everyone's</u> ability to write narrative's)</p> <p>SWBAT define a dystopia.</p>	<p>Bell Ringer: Gooru will be teaching students how to show ideas with details. There will be a short quiz to check for understanding. (RS-8, 9)</p> <p><b><u>Ways to SHOW an idea through DETAIL:</u></b></p> <p>1. <b>Want to support my friend</b></p> <p><b>DETAIL:</b> Through my blurred vision, I awoke to see the slick crust of a bagel and a business-card-sized note. "Dear Carrie, I know you've had a hard time in class lately and I thought you wouldn't have time to eat before your 8 am. Hugs and kisses, Natalie." Through my grogginess, I couldn't help but think of all the notes I should have written Natalie in the past years.</p>	<p>Activity:</p> <p><b>Class of 2022 Poem:</b> 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. The class poem will be chosen by September 13th. (25 Minutes) (RS- 2, 3, 6)</p> <p><b>Introduction to Ray Bradbury</b></p> <ul style="list-style-type: none"> <li>• Introduction to <i>Fahrenheit 451</i></li> <li>• Defining a Dystopia</li> </ul> <p>(30 Min) (RS- 2, 6, 8)</p> <p>Read <i>Fahrenheit 451</i> <u>Pg. 3-15</u> Close reading- Notes on diction and analysis of the text.</p>	Text:	<p>Homework: Read <i>Fahrenheit 451</i> <u>Pg. 3-15</u> Take notes on diction and analyze pages 3-15. Answer the following questions:</p>
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		<p>2. <b>The bag is ugly</b></p> <p><b>DETAIL:</b> As I rushed through the common room to go to Chem class, my eyes were assaulted by a toxic, orange glow coming from the coffee table. It was Natalie's newest creation—a billowing orange bag trimmed in gold lame. But that wasn't the worst of it. On the front was a prancing pink poodle with a joint hanging from its mouth.</p> <p><b>Your turn:</b> With a partner, pick one of the above ideas and use <b>detail</b> to show it rather than tell it.</p> <p>(25 minutes)</p>	<p>(10 Minutes) (RS- 1, 2)</p>		
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## Week 4: September 10-14

### English 9

<p>9/10 (Mon)</p>	<p>Learning Objective: SWBAT define and identify simile and metaphor.</p> <p>SWBAT create a concept map around the word <i>ensorship</i>.</p> <p>SWBAT effectively research, using multiple sources, the act of burning books which has occurred throughout history.</p> <p>EQ: How does the story affect individuals in society?</p>	<p>Bell Ringer: <b>Grammar Practice:</b> Gooru will be teaching students how to define and identify simile and metaphor. There will be a short quiz to check for understanding. (5 Min) (RS-8, 9)</p>	<p>Activity: <i>Fahrenheit 451</i></p> <ul style="list-style-type: none"> <li>• Concept mapping around the word <i>ensorship</i>. Write what comes to mind when they think of <i>ensorship</i>.</li> <li>• Define <i>ensorship</i> as a class.</li> </ul> <p>(20 minutes) (RS- 8)</p> <p><b>Group Work:</b> Students will group up with their table members sitting next to them and research the history of book burning (yes, this has been done before). (20 Minutes)</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework <i>Fahrenheit 451</i> Read 16-30 (or 13-27) due Tuesday</p>
<p>9/11</p>	<p>Learning Objective: SWBAT identify the effects simile has on a sentence. Students will discuss this reaction within various examples.</p> <p>SWBAT justify whether or not banning books is acceptable within a school, a country, and a society.</p> <p>EQ: How does the story</p>	<p>Bell Ringer: <b>Grammar Practice:</b> Gooru will be teaching students how to identify the effects of simile. There will be a short quiz to check for understanding. (15 Min) (RS-8, 9)</p>	<p>Activity: <i>Fahrenheit 451</i> Is there any justification for banning certain books? If so, what would your criteria be? (10 Minutes) (RS- 3)</p> <p>Short Lecture on the particular history behind the writing of <i>Fahrenheit 451</i></p> <ul style="list-style-type: none"> <li>- McCarthy era mentality</li> <li>- The birth of television</li> </ul> <p>(30 Minutes) (RS- 1, 2)</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework <i>Fahrenheit 451</i> Read 30-68 Due Monday</p>

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	affect individuals in society?		Individual Work: Write down 5 examples of how/why these issues are relevant in today's society. Argue your points. (30 Minutes) (RS- 3, 8)		
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## Week 5: September 17-21

### English 9

9/17	<p>Learning Objective: SWBAT identify and explain the effect of a metaphor.</p> <p>SWBAT explain/describe the four different roles required in their Dystopia project and make a deliberate choice of which role they will succeed in,</p> <p>SWBAT brainstorm and record ideas of what a dystopian future would look like in the year 2035.</p> <p>EQ: What would a dystopian future look like within our current society?</p>	<p>Bell Ringer: <b>Grammar Practice:</b> Gooru will be teaching students how to identify and explain the effect of a metaphor. There will be a short activity and quiz in order to check for understanding. (25 Min) (RS-8, 9)</p>	<p>Activity: Introduce Project #1: 2035 Dystopia Students will be creating their own dystopias in the year 2035. These projects will be completed within table groups with 4 different jobs:</p> <p><b>Researcher:</b> Research five secondary sources which give ideas about various dystopias. The researcher will create a bibliography where they will cite and write about each one of their sources in detail.</p> <p><b>Creative writer:</b> Write a short story (3-4 pages) within the dystopia your group creates. You will share this story to the class on the day of your presentation.</p> <p><b>Presentation Creator:</b> Create a powerpoint which consists of 15 slides about your chosen dystopia. This presentation will include the research given to you by the <b>researcher</b>. Keep in mind that this presentation will be including every group member. Your job is to create the powerpoint, <b>not</b> present the entire project.</p> <p><b>Editor/Artist:</b> The editor is a position</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework: <i>Fahrenheit 451</i> Read: pages 69-84</p> <p><i>Brainstorm ideas for the Dystopia Project.</i></p>
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			<p>which requires you to help other members within your group.</p> <p>Not only will you be editing your members pieces, you will also be required to draw 5 drawings of your groups dystopian future.</p> <p><b>Brainstorming:</b> Students will spend the day brainstorming about their project, writing each idea down onto a google document. Students will be researching their (30 Minutes) (RS- 2, 6)</p>		
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9/18	<p>Learning Objective: SWBAT identify and explain the effect of a personification within a story.</p> <p>SWBAT use their reading comprehension skills in order to answer questions for the quiz.</p> <p>SWBAT use teamwork in order to create a dystopia in the year 2035.</p>	<p>Bell Ringer: <b>Grammar Practice:</b> Gooru will be teaching students how to identify and explain the effect of a personification. There will be a short activity and quiz in order to check for understanding. (25 Min) (RS-8, 9)</p>	<p>Activity: <i>Fahrenheit 451</i> Quiz #2 (15 Minutes) (RS- 1, 2)</p> <p><i>Fahrenheit 451</i> reading discussion- How could this society have come to be? (15 Minutes) (RS- 2)</p> <p>Dystopia Project: Work Time -Students will each be working on their own role. (45 Minutes) (RS- 1, 2, 5, 6, 7, 8)</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework: <i>Fahrenheit 451</i> Read: pages 85-100</p> <p><i>Brainstorm ideas for the Dystopia Project.</i></p>
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## Week 6: September 24-28

