**English I Tentative Calendar – January 28-February 15**
**Attention:** We will continue to read the classic historical fiction novel **“To kill a Mockingbird**”  by: Harper Lee. We will focus on the explanatory essay and review the argumentative essay. Please refer to this calendar to keep up with assignments and lessons. Remember that all assignments/due dates are subject to change and are up to the teacher’s discretion. I will announce revisions in class.

**Goals: SWBAT (Students will be able to):**

**\*Analyze complex characters and their motivations throughout a text.**

**\*Determine the meaning of words and phrases as they are used in a text.**

**\*Cite text evidence to support analysis of a text.**

 **\*Demonstrate command of the conventions of standard English grammar and usage.**

**\*Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.**

**\*Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**

**\* Write informative and/explanatory text to examine and convey complex ideas, concepts, and information clearly.**

**\* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

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| 28 **Check items from previous week**Genre PPT“From Reading Lolita” “From Persepolis 2”RhetoricPgs. 81-88Notes pg. 85***To Kill a Mockingbird***chapters 14-16**HW: Common Lit Scottsboro Boys** | 29***To Kill a Mockingbird***chapters 17-19Genre ReviewLogos, Ethos, Pathos Writing ReviewRhetoricClose Reader pgs. 25-28Due(Eulogy)“From Cairo: My City, Our Revolution” pgs. 73-79**HW: Read TKAM** | 30***To Kill a Mockingbird***chapters 20-22“The Censors” by Luisa Valenzuela pgs.89-96Writing Review Performance AssessmentRhetoricLogos, Ethos, Pathos “From Cairo: My City, Our Revolution” pgs. 73-79Notes pg. 77Genre Handout**HW: Read TKAM** | 31***To Kill a Mockingbird***chapters 23-25“The Censors” by Luisa Valenzuela pgs.89-96Writing Review Performance AssessmentLogos, Ethos, Pathos Rhetoric**HW: Read TKAM** | 1***To Kill a Mockingbird***Close Reader pgs. 29-36“The Censors” by Luisa Valenzuela pgs.89-96Logos, Ethos, Pathos RhetoricWriting Review Performance Assessment |
| 4*Journal Writing: I plan to leave a legacy that...*“The Censors” by Luisa Valenzuela pgs.89-96Close Reader pgs. 29-36***To Kill a Mockingbird***chapters 26-28RhetoricWriting Review Performance Assessment pgs. 41-54**HW: Read TKAM** | 5***To Kill a Mockingbird***chapters 29-31“The Censors” by Luisa Valenzuela pgs.89-96Close Reader pgs. 29-36Writing Review Performance Assessment pgs. 41-54RhetoricIrony**HW: Read TKAM** | 6**Performance Task****Collections pg.97*****To Kill a Mockingbird***“The Censors” Comprehension Check(Handout)Writing Review Performance Assessment pgs. 41-54RhetoricIrony**HW: Short Story**  | 7**Performance Task****Collections pg.97*****To Kill a Mockingbird***Writing Review Performance Assessmentpgs. 41-54RhetoricIrony**HW: Short Story** | 8**TKAM Test** **(can cover chapters 1-31)**Performance TaskCollections pg.97Writing Review Performance Assessmentpgs. 41-54RhetoricIrony |
| 11Short Story“The Necklace” By: Guy De MaupassantIrony Literary Elements**HW:Common Lit** | 12Short Story “Everyday Use” By: Alice WalkerLiterary Elements**HW:Common Lit** | 13Short Story“A Sound of Thunder” By: Ray BradburyWriting Review Performance AssessmentLiterary Elements**HW:Common Lit** | 14Short Story“The Most Dangerous Game” By: Richard ConnellWriting Review Performance AssessmentLiterary Elements**HW:Common Lit** | 15Grade Level Assembly(Course Request Forms)Writing Review Performance Assessment“The Most Dangerous Game” By: Richard ConnellLiterary Elements |