**Kempner High School 1st Nine Weeks Course: English IV ADV 2021-2022**

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **AUGUST 9**  **PROFESSIONAL DEVELOPMENT** | **10**  **TEACHER WORK DAY** | **11**  **FIRST DAY OF SCHOOL**  **Getting to know you- tell me 3 things you like, 3 things you don’t like. What do I need to know about you?** | **12 Build classroom culture/ create classroom expectations** | **13 What will we be doing this semester? Close reading, author’s purpose and discussion**  **Read children’s books and define the author’s purpose**  **EQ: Why won’t I read “What is a Princess to my daughter?” anymore?** |
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| **16 Close reading exercise- can you put the pages in logical order? “Miss Suzy”** | **17 Author’s purpose- everything written has a purpose, to write about yourself, you need to know your purpose. In groups read a children’s book and decipher/ determine the author’s purpose. Do you think that this was an appropriate message for children?** | **18 visualize your purpose- begin creating AVID Mandalas** | **19 Time to work on Mandala (bring photos, etc. if you don’t want to draw** | **20 Mandalas due (major grade)**  **Exit ticket: reflect on your creation- what drives you? What made you who you are? What do you want to accomplish?**  **Notes on Personal Narrative:** |
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| **23 Begin personal narrative- how to tell your story, and why you should tell your story/ read “The Art of Eating Spaghetti”**  [**https://analisisliterarioeningles.files.wordpress.com/2013/02/the-art-of-eating.pdf**](https://analisisliterarioeningles.files.wordpress.com/2013/02/the-art-of-eating.pdf)  [**https://www.poetryfoundation.org/poems/47880/theme-for-english-b**](https://www.poetryfoundation.org/poems/47880/theme-for-english-b) | **24 Writer’s workshop-Introduce the 9 step process**  **Prewriting**  **1)looping for ideas**  **2) listing for ideas**  **3) reflection** | **25 Writer’s workshop-**  **Strategy for an essay that shows you changed- you used to be like \_\_\_\_ but now you are blank:**  **1st paragraph- hook (put me in a moment where you were like\_\_\_\_\_\_\_\_\_\_\_\_\_**  **2nd paragraph (note: you may need more than one paragraph for this part)- the shift- tell me the story of what caused you to change from \_\_\_\_ to \_\_\_\_\_**  **3rd paragraph- conclude- why will this change make you a better person, student, member of society?** | **26 Examine sample essays and discuss- what makes for a good personal narrative? (daily grade discussion)** | **27 PROGRESS REPORT #1**  **Writer’s workshop- bring a draft for self-evaluation (daily grade)** |
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| **30 Final draft of essay due to turnitin.com by midnight**  **(major grade)**  **Now that you know yourself, let’s get to know others- read a memoir of your choice:** [**https://tetw.org/Memoir**](https://tetw.org/Memoir) | **31 Finish reading memoir:**  [**https://tetw.org/Memoir**](https://tetw.org/Memoir)  **and write discussion post in Schoology: What did you learn about the author? Why did you choose that story? (daily grade)** | **SEPTEMBER 1**  **Write author’s purpose statements: Why did your author write this piece? What does he or she want you to learn? Did that lesson resonate/ connect with you? Why or why not?**  **Discussion (daily grade)** | **2 The importance of imagery in a story- begin using classroom library. Select a book based on the cover image. Circle share- why did you pick your book? What about the image makes you think you will like the purpose? Making predictions- what will your author’s purpose be?** | **3 Begin Literary Circles:**  **Before reading your book write down 2 questions you have based on the cover image:**  **generate questions about text before, during, and after reading to deepen understanding and gain information**  **Exit ticket: answer the questions- did your predictions pan out?** |