### English 9

<p>9/24 Mon</p>	<p>Learning Objective:</p> <p>SWBAT develop and record strategies which will help them during their group project.</p> <p>SWBAT use their time effectively and work to finish their first check in by Friday September 28th.</p> <p>SWBAT research their topic through google scholar.</p> <p>SWBAT create a plot arc for their five main characters.</p> <p>SWBAT create five slides which inform the future audience about their groups dystopia (how it came to be, what has happened to society, etc.)</p> <p>SWBAT use their artistic ability to create a piece of art which represents their future dystopia.</p>	<p>Bell Ringer: Group Work Modeling: -Class discussion about ways to help groups work together as a team. -Students will make project contracts with one another in order to ensure success with their Dystopia 2035 project. (15 Minutes) (RS- 6, 7)</p>	<p>Activity:</p> <p><b>2035 Work Time</b></p> <ul style="list-style-type: none"> <li>• Students must have their roles decided upon.</li> <li>• Students must decide on their dystopian future by the end of the period.</li> <li>• Students will be required to finish their Part 1 Check In <b>by Friday at 3pm.</b></li> </ul> <p><b>Part 1 Check In:</b></p> <p><b>Researcher:</b> Must have found 2 sources which help their topic. These two sources must have original summaries and reasons for why they help your dystopia. (1- 2 Pages)</p> <p><b>Creative writer:</b> Must have a story outline with at least 5 characters. These five characters should have character maps which outline their roles in the story.</p> <p><b>Presentation Creator:</b> Must have five slides of information about the chosen dystopia completed. These five slides must be approved by Mr. O’Leary.</p> <p><b>Editor/Artist:</b> Must have 1 drawing/sketch finished. This means it should be colored, in good condition, and ready to be presented. (Please come and talk to me if you need more time for this particular role)</p> <p>(30 Minutes) (RS- 1, 2, 4, 5, 6, 7, 8)</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework:</p> <p><b>-Part 1 Check In due on Friday at 3pm.</b></p> <p>-Read <i>Fahrenheit 451</i> pages 101-116</p>
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9/25	<p><b>Learning Objective:</b></p> <p>SWBAT explain the effect a thesis has on an essay.</p> <p>SWBAT use their time effectively and work to finish their first check in by Friday September 28th.</p> <p>SWBAT research their topic through google scholar.</p> <p>SWBAT create a plot arc for their five main characters.</p> <p>SWBAT create five slides which inform the future audience about their groups dystopia (how it came to be, what has happened to society, etc.)</p> <p>SWBAT use their artistic ability to create a piece of art which represents their future dystopia.</p> <p>EQ:</p>	<p><b>Bell Ringer:</b></p> <p><b>Grammar Practice:</b></p> <p>Gooru will be teaching students how to identify and explain the effect of a thesis in an essay. There will be a short activity and quiz in order to check for understanding. (25 Min) (RS-8, 9)</p>	<p><b>Activity:</b></p> <p><b>451 Quiz #3</b> (20 minutes) (RS- 1, 2)</p> <p><b>Discuss the reading</b></p> <p><b>2035 Work Time</b></p> <ul style="list-style-type: none"> <li>Students will be given class time to finish their work for the Part 1 Check In.</li> </ul> <p><b>The project is due on Friday at 3pm.</b></p> <p><b>Part 1 Check In:</b></p> <p><b>Researcher:</b> Must have found 2 sources which help their topic. These two sources must have original summaries and reasons for why they help your dystopia. (1- 2 Pages)</p> <p><b>Creative writer:</b> Must have a story outline with at least 5 characters. These five characters should have character maps which outline their roles in the story.</p> <p><b>Presentation Creator:</b> Must have five slides of information about the chosen dystopia completed. These five slides must be approved by Mr. O’Leary.</p> <p><b>Editor/Artist:</b> Must have 1 drawing/sketch finished. This means it should be colored, in good condition, and ready to be presented. (Please come and talk to me if you need more time for this particular role)</p> <p>(45 Minutes) (RS- 1, 2, 4, 5, 6, 7, 8)</p>	<p><b>Text:</b></p> <p><i>Fahrenheit 451</i></p>	<p><b>Homework:</b></p> <p><b>-Part 1 Check In</b> <b>due on Friday at 3pm.</b></p> <p>-Read <i>Fahrenheit 451</i> pages 117-135</p>
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9/27	<p>Learning Objective:</p> <p>SWBAT write samples which show the effective use of a thesis.</p> <p>SWBAT use their time effectively and work to finish their first check in by Friday September 28th.</p> <p>SWBAT research their topic through google scholar.</p> <p>SWBAT create a plot arc for their five main characters.</p> <p>SWBAT create five slides which inform the future audience about their groups dystopia (how it came to be, what has happened to society, etc.)</p> <p>SWBAT use their artistic ability to create a piece of art which represents their future dystopia.</p>	<p>Bell Ringer:</p> <p><b>Grammar Practice:</b></p> <p>Gooru will be teaching students how to effectively use a thesis sentence in an essay.. There will be a short activity and quiz in order to check for understanding.</p> <p>(25 Min) (RS-3, 4, 9)</p>	<p><b>2035 Work Time:</b></p> <p>Students will have the entire class period after the bell ringer to work on their project.</p> <p><b>The project is due on Friday at 3pm.</b></p> <p>Part 1 Check In:</p> <p><b>Researcher:</b></p> <p>Must have found 2 sources which help their topic. These two sources must have original summaries and reasons for why they help your dystopia. (1- 2 Pages)</p> <p><b>Creative writer:</b></p> <p>Must have a story outline with at least 5 characters. These five characters should have character maps which outline their roles in the story.</p> <p><b>Presentation Creator:</b></p> <p>Must have five slides of information about the chosen dystopia completed. These five slides must be approved by Mr. O’Leary.</p> <p><b>Editor/Artist:</b></p> <p>Must have 1 drawing/sketch finished. This means it should be colored, in good condition, and ready to be presented. (Please come and talk to me if you need more time for this particular role)</p> <p>(Remainder of class) (RS- 1, 2, 4, 5, 6, 7, 8)</p>	<p>Text:</p> <p><i>Fahrenheit 451</i></p>	<p>Homework:</p> <p><b>-Part 1 Check In</b></p> <p><b><i>due on Friday at 3pm.</i></b></p> <p>-Read <i>Fahrenheit 451</i> pages 136- 150</p>
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## Week 7: October 1-5

