TEACHER NAME: Mrs. Black

CLASS: Honors English II

PERIODS: 1,4

WEEK OF: Feb. 20-Feb. 24 , 2017

**MONDAY:**

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| Objective | Develop and strengthen writing by planning, revising, and editing. Conduct short and sustained research projects to answer a question. |
| Agenda | * DOL 15-16 a+b.
* Review Sentence types with DOL/Who vs. whom?
* (1st)Deeper Commentary lesson/focus on analysis of textual evidence –basic vs. applied commentary.
* (1st)Return ACES Responses from test; revise and use actual textual evidence.-Incorporate strategies from deeper commentary lesson.
* (4th)Thesis statement review from HW-other examples
* (4th) Draft Intro./B.p.1 letter
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| Homework | 1. IRT Tues. Bring book!
2. Sentence Structure quiz on Wed.
3. Hero Letter Intro/Bp1 draft due Tues.
4. Upload Revised Intro/Bp1 and 2 to turnitin.com on Wed evening by 11:59p.m./Peer review.
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**TUESDAY:**

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| Objective | Develop and strengthen writing by planning, revising, and editing. Conduct short and sustained research projects to answer a question. |
| Agenda  | * IRT Reading-20 mins.
* Sentence Structure-Review
* (1st) Collect Revised ACES Response-*TEofG*. Have to miss more than 2.5 pts.
* (1st)Thesis statement review from HW-other examples
* (1st) Draft Intro./B.p.1 letter
* (4th)Deeper Commentary lesson/focus on analysis of textual evidence –basic vs. applied commentary.
* (4th)Return ACES Responses from test; revise and use actual textual evidence.-Incorporate strategies from deeper commentary lesson.
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| Homework | 1. Sentence Structure quiz on Wed.
2. Hero Letter Intro/Bp1 draft due Tues.
3. Upload Revised Intro/Bp1 and 2 to turnitin.com on Wed evening by 11:59p.m./Peer review.
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**WEDNESDAY:**

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| Objective | Write routinely. |
| Agenda | * DOL 17-18 a+b
* Sentence Structure Quiz. Bubble in responses for A or B quiz-label A or B in top column.
* Draft the intro/bp1 on notebook paper. Double space the lines to allow for editing. Check sentence structure to ensure that you have sentence variety. Look for dependent clauses to begin some sentences and ensure that semicolons and transitions are used. Use persuasive language either basic or advanced based on deeper commentary activity. Edit before you type draft.
* Once typed, submit draft to turnitin.com Hero Letter/peer mark.
* Collect revised ACES responses from test (4th)
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| Homework | 1. Submit draft to turnitin.com/peer mark by 11:59 p.m..
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**THURSDAY:**

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| Objective | For students to demonstrate their competence in the ability to read, analyze, and interpret written expression; in addition, they will analyze how point of view affects content and style. |
| Agenda | * EOC Practice/NF-clickers.
* Place students in pairs/show peer-mark.-Each pair gets a computer.
* Students should review peer’s essay and respond to the questions provided.
* After, the pair should complete the Websearch for the Flaw vs. Fate Unit using the sources provided. Be certain to document the information to show where the source information is paraphrased from.
* Complete OTK guided notes via .ppt presentations on Canvas in OTK folder.
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| Homework | 1. IRT Friday-bring novel.
2. Peer mark comments should show on Friday. Check your essay.
3. Hero Performance Letter is due Wed, March 1. Revise from peer feedback and send as google doc to cblack@wcpss.net for teacher feedback.
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**FRIDAY:**

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| Objective | For students to demonstrate their competence in the ability to read, analyze, and interpret written expression; in addition, they will analyze how point of view affects content and style of informational texts. |
| Agenda | * IRT Reading-20 minutes-update notecard.
* Review classwork from Thurs.
* Tragic Hero Formative.
* Lance Armstrong article-read and annotate. Discuss how Lance Armstrong lost the respect of his followers.-Complete activity.
* Begin discussion of what it means to be considered a tragic hero.
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| Homework | 1. Tragic Hero activity due Tues. 2/28 typed.
2. Hero Letter final due Wed. 3/1
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