

Monday February 5th:

10th Grade: Presenting *Inferno* stories

- This will take the entire period, but I feel that it is important for the students to demonstrate their knowledge of *Dante's Inferno* and The Hero's Journey.
- These presentations will be between 3-5 minutes long.
- One of the requirements for this assignment was to have a plot synopsis of their papers to present on, the students have known about these presentations for over a week.
- I will be using the standards within the speaking and listening category as well as the language category during these presentations.

Tuesday February 6th

9th Grade: *The Tale of Two Cities* Book 2

- Students will come to class and review their notes from the last chapter (5 minutes Bell Ringer).
- We will be reading Book 2 Chapter 4 through the audio book (30 minutes).
- The students will be split up between their tables and assigned different characters within the novel.
- The students will be analyzing the psychology of their assigned characters by using textual evidence to support their claims (20 minutes).
- Each group will then present their psycho analysis of their character to the class, making this activity a Jigsaw, so that every major character from the book will be covered (The rest of class time).

Journalism: Monthly Article/Yearbook

- I will be presenting various articles to students to show them the differences between biased and unbiased articles. I will be using Fox and CNN as examples of biased and BBC and TWJ as unbiased articles (20 minutes).
- The students will have the rest of the class to work on either their monthly articles or the yearbook.

Wednesday February 7th

10th Grade: The Renaissance- 1300-1650

- Introduce students to Shakespeare (10 minutes).
- Introduce *The Tempest* by discussing why it is different to many of Shakespeare's other plays (15 minutes).
- I will assign each table group a different character throughout the story (2 minutes due to them being preassigned).
- Read Act 1, scenes 1-2 aloud with each table being responsible for their characters lines (25 minutes-break-25 minutes).
- The students will read Act 2, scene 1 for homework, they will be informed of a potential quiz the following class.

Journalism: Article Presentation/Work Time

- Half of the students will complete their weekly presentations on a recent (past 24 hours) article. These students are not only required to present what the article was about, but also how biased/unbiased the article appeared to be and why. The students must also be switching news outlets each week, so if they present a FOX article one week, they must choose a non Fox article the following week (20 minutes).
The reason I have the students present each week is so that their own writing may be improved by the various articles they read/analyze .
- Due to Thursdays being editing days, Wednesdays tend to be the most productive days for the students to work since their deadline is the next day.

Thursday February 8th

9th Grade: *The Tale of Two Cities* Book 2

- The class will come into the classroom and review the last chapter through notes (5 minutes).
- I will give the class a Schoology Quiz on Book 2 chapter 4 (5 minutes-2 short answer questions).
- We will review the questions from the quiz (5 minutes).
- The class will listen to Book 2 chapter 5 through the audio book (32.5 minutes).
- Now that the class has analyzed the characters psychology last week, they will be analyzing the setting. There is a discussion board on Schoology where the students will post their citations from throughout the book and thoughts on the setting of England and France in the year 1780 (20 minutes-They will be working by themselves and will need at least 6 citations).
- Once the class has posted to the discussion, I will pull up the submissions on the board and discuss the student's ideas with the class. By having the students work by themselves and then discuss their answers with the class, it should allow some of the students who need a little help to fill in the gaps to their ideas (The rest of class).
My hope is that every student will develop a concrete understanding of the locations being talked about within the novel in order to help them compare/contrast papers in the future. Since we are comparing the book to the film, the setting will most likely be the easiest to compare.

Journalism : Editing Day

- Thursdays are crucial for the students because it is the day we edit articles and the yearbook.
- I give the students the entire class period to edit their papers/yearbook pages while I have a conference with every student about their work. I usually talk about the students improvements from the last article, give them feedback about their work, and also discuss how unbiased their article sounds.

Friday February 9th

10th Grade: *The Tempest* Act 2

- The class will come in and review Act 2, scene 1 (5 minutes).
- The class will go onto Schoology and take a quiz on Act 2, scene 1 (5 minutes).
- The class will read Act 2, scene 2-Act 3, scene 1 aloud with each table reading their assigned characters lines (25 minutes).
- 5 minute break (they will need it)
- Once the students have read the two scenes, I will have each group analyze their assigned character using textual evidence (what seems to drive them, how do they act around others, how have they developed) (15 minutes).

- The class will then present their findings to the class. This will be a jigsaw activity where the students will take notes from each presentation (30 minutes)
- I will discuss what is expected for Paper #2 for the last 5 minutes of class.
- My hope is that students will understand the characters of *The Tempest* more thoroughly.
- I will assign the class to read Act 3, scenes 2-3 (751-760) over the weekend.

Journalism: Article Presentation/Work time

- The students who did not present on Wednesday will present the same assignment today (20 minutes).
- Work day for the rest of class. Students may work on their monthly articles, the yearbook, or their weekly articles which they develop on their own time.