### English 9

10/1	<p>Learning Objective:</p> <p>SWBAT identify and explain the effects of counterarguments in an essay.</p> <p>SWBAT use evidence to discuss the importance of Montag's character in <i>Fahrenheit 451</i>.</p> <p>SWBAT research and summarize information about their 2035 dystopia.</p> <p>EQ: How can a dystopian world be corrected? Is it possible?</p>	<p>Bell Ringer:</p> <p><b>Grammar Practice:</b> Gooru will be teaching students how to identify and explain the effects of counterarguments in an essay. There will be a short activity and quiz in order to check for understanding. (25 Min) (RS-8, 9)</p>	<p>Activity:</p> <p>Classroom Discussion: <i>Fahrenheit 451</i></p> <ol style="list-style-type: none"> <li>1. How may Montag be seen as a hero?</li> <li>2. Who would be the villain of the story to counter Montag?</li> <li>3. Can one man combat a society of corruption?</li> </ol> <p>(20 Minutes) (RS- 1, 2, 7) <b>Project Work Time: Part 2 Check In- Friday October 5th 3:00 PM</b></p> <p><b>Researcher:</b> Must have found 3 sources which help their topic. These three sources must have original summaries and reasons for why they help your dystopia. These summaries must be formatted in an MLA Bibliography. (3-4 Pages)</p> <p><b>Creative writer:</b> The writers should have their first rough draft completed within 3-5 pages. Remember that the narrative story which you are creating will be shared with the class during your presentation.</p> <p><b>Presentation Creator:</b> The powerpoint must have at least 12 sides completed. These slides should explain</p>	Text: <i>Fahrenheit 451</i>	Homework: Finish <i>Fahrenheit 451</i>
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			<p>the history or your dystopian world and also the setting of the dystopia itself.</p> <p>Not only should the powerpoint have 12 slides, the presentation creator should also have note cards for each slide which will explain the information missing from the slides to the audience.</p> <p><b>Editor/Artist:</b> The Editor/Artist should have completed the editing process for everything that was turned in during the Part 1 Check In for their other group members. A second piece of art which depicts the chosen dystopia should also be created by Friday October 5th.</p> <p>(Please come and talk to me if you need more time for this particular role)</p> <p>(15 Minutes) (RS- 1, 2, 4, 5, 6, 7, 8)</p>		
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10/2	<p>Learning Objective: SWBAT identify and explain the effect of justification within argumentative essays.</p> <p>SWBAT research and summarize information about their 2035 dystopia.</p> <p>SWBAT utilize their</p>	<p>Bell Ringer: <b>Grammar Practice:</b> Gooru will be teaching students how to identify and explain the effect of justification within argumentative essays. There will be a short activity and quiz in order to check for understanding.</p>	<p>Activity: <b>Project Work Time: Part 2 Check In- Friday October 5th 3:00 PM</b> (RS- 1, 2, 4, 5, 6, 7, 8) (Entire class period with periodic check ins every 20 minutes with each group.</p>	<p>Text: <i>Fahrenheit</i> <i>451</i></p>	<p>Homework: Dystopian Project</p>
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	<p>knowledge of dystopian futures from <i>Fahrenheit 451</i>, <i>Hunger Games</i>, and <i>The Giver</i> in order to create and draw their own dystopian future.</p> <p>EQ: How can a dystopian world be corrected? Is it possible?</p>	<p>(25 Min) (RS-8, 9)</p>			
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10/4	<p>Learning Objective: SWBAT identify and explain the effect of rhetorical devices within an essay.</p> <p>SWBAT use their reading comprehension skills to take the quiz on <i>Fahrenheit 451</i>.</p> <p>SWBAT determine and identify the theme within the reading from the night before.</p> <p>SWBAT analyze the past readings in order to determine what has been foreshadowed for the end of the novel.</p> <p>SWBAT utilize their knowledge of dystopian futures from <i>Fahrenheit 451</i>, <i>Hunger Games</i>, and <i>The Giver</i> in order to create and draw their own dystopian future.</p> <p>EQ: How can a dystopian world be corrected? Is it possible?</p>	<p>Bell Ringer: <b>Grammar Practice:</b> Gooru will be teaching students how to identify and explain the effect of rhetorical devices within an essay. There will be a short activity and quiz in order to check for understanding. (15 Min) (RS-8, 9)</p>	<p>Activity: <i>Fahrenheit 451</i>: Quiz 4 (30 Minutes) (RS- 1, 2)</p> <p><b>Project Work Time: Part 2 Check In- Friday October 5th 3:00 PM (Rest of class)</b> (RS- 1, 2, 4, 5, 6, 7, 8)</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework: Dystopian Project</p>
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## Week 8: October 15-19