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| **labor6 HOLIDAY – LABOR DAY** | **7 Go over literary/ essay grading terminology** | **8 Analyzing author’s craft- read “I Used to Live Here Once”- and answer this question- what does she know at the end of the story?**  [**http://xtec.gencat.cat/web/.content/alfresco/d/d/workspace/SpacesStore/0085/ce688da7-2cad-4561-a48d-dfefad21275b/iusedtolivehereonce\_text.pdf**](http://xtec.gencat.cat/web/.content/alfresco/d/d/workspace/SpacesStore/0085/ce688da7-2cad-4561-a48d-dfefad21275b/iusedtolivehereonce_text.pdf) | **9 Analyzing author’s text – finding textual evidence to support your argument**  **(highlight anything that proves your point)**  **Fishbowl: What does the author know at the end of this story? (daily grade)** | **10 Self- selected reading-**  **Exit ticket: Discuss how a character’s behavior in your book led to a moral dilemma for that character.** |
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| **13 Quick write- Based on the fishbowl- write a response that contains at least 3 quotes (textual evidence) from the story that prove your thesis- The narrator knows \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the end of this story because\_\_\_\_\_\_. The author chose to write this story with an open ending to \_\_\_\_\_\_\_\_\_.** | **14 Quick write- Connecting to the text- write a response to this prompt: The narrator at the end of “I Used to Live Here Once” reveals through first person POV what it is like to realize \_\_\_\_\_\_\_\_. A time that I realized something that changed me forever was when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,** | **15 Quick write: Making historical connections: Non-fiction piece:**  [**https://www.britannica.com/place/West-Indies-island-group-Atlantic-Ocean/Colonialism**](https://www.britannica.com/place/West-Indies-island-group-Atlantic-Ocean/Colonialism)  **Write a response: Why might Rhys write this story in this way to help her audience understand her purpose?** | **16 Writer’s workshop- examine your quick writes and choose your best one. Revise and edit/ due at end of class + mc reading comp quiz in Schoology (major grade)** | **17 PROGRESS REPORT #2**  **Self- selected reading-**  **Exit ticket: Discuss if you think your author created a realistic character in your book? Have you ever known someone similar? Have you ever behaved that way?** |
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| **20 Setting as a character- how does setting contribute to author’s purpose? Read “Cask of Amontillado”**  [**http://wp.lps.org/mpayant/files/2015/01/THE-CASK-OF-AMONTILLADO-Poe.pdf**](http://wp.lps.org/mpayant/files/2015/01/THE-CASK-OF-AMONTILLADO-Poe.pdf) | **21 Examine images of catacombs- how does that make yesterday’s story work? Is it more scary now? Could this story work in any other setting?** | **22 Lamest field trip ever- how to create setting (go over 5 senses)**  **Come back and share setting and see if we can guess where you were at KHS (daily grade)** | **23 Self- selected reading-**  **Exit ticket: Discuss how the setting of your novel contributes to the story OR draw the setting of your story. What details are important? Why?** | **24**  **DISTRICT PD – NO STUDENTS** |
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| **27 Plot- making predictions**  **What do you expect from scary stories/ horror movies? Read “The Storm”**  [**https://www.scasd.org/cms/lib/PA01000006/Centricity/Domain/1487/McKNIGHT%20MALMAR%20Storm.pdf**](https://www.scasd.org/cms/lib/PA01000006/Centricity/Domain/1487/McKNIGHT%20MALMAR%20Storm.pdf) | **28 Create a visual representation- the elements of plot:**  Exposition:  Initial Incident:  Rising Action:  Climax:  Falling Action:  Every story has already been told  | **29 Tying it all together- how do authors choose plot, character, setting and imagery to convey their messages? Choose anything we have read or watched and answer this question** | **30 Self- selected reading-**  **Exit ticket: Discuss the POV of the story- do you think this is an appropriate story for high schooloers? Why or why not? (daily grade)** | **OCTOBER 1** |
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| **4 Review day/ conference with students over writing/ reading** | **5 Writer’s Craft test (major grade for next nine weeks)** | **6 END OF 1ST NINE WEEKS**  **Self- selected reading-**  **Exit ticket: Discuss how the author’s purpose of the story- do you think this is an appropriate story for high schooloers? Why or why not? (daily grade)** | **7**  **DISTRICT PD – NO STUDENTS** | **9**  **DISTRICT PD – NO STUDENTS** |
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