**English I Honors/Gifted 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”  Rhetoric  Pgs. 81-88  Notes pg. 85  ***To Kill a Mockingbird***  chapters 14-16  **HW: Common Lit Scottsboro Boys** | 29  ***To Kill a Mockingbird***  chapters 17-19  Genre Review  Logos, Ethos, Pathos  Writing Review  Rhetoric  Close Reader pgs. 25-28  Due(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.89-96  Writing Review Performance Assessment  Rhetoric  Logos, Ethos, Pathos  “From Cairo: My City, Our Revolution” pgs. 73-79  Notes pg. 77  Genre Handout  **HW: Read TKAM** | 31  ***To Kill a Mockingbird***  chapters 23-25  “The Censors” by Luisa Valenzuela pgs.89-96  Writing Review Performance Assessment  Logos, Ethos, Pathos  Rhetoric  **HW: Read TKAM** | 1  **TKAM Test**  **Short Response Question(can cover chapters 1-25)**  “The Censors” by Luisa Valenzuela pgs.89-96  Logos, Ethos, Pathos  Rhetoric  Writing Review Performance Assessment |
| 4  *Journal Writing: I plan to leave a legacy that...*  “The Censors” by Luisa Valenzuela pgs.89-96  ***To Kill a Mockingbird***  chapters 26-28  Rhetoric  Writing Review Performance Assessment  **HW: Read TKAM** | 5  ***To Kill a Mockingbird***  chapters 29-31  “The Censors” by Luisa Valenzuela pgs.89-96  Writing Review Performance Assessment  Rhetoric  Irony  **HW: Read TKAM** | 6  **Performance Task**  **Collections pg.97**  “The Censors” Comprehension Check(Handout)  Writing Review Performance Assessment  Rhetoric  Irony  **HW: Short Story** | 7  **Performance Task**  **Collections pg.97**  Writing Review Performance Assessment  Rhetoric  Irony  **HW: Short Story** | 8  **TKAM Test**  **(can cover chapters 1-31)**  Performance Task  Collections pg.97  Writing Review Performance Assessment  Rhetoric  Irony |
| 11  Short Story  “The Necklace” By: Guy De Maupassant  Irony  Literary Elements  **HW:Common Lit** | 12  Short Story  “Everyday Use” By: Alice Walker  Literary Elements  **HW:Common Lit** | 13  Short Story  “A Sound of Thunder” By: Ray Bradbury  Writing Review Performance Assessment  Literary Elements  **HW:Common Lit** | 14  Short Story  “The Most Dangerous Game” By: Richard Connell  Writing Review Performance Assessment  Literary Elements  **HW:Common Lit** | 15  Grade Level Assembly(Course Request Forms)  Writing Review Performance Assessment  “The Most Dangerous Game” By: Richard Connell  Literary Elements |