### English 9

10/15 (Mon)	<p>Learning Objective: Students will be able to identify and explain where a semicolon is used in sample sentences.</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>EQ: What can we learn by studying another society?</p>	<p>Bell Ringer: <b>Grammar Practice:</b> Gooru will be teaching students how to identify and use semicolons correctly in a sentence. (15 Min) (RS-8, 9)</p>	<p>Activity: <b>Quarter Exam Study Guides</b> -The exam will be open note and open book. -The exam will have multiple choice, true/false, quotation matching, short answer, and essay questions. - In text citations (MLA) must be used for every written question.</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework: Study for <i>Fahrenheit 451</i> Exam</p> <p>Work on Dystopia 2035 Check In #3 Due: Friday October 19th</p> <p>Final Project Due October 26th</p>
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10/16	<p>Learning Objective: Students will be able to identify and explain where a colon is used in sample sentences.</p> <p>SWBAT research and summarize information about their 2035 dystopia.</p> <p>SWBAT utilize their knowledge of dystopian futures from <i>Fahrenheit 451</i>, <i>Hunger Games</i>, and <i>The Giver</i> in order to create and draw their</p>	<p>Bell Ringer: <b>Grammar Practice:</b> Gooru will be teaching students how to identify and correctly use colons in a sentence. (15 Min) (RS-8, 9)</p>	<p>Activity: <b>Project Work Time: Part 3 Check In- Friday October 19th 3:00 PM</b></p> <p><b>Researcher:</b> Must have found 4 sources which help their topic. These three sources must have original summaries and reasons for why they help your dystopia. These summaries must be formatted in an MLA Bibliography. (4-5 Pages)</p> <p><b>Creative writer:</b> The writers should have their first rough draft completed within 6-8 pages. Remember that the narrative story which you are creating will be shared with the</p>	<p>Homework: Work on Dystopia 2035 Check In #3 Due: Friday October 19th</p> <p>Final Project Due October 26th</p>
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	<p>own dystopian future.</p> <p>EQ: What can we learn by studying another society?</p>		<p>class during your presentation.</p> <p><b>Presentation Creator:</b> The powerpoint must have at least 15 sides completed. These slides should explain the history or your dystopian world and also the setting of the dystopia itself.</p> <p>Not only should the powerpoint have 15 slides, the presentation creator should also have note cards for each slide which will explain the information missing from the slides to the audience.</p> <p><b>Editor/Artist:</b> The Editor/Artist should have completed the editing process for everything that was turned in during the Part 2 Check In for their other group members. A third piece of art which depicts the chosen dystopia should also be created by Friday October 19th.</p>	
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10/18	<p>Learning Objective: Students will be able to prove their knowledge by taking the <i>Fahrenheit 451</i> Exam.</p> <p>EQ: What can we learn by studying another society?</p>	<p>Bell Ringer: <b>None</b></p>	<p>Activity: <b><i>Fahrenheit 451</i> Exam Open Note/Open Book</b></p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework: Work on Dystopia 2035 Check In #3 Due: Friday October 19th</p> <p>Final Project Due October 26th</p>
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## Week 9: October 22-26

### English 9

<p>10/22 (Mon)</p>	<p>Learning Objective: SWBAT research and summarize information about their 2035 dystopia.</p> <p>SWBAT utilize their knowledge of dystopian futures from <i>Fahrenheit 451</i>, <i>Hunger Games</i>, and <i>The Giver</i> in order to create and draw their own dystopian future.</p> <p>SWBAT speak clearly and <b>slowly</b> when practicing their presenting their information within a small group setting within their table groups.</p> <p>EQ: What can we learn by studying another society?</p>	<p>Bell Ringer: <b>None</b> In order to give everyone a chance to finish their role in the 2035 Dystopia Project, we will be starting with work time.</p>	<p>Activity: <b>Project Work Time: Part 4 Check-In- Tuesday October 23rd 11:59 PM</b></p> <p><b>Researcher:</b> Must have found <u>5</u> sources which help their topic. These three sources must have original summaries and reasons for why they help your dystopia. These summaries must be formatted in an MLA Bibliography. (5-6 Pages)</p> <p><b>Creative writer:</b> The writers should have their final draft completed within 6-8 pages. Remember that the narrative story which you are creating will be shared with the class during your presentation.</p> <p><b>Presentation Creator:</b> The powerpoint must have at least 17 sides completed. These slides should explain the history or your dystopian world and also the setting of the dystopia itself. Not only should the powerpoint have 17 slides, but the presentation creator should also have note cards for each slide which will explain the information missing from the slides to the audience.</p> <p><b>Editor/Artist:</b> The Editor/Artist should have completed the editing process</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework: Final Project Due October 23rd 11:59 PM</p>
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			<p>for everything that was turned in during the Part 3 Check-In for their other group members. The fourth piece of art which depicts the chosen dystopia should also be created by Tuesday, October 23rd.</p> <p>(RS- 1, 2, 4, 5, 6, 7, 8)</p>	
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10/23	<p>Learning Objective: SWBAT research and summarize information about their 2035 dystopia.</p> <p>SWBAT utilize their knowledge of dystopian futures from <i>Fahrenheit 451</i>, <i>Hunger Games</i>, and <i>The Giver</i> in order to create and draw their own dystopian future.</p> <p>SWBAT speak clearly and <b>slowly</b> when practicing their presenting their information within a small group setting within their table groups.</p> <p>EQ: What can we learn by studying another society?</p>	<p>Bell Ringer: <b>None</b> In order to give everyone a chance to finish their role in the 2035 Dystopia Project, we will be starting with work time.</p>	<p>Activity: <b>Project Work Time: Part 4 Check-In- Tuesday October 23rd 11:59 PM</b></p> <p><b>Researcher:</b> Must have found <u>5</u> sources which help their topic. These three sources must have original summaries and reasons for why they help your dystopia. These summaries must be formatted in an MLA Bibliography. (5-6 Pages)</p> <p><b>Creative writer:</b> The writers should have their final draft completed within 6-8 pages. Remember that the narrative story which you are creating will be shared with the class during your presentation.</p> <p><b>Presentation Creator:</b> The powerpoint must have at least 17 sides completed. These slides should explain the history or your dystopian world and also the setting of the dystopia itself. Not only should the powerpoint have 17 slides, but the presentation creator should also have note cards for each slide which will explain the information missing from the slides to the audience.</p> <p><b>Editor/Artist:</b> The Editor/Artist should have completed the editing process for everything that was turned in during the Part 3 Check-In for their other group members. The fourth</p>	<p>Homework: Final Project Due October 23rd 11:59 PM</p>
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			<p>piece of art which depicts the chosen dystopia should also be created by Tuesday, October 23rd.</p> <p>(RS- 1, 2, 4, 5, 6, 7, 8)</p>	
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10/25	<p><b>Learning Objective:</b></p> <p>SWBAT present their society and creative writing essay to the entire class.</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along.</p> <p>SWBAT take notes on their fellow classmates 2035 Dystopias in order to be ready for the test on them.</p> <p>EQ: What can we learn by studying another society?</p>	<p><b>Activity:</b></p> <p><b>Dystopia 2035 Presentations: Day 1</b></p> <p><b>Table Group 5 (25 Min)</b></p> <p><b>Table Group 3 (25 Min)</b></p> <p><b>Table Group 1 (25 Min)</b></p> <p>(RS- 1, 2, 4, 5, 6, 7, 8)</p> <p><b>Audience Members:</b></p> <p>The students who will be watching these presentations will be required to take notes on each presentation. There will be a small test at the end of the presentations which will ask questions about every created Dystopian Future.</p> <p>(RS- 2, 4)</p>	<p><b>Text:</b></p> <p><i>Fahrenheit 451</i></p>
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## Week 10: October 29- November 2

