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| **Marking Period 1** |
| *Month* | *Week* | *Planned Academic Curriculum* |
| September | 1 | Get to know students and initial assessments |
|  | 2 | Grammar Interactive Notebook- noun, pronoun, adjective  |
|  | 3 | Grammar Interactive Notebook- verb, adverb, conjunction, preposition, interjections  |
|  | 4 | Grammar Application and assessment; School House Rock |
| October | 5 | Grammar Interactive Notebook- subject/predicate, clause/phrase; practice and assess in literature and core content area text |
|  | 6 | Grammar Interactive Notebook- Punctuation.This Sentence has 5 Words- Stretching and Diagramming Sentences |
|  | 7 | Prove Your point! How to argue and persuade in writing and verbal communication. Writing faux pas- the Trump, the Kronk, category/type/example identification and practice to prepare for good arguing. |
|  | 8 | Debate- using verbal and visual tools to sway people and prove your point/win an argument. Verbal and written debate in full sentence format and text. |
| November | 9 | Counterarguments- what are they? How do you use them? How do you respond to them? Group work based on case files (court-type activity). |

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| **Marking Period 2** |
| *Month* | *Week* | *Planned Academic Curriculum* |
| November | 10 | Literary Device Interactive Notebook: Reading Comprehension Strategies – Section 1 Thinking IS Reading (what is expected of the reader?) |
|  | 11 | Literary Device Interactive Notebook: Reading Comprehension Strategies – Section 2 What you can expect from the author (Story Elements- author’s purpose, setting, characterization, theme, mood and tone |
|  | 12 | Literary Device Interactive Notebook: Reading Comprehension Strategies – Section 2 What You Can Expect From the Author (Story Elements- plot w/Pixar Shorts, point of view/The House activity, short story, allegory) |
|  | 13 | Literary Device Interactive Notebook: Reading Comprehension Strategies – Section 3 How do Author’s Create Story Elements?(imagery, assonance, alliteration, onomatopoeia, allusion, connotation, denotation, euphemisms) |
| December | 14 | Literary Device Interactive Notebook: Reading Comprehension Strategies – Section 3 How do Author’s Create Story Elements?(hyperbole, understatement, pun, simile/metaphor, personification) |
|  | 15 | Literary Device Interactive Notebook: Reading Comprehension Strategies – Section 3 How do Author’s Create Story Elements?(analogy, idiom, oxymoron, irony/satire) |
|  | 16 | Literary Device Interactive Notebook: Reading Comprehension Strategies – Section 3 How do Author’s Create Story Elements?(foreshadowing, flashback, paradox, notebook check, assessment) |
| January | 17 | Suspense- The Monkey’s Paw  |
|  | 18 | Introduction to Shakespeare and British Literature; Romeo and Juliet Unit begins with setting and time period study and “what do you know already?” activity |
|  | 19 | Romeo and Juliet- Act 1 (reading No Fear Shakespeare version, completing Act summary, comprehension questions, group discussion, and writing assignment) |
|  | 20 | Romeo and Juliet- Act 2 (reading No Fear Shakespeare version, completing Act summary, comprehension questions, group discussion, and writing assignment) |

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| **Marking Period 3** |
| *Month* | *Week* | *Planned Academic Curriculum* |
| November | 21 | Romeo and Juliet- Act 3 (reading No Fear Shakespeare version, completing Act summary, comprehension questions, group discussion, and writing assignment) |
|  | 22 | Romeo and Juliet- Act 4 (reading No Fear Shakespeare version, completing Act summary, comprehension questions, group discussion, and writing assignment) |
|  | 23 | Romeo and Juliet- Act 5 (reading No Fear Shakespeare version, completing Act summary, comprehension questions, group discussion, and writing assignment) |
|  | 24 | Romeo and Juliet Project & Assessment- characters on trial; argumentative writing |
| December | 25 | Poetry- black out poetry, Inferences and imagery in poetry and song lyrics |
|  | 26 | Poetry and Speeches- I Have A Dream by Martin Luther King, Jr., Emancipation Proclamation, modern presidential speeches (comparison and analysis) focused on how speeches can motivate and inspire, incite, and provoke listeners. |
|  | 27 | Animal Farm by George Orwell: Introduction- The Russian Revolution and basic economic concepts (types of economic systems) |
| January | 28 | Animal Farm: Introduction to the author, George Orwell; Chapter 1 and Chapter 2. Group Barn Wall Activity; analysis of allegorical elements  |
|  | 29 | Animal Farm Chapter 3, 4, 5 – Chapter Summaries and character analysis; analysis of allegorical elements |

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| **Marking Period 4** |
| *Month* | *Week* | *Planned Academic Curriculum* |
| November | 21 | Animal Farm – Chapters 6, 7, 8;– Chapter Summaries and character analysis; analysis of allegorical elements |
|  | 22 | Animal Farm – Chapters 9, 10;– Group Discussion with guided questions; analysis of allegorical elements, project |
|  | 23 | Animal Farm -  |
|  | 24 | The Lady and the Tiger and varied short stories; Literary Device Interactive Notebook- literary ending types |
| December | 25 | Esperanza Rising- students read individually, group discussion and comprehension questions in class; corresponding research blog project (crosses over into period 8 Intervention class time) |
|  | 26 | Esperanza Rising- students read individually, group discussion and comprehension questions in class; corresponding research blog project (crosses over into period 8 Intervention class time) |
|  | 27 | Esperanza Rising- students read individually, group discussion and comprehension questions in class; corresponding research blog project (crosses over into period 8 Intervention class time) |
| January | 28 | Esperanza Rising- Blog Assessment due; review for final exam; Final exams |
|  | 29 | Final Exams and completion of any Esperanza Rising projects |