

Marking Period 1		
<i>Month</i>	<i>Week</i>	<i>Planned Academic Curriculum</i>
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).

Marking Period 2		
<i>Month</i>	<i>Week</i>	<i>Planned Academic Curriculum</i>
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)

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	<u>Animal Farm</u> by George Orwell: Introduction- The Russian Revolution and basic economic concepts (types of economic systems)
January	28	<u>Animal Farm</u> : Introduction to the author, George Orwell; Chapter 1 and Chapter 2. Group Barn Wall Activity; analysis of allegorical elements
	29	<u>Animal Farm</u> Chapter 3, 4, 5 – Chapter Summaries and character analysis; analysis of allegorical elements

Marking Period 4		
<i>Month</i>	<i>Week</i>	<i>Planned Academic Curriculum</i>
November	21	<u>Animal Farm</u> – Chapters 6, 7, 8;– Chapter Summaries and character analysis; analysis of allegorical elements
	22	<u>Animal Farm</u> – Chapters 9, 10;– Group Discussion with guided questions; analysis of allegorical elements, project
	23	<u>Animal Farm</u> -
	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