### English 9

10/29	<p>Learning Objective:</p> <p>SWBAT present their society and creative writing essay to the entire class.</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along.</p> <p>SWBAT take notes on their fellow classmates 2035 Dystopias in order to be ready for the test on them.</p> <p>EQ: What can we learn by studying another society?</p>	<p>Bell Ringer:</p> <p><b>None</b></p>	<p>Activity:</p> <p><b>Dystopia 2035 Presentations: Day 1</b></p> <p><b>Table Group 1 (25 Min)</b></p> <p>(RS- 1, 2, 4, 5, 6, 7, 8)</p> <p><b>Audience Members:</b> The students who will be watching these presentations will be required to take notes on each presentation. There will be a small test at the end of the presentations which will ask questions about every created Dystopian Future. (RS- 2, 4)</p>	<p>Text:</p> <p><i>Fahrenheit 451</i></p>	<p>Homework:</p>
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10/31	<p>Learning Objective:</p> <p>SWBAT present their society and creative writing essay to the entire class.</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along.</p>	<p>Bell Ringer:</p> <p><b>None</b></p>	<p>Activity:</p> <p><b>Dystopia 2035 Presentations: Day 1</b></p> <p><b>Table Group 2 (25 Min)</b></p> <p><b>Table Group 4 (25 Min)</b></p> <p><b>Table Group 6 (25 Min)</b></p>	<p>Text:</p> <p><i>Fahrenheit 451</i></p>	<p>Homework:</p>
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	<p>SWBAT take notes on their fellow classmates 2035 Dystopias in order to be ready for the test on them.</p> <p>EQ: What can we learn by studying another society?</p>		<p>(RS- 1, 2, 4, 5, 6, 7, 8)</p> <p><b>Audience Members:</b> The students who will be watching these presentations will be required to take notes on each presentation. There will be a small test at the end of the presentations which will ask questions about every created Dystopian Future. (RS- 2, 4)</p>		
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11/1	<p><b>Learning Objective:</b></p> <p>SWBAT present their society and creative writing essay to the entire class.</p> <p>SWBAT speak in a calm manner throughout their presentation so that their audience will be able to follow along.</p> <p>SWBAT take notes on their fellow classmates 2035 Dystopias in order to be ready for the test on them.</p> <p>EQ: What can we learn by studying another society?</p>	<p><b>Bell Ringer:</b> None</p>	<p><b>Activity:</b> <b>Dystopia 2035 Presentations: Day 1</b></p> <p><b>Table Group 7 (25 Min)</b></p> <p><b>Table Group 8 (25 Min)</b></p> <p><b>Table Group 9 (25 Min)</b></p> <p>(RS- 1, 2, 4, 5, 6, 7, 8)</p> <p><b>Audience Members:</b> The students who will be watching these presentations will be required to take notes on each presentation. There will be a small test at the end of the presentations which will ask questions about every created Dystopian Future. (RS- 2, 4)</p>	<p><b>Text:</b> <i>Fahrenheit 451</i></p>	<p><b>Homework:</b></p>
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## Week 11: November 5-9

### English 9

11/5	<p>Learning Objective:</p> <p><i>SWBAT practice their ability to present in front of a large audience.</i></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><i>SWBAT listen to the information that is being presented to them by the “experts” and be prepared to ask questions to further their own understanding of the topic.</i></p> <p>SWBAT conduct research using Lili and Google Scholar</p> <p>EQ: What can we learn by studying another society?</p>	<p>Bell Ringer: <b>None</b></p>	<p>Activity: <b>Dystopia 2035</b> <b>Presentations: Final Day</b></p> <p><b>Table Group 8</b> <b>(25 Min)</b></p> <p><b>Tabl</b> (RS- 1, 2, 4, 5, 6, 7, 8)</p> <p><b>Audience Members:</b> The students who will be watching these presentations will be required to take notes on each presentation. There will be a small test at the end of the presentations which will ask questions about every created Dystopian Future. (RS- 2, 4)</p>	<p>Text: <i>Fahrenheit 451</i></p>	<p>Homework: NHD Topic: Students must determine a central idea for their NHD project by Wednesday.</p> <p><b><u>Bibliography for NHD</u></b> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit) using Lili or Google Scholar.</p> <p>NHD Bibliography:</p> <ul style="list-style-type: none"> <li>● <b>8 Primary Sources</b></li> <li>● <b>12 Secondary Sources</b></li> <li>● <b>Summaries for each source</b></li> <li>● <b>An explanation for why each source helps your research.</b></li> <li>● <b>MLA Format</b></li> </ul> <p><b>Rough Draft Due: 12/5/2018</b> <b>Final Draft Due: 12/10/2018</b></p>
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11/6	<p>Learning Objective:</p> <p>SWBAT define Pathos, Logos, and Ethos.</p> <p>SWBAT determine which works of fiction have</p>	<p>Bell Ringer: <b>Gooru: Unit 8</b> Students will be learning (or reminded of) the various methods of appeals:</p>	<p>Activity: <b><u>Introduction to Eastern Europe</u></b></p> <ul style="list-style-type: none"> <li>- Students will be taking notes while I present information from the Eastern European period of literature.</li> <li>- Once the presentation is finished,</li> </ul>	<p>Text: WLM</p>	<p>Homework: <b>Immediate:</b> <b>Read “The First Sally” (1310-1314)</b> <b>-Answer Questions 1-3 on page 1314.</b></p>
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	<p>been influenced by the Eastern European period of literature.</p> <p>SWBAT read a piece of literature ("A Song on the End of the World") in front of the class.</p> <p>SWBAT discuss with a group about the central ideas and themes within a work of fiction (book club style).</p> <p>EQ: How has our modern period of literature evolved from the Eastern European period?</p>	<p>Pathos, Logos, and Ethos. (10 Min) (RS-8, 9)</p>	<p>students will recall books or films that were influenced by the Eastern European period (<i>Hint: There are a lot of them</i>).</p> <p>(30 Minutes) (RS- 1, 2)</p> <p>In class, read "A Song on the End of the World"(1304-1309) (10 Minutes) (RS- 1, 2)</p> <p><b>Book Club Activity</b> Students will be working within their groups of five.</p> <ol style="list-style-type: none"> <li>1. In order to determine the central ideas and themes within "A Song on the End of the World", each individual will share one detail that they picked up on within the reading.</li> <li>2. One member of the group will be the recorder.</li> <li>3. The four other Individuals will be presenting in order (clockwise).</li> <li>4. The group will continue to share about the reading until everyone has exhausted their ideas or until time has ended.</li> <li>5. Once the time has ended, the recorder will share their work with the group.</li> </ol> <p>(20 Minutes) (RS- 2, 4, 7)</p> <p><b>NHD Bibliography:</b> Go over the expectations and requirements for the project.</p>	<p>Looking toward the future: <b><u>Bibliography for NHD</u></b> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit) using Lili or Google Scholar.</p> <p>NHD Bibliography:</p> <ul style="list-style-type: none"> <li>● 8 Primary Sources</li> <li>● 12 Secondary Sources</li> <li>● Summaries for each source</li> <li>● An explanation for why each source helps your research.</li> <li>● MLA Format</li> </ul> <p><b>Rough Draft Due: 12/5/2018</b> <b>Final Draft Due: 12/10/2018</b></p>
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11/8	<p>Learning Objective:</p> <p>SWBAT create their own appeals using Pathos, Logos, and Ethos.</p> <p>SWBAT analyze their work from the reading "The First Sally".</p> <p>SWBAT determine which close reading techniques are most useful for them to use in the future with reasoning.</p>	<p>Bell Ringer: <b>Gooru: Unit 8</b> Students will be given examples of Pathos, Logos, and Ethos. Students must create their own appeals using Pathos, Logos, and Ethos. (15 Min) (RS-8, 9)</p>	<p>Activity:</p> <p>Discuss the questions (1-3) that were completed for last night's homework.</p> <p>Students will either correct their work or will explain which close reading techniques they used to answer each question correctly.</p> <p>(20 Min) (RS- 2)</p> <p>In class, read "The One Great</p>	<p>Homework: <b>Immediate:</b> Read "I am Goya" (1325) <b>-Answer questions 1-4</b></p> <p>Looking toward the future: <b><u>Bibliography for NHD</u></b> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit) using Lili or Google Scholar.</p>
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	<p>SWBAT analyze and record their ideas while reading "The One Great Heart".</p> <p>SWBAT discuss with a group about the central ideas and themes within a work of fiction (book club style).</p> <p>SWBAT determine the difference between <b>useful information</b> and <b>non-useful information</b>.</p> <p>SWBAT determine the difference between <b>useful ideas</b> in relation to a text and <b>non-useful ideas</b>.</p> <p>EQ: How has our modern period of literature evolved from the Eastern European period?</p>		<p>Heart" by Alexander Solzhenitsyn (1318-1320)</p> <p>Students are expected to take brief close reading notes (as discussed during the <i>Fahrenheit 452</i> Unit). (10 Min) (RS- 1, 2)</p> <p><b>Book Club Activity</b> Students will be working within their groups of five.</p> <ol style="list-style-type: none"> <li>1. In order to determine the central ideas and themes within "A Song on the End of the World", each individual will share one detail that they picked up on within the reading.</li> <li>2. One member of the group will be the recorder.</li> <li>3. The four other Individuals will be presenting in order (clockwise).</li> <li>4. The group will continue to share about the reading until everyone has exhausted their ideas or until time has ended.</li> <li>5. Once the time has ended, the recorder will share their work with the group.</li> <li>6. (NEXT STEP ADDED FROM WEDNESDAY) Students will work together in order to decide which information/themes are more crucial to the story and which aren't.</li> </ol> <p>(35 Minutes) (RS- 2, 4, 7)</p> <p>Homework time: Read "I am Goya" (1325) -<b>Answer questions 1-4</b> (15 Min) (RS- 1, 2, Informative)</p>	<p>NHD Bibliography:</p> <ul style="list-style-type: none"> <li>● <b>8 Primary Sources</b></li> <li>● <b>12 Secondary Sources</b></li> <li>● <b>Summaries for each source</b></li> <li>● <b>An explanation for why each source helps your research.</b></li> <li>● <b>MLA Format</b></li> </ul> <p><b>Rough Draft Due: 12/5/2018</b> <b>Final Draft Due: 12/10/2018</b></p>
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## Week 12: November 12-16

### English 9

11/12	<p>Learning Objective: SWBAT identify the effect of certain types of appeals such as Pathos, Logos, and Ethos.</p> <p>SWBAT discover a person or event in history which relates to the theme of “triumph and tragedy”</p> <p>SWBAT conduct research using Lili and Google Scholar</p> <p>EQ: How may literature from the past help readers to understand the authors of history?</p>	<p>Bell Ringer: Gooru Unit 8 <i>Identify the effects of certain types of appeals</i></p>	<p>Activity: NHD Research Day:</p> <p>-Students will be working on their NHD bibliography. -Students must find at least 2 primary sources by Tuesday. -Students working with partners for the NHD project must find different primary sources than their partners.</p>	<p>Website; Lily</p>	<p>Homework: <b>NHD Research:</b> Students must conduct research in Lily in order to find 2 primary sources by Tuesday, November 13th.</p> <p>Catch up on Gooru to Unit 9 Lesson 1</p> <p><b><u>Bibliography for NHD</u></b> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit) using Lili or Google Scholar.</p> <p>NHD Bibliography:</p> <ul style="list-style-type: none"> <li>● <b>8 Primary Sources</b></li> <li>● <b>12 Secondary Sources</b></li> <li>● <b>Summaries for each source</b></li> <li>● <b>An explanation for why each source helps your research.</b></li> <li>● <b>MLA Format</b></li> </ul> <p><b>Rough Draft Due: 12/5/2018</b> <b>Final Draft Due: 12/10/2018</b></p>
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11/13	<p>Learning Objective: SWBAT define what it means to be “bias”.</p> <p>SWBAT give examples of common strategies for arguments.</p> <p>SWBAT determine the difference between <b>useful information</b> and <b>non-useful information</b>.</p> <p>SWBAT analyze how</p>	<p>Bell Ringer: <b>Gooru: Unit 9</b> Students will be learning how to form an argument in writing and define what it means to be “bias”. (15 Min) (RS-8, 9)</p>	<p>Activity:</p> <p>In class, read “Visit” and “Weddings” (1328-1329) out loud (Popcorn). Answer questions 1-5 on page 1329. (30 Minutes) (RS- 1, 2)</p> <p><b>Book Club Activity</b> “Visit” and “Weddings”</p> <ol style="list-style-type: none"> <li>1. In order to determine the central ideas and themes within “A Song on the End of the World”, each individual will share one detail that they picked up on within the reading.</li> <li>2. One member of the group will be the recorder.</li> </ol>	<p>Homework: <b>Immediate:</b> <b>Read “The Happy Man” (1334-1338)</b> <b>-Answer Questions 1-4 on page 1338</b></p> <p>Looking toward the future: <b><u>Bibliography for NHD</u></b> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit)</p>
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<p>the author uses personal memories in order to improve their writing.</p> <p>EQ: In what ways can authors incorporate their own history into works of fiction.</p>			<ol style="list-style-type: none"> <li>3. The four other Individuals will be presenting in order (clockwise).</li> <li>4. The group will continue to share about the reading until everyone has exhausted their ideas or until time has ended.</li> <li>5. Once the time has ended, the recorder will share their work with the group.</li> <li>6. <u>Students will work together in order to decide which information/themes are more crucial to the story and which aren't.</u></li> </ol> <p>(45 minutes) (RS- 2, 4, 7)</p> <p>Homework time: Read "The Happy Man" (1334-1338) Answer questions 1-4 on page 1338. (RS- 2, 4, 7)</p>	<p>using Lili or Google Scholar.</p> <p>NHD Bibliography:</p> <ul style="list-style-type: none"> <li>● 8 Primary Sources</li> <li>● 12 Secondary Sources</li> <li>● Summaries for each source</li> <li>● An explanation for why each source helps your research.</li> <li>● MLA Format</li> </ul> <p><b>Rough Draft Due: 12/5/2018</b> <b>Final Draft Due: 12/10/2018</b></p>
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11/15	<p>Learning Objective: SWBAT practice methods which may help determine why writers choose to write their stories.</p> <p>SWBAT discuss with a group about the central ideas and themes within a work of fiction (book club style).</p> <p>SWBAT determine the difference between <b>useful information</b> and <b>non-useful information</b>.</p> <p>SWBAT determine the difference between <b>useful ideas</b> in relation to a text and <b>non-useful ideas</b>.</p> <p>EQ: In what ways can authors incorporate their own history into works of fiction.</p>	<p>Bell Ringer: <b>Gooru: Unit 9</b> Students will be taught lessons will help determine an author's purpose when reading a piece of literature. (15 Min) (RS-8, 9)</p>	<p>Activity:</p> <p>Discuss "The Happy Man" (1334-1338) Discuss the questions (1-4) that were completed for last night's homework.</p> <p>Students will either correct their work or will explain which close reading techniques they used to answer each question correctly (20 Min) (RS- 2)</p> <p>Read "The Diameter of the Bomb" and "From the Book of Esther I Filtered the Sediment" (1342-1343)</p> <p>Define the difference between explicit and implicit information.</p> <p>-Students will be taking notes individually on the two stories. - Students must compile their notes into two separate categories, <u>Implicit information</u> and <u>Explicit information</u>.</p> <p>Homework time: -Answer questions 1-4 on page 1343 (RS- 1, 2)</p>	<p>Homework: <b>Immediate</b> -Answer questions 1-4 on page 1343</p> <p>Looking toward the future: <b><u>Bibliography for NHD</u></b> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit) using Lili or Google Scholar.</p> <p>NHD Bibliography:</p> <ul style="list-style-type: none"> <li>● 8 Primary Sources</li> <li>● 12 Secondary Sources</li> <li>● Summaries for each source</li> <li>● An explanation for why each source helps your research.</li> <li>● MLA Format</li> </ul> <p><b>Rough Draft Due: 12/5/2018</b> <b>Final Draft Due: 12/10/2018</b></p>
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## Week 13: November 26-30

### English 9

11/26	<p>Learning Objective: SWBAT discover a person or event in history which relates to the theme of “triumph and tragedy”</p> <p>SWBAT conduct research using Lili and Google Scholar</p> <p>SWBAT determine the credibility of their sources by reviewing who wrote it, when it was written, and why it was written.</p> <p>SWBAT assess the usefulness of their sources to determine those that contain the information that best answers their research question.</p> <p>EQ: Why is it necessary to determine the usefulness of your sources when writing a paper or making an NHD project?</p>	Bell Ringer: None	<p>Activity: <b>NHD Research Day:</b></p> <ol style="list-style-type: none"> <li>1. The class will be shown examples of past bibliographies.</li> <li>2. Students will analyze the bibliography rubric and compare their work with it.</li> <li>3. Students will compare their current bibliographies with examples of “4” work, so that they will understand what is expected.</li> </ol> <p>Make sure to determine the credibility of your sources by reviewing who wrote it, when it was written, and why it was written.</p> <p>Homework: Students will be working on their NHD bibliography. -Students must have at least 8 primary sources and 5 secondary sources by Friday.</p>	Website; Lili	<p>Homework: <b>Immediate:</b></p> <p><b>Students will be working on their NHD bibliography.</b> <b>-Students must have at least 8 primary sources and 5 secondary sources by Friday, November 30th.</b></p> <p><b><u>Bibliography for NHD</u></b> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit) using Lili or Google Scholar.</p> <p>NHD Bibliography:</p> <ul style="list-style-type: none"> <li>● <b>8 Primary Sources</b></li> <li>● <b>12 Secondary Sources</b></li> <li>● <b>Summaries for each source</b></li> <li>● <b>Explanation for why each source helps your research.</b></li> <li>● <b>MLA Format</b></li> </ul> <p><b>Rough Draft Due: 12/5/2018</b> <b>Final Draft Due: 12/10/2018</b></p>
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11/27	Learning Objective: SWBAT explain how the point of view found in	Bell Ringer: Gooru	Activity:  <u>Introduction to African Literature</u>	Text: WLM	Homework:p/;; <b>-Students must have at least 8 primary sources</b>
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	<p>various works of world literature differs from works of literature written in the U.S.</p> <p>SWBAT analyze the texts in order to gain insight into the point of view of other societies and cultures.</p> <p>E.Q: Why does author's choice matter?</p>		<p>(Reading in WLM)</p> <p>In class, read "Prayer to Masks" and "Night of Sine" (1346-1351)</p> <p>Students will be analyzing how the author's emphasize setting in the two stories.</p> <p>Answer Questions 1-5 on page 1351</p>		<p>and 5 secondary sources by Friday, November 30th.</p> <p>Looking toward the future: <u>Bibliography for NHD</u> Rough Draft Due: 12/5/2018 Final Draft Due: 12/10/2018</p>
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11/29	<p>Learning Objective: SWBAT determine why an author chose to present his/her text using a particular structure.</p> <p>SWBAT analyze the text and determine why the author chose to organize the events of the text in a particular order.</p> <p>E.Q: Why does author's choice matter?</p>	<p>Bell Ringer: <b>none</b></p>	<p>Activity:</p> <p>Review questions as a class: Share and discuss:</p> <p>In class, read "Song of Lawino" (1356-1358)</p> <p>Answer questions 1-3 on page 1358</p>	<p>Text: WLM</p>	<p>Homework: <b>Immediate:</b> 1358 questions 1-3</p> <p><b>Students will be working on their NHD bibliography.</b> -Students must have at least 8 primary sources and 5 secondary sources by Friday, November 30th.</p> <p>Looking toward the future: <u>Bibliography for NHD</u> Rough Draft Due: 12/5/2018 Final Draft Due: 12/10/2018</p>
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## Week 14: December 3-7

### English 9

12/3	<p>Learning Objective: SWBAT discover a person or event in history which relates to the theme of “triumph and tragedy”</p> <p>SWBAT conduct research using Lili and Google Scholar</p> <p>SWBAT determine the credibility of their sources by reviewing who wrote it, when it was written, and why it was written.</p> <p>SWBAT assess the usefulness of their sources to determine those that contain the information that best answers their research question.</p> <p>EQ: Why is it necessary to determine the usefulness of your sources when writing a paper or making an NHD project?</p>	Bell Ringer: None	<p>Activity: <b>NHD Research Day:</b></p> <ol style="list-style-type: none"> <li>1. The class will be shown examples of past bibliographies.</li> <li>2. Students will analyze the bibliography rubric and compare their work with it.</li> <li>3. Students will compare their current bibliographies with examples of “4” work, so that they will understand what is expected.</li> </ol> <p>Make sure to determine the credibility of your sources by reviewing who wrote it, when it was written, and why it was written.</p> <p>Homework: Students will be working on their NHD bibliography. -Students must have at least 8 primary sources and 12 secondary sources by Wednesday</p>	Website; Lili	<p>Homework: <b>Students will be working on their NHD bibliography.</b></p> <p><b><u>Bibliography for NHD</u></b> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit) using Lili or Google Scholar.</p> <p>NHD Bibliography:</p> <ul style="list-style-type: none"> <li>● 8 Primary Sources</li> <li>● 12 Secondary Sources</li> <li>● Summaries for each source</li> <li>● Explanation for why each source helps your research.</li> <li>● MLA Format</li> </ul> <p><b>Rough Draft Due: 12/5/2018</b> <b>Final Draft Due: 12/10/2018</b></p>
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12/4	<p>Learning Objective: SWBAT explain how the point of view found in various works of world literature differs from works of literature written in the U.S.</p> <p>SWBAT analyze the texts in order to gain insight into the point of view of other societies and</p>	Bell Ringer: Gooru	<p>Activity: NHD Rough Draft Due</p> <p>Editing Day <b>Self</b> Use the rubric in order to ensure success</p> <ul style="list-style-type: none"> <li>● Ensure citations are correct</li> <li>● Correct grammar mistakes</li> <li>● Correct any formatting errors</li> <li>● Make sure that the summaries</li> </ul>	Text: WLM	<p>Homework:p/;; <b>-Students must have at least 8 primary sources and 5 secondary sources by Friday, November 30th.</b></p> <p><b>Looking toward the future:</b> <b><u>Bibliography for NHD</u></b></p>
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	cultures. E.Q: Why does author's choice matter?		make sense to the reader. <b>Partner</b>		<b>Final Draft Due: 12/10/2018</b>
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12/6	<p>Learning Objective: SWBAT determine why an author chose to present his/her text using a particular structure.</p> <p>SWBAT analyze the text and determine why the author chose to organize the events of the text in a particular order.</p> <p>E.Q: Why does author's choice matter?</p>	<p>Bell Ringer: <b>none</b></p>	<p>Activity: NHD- Final Work Day</p>	<p>Text: WLM</p>	<p>Homework: <b><u>Bibliography for NHD</u></b> <b>Final Draft Due: 12/10/2018</b></p>
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