

| Classes | TIME HOUR/s Grades 9-12 | Prep period Hour 7 2:07-2:59 2nd lunch lunch monitor | Grade 9 ENGLISH 9 Hour 1 8:00-8:52 Hour 4 10:46-11:11 NO SCHOOL | Grade 11 ENGLISH 11 Hour 2 8:57-9:49 Hour 6 1:10-2:02 NO SCHOOL | Grade 12 AP ENGLISH & COMPOS. Hour 5 12:13-1:05 LABOR DAY |
|---------|--|---|--|---|--|
| MON | | | | | |
| TUES | | | | | |
| | <ul style="list-style-type: none"> • Take attend. (ex. Credit for sig.) • Fill out student survey or 3X5 card • Seating charts and reminder of dismissal procedures • Discussion of syllabus, class rules, room organization, birthday calendar, | | <ul style="list-style-type: none"> • Take attend. (ex. Credit for sig.) • Seating charts and reminder of dismissal procedures • Fill out student survey or 3X5 card • Stress importance of make up folders and in class notebooks • Review key changes to | <ul style="list-style-type: none"> • Take attend. (ex. Credit for sig.) • Fill out student survey or 3X5 card • Discussion of syllabus, class rules, room organization, birthday calendar, detention, etc. • Word wall and etymology requirements • Rough writing & reading requirements • AP vs. CLEP test | |

- detention, etc.
- See class web site
- Return to class
- Choose Spanish names and work on pronunciation of them
- Me llamo _____ to say My name is ... (first set of notes)

- school policy discipline changes
- Discussion of syllabus, class rules, room organization, birthday calendar, detention, etc.
- Fill out name and favorite thing to do (school appropr)
- Homework= Find out about Parkapalooza and/or bring news articles and ads for WED/THURS

- American dream
- Conclude brainstorming to set context and frame of this literary unit
- Cast play and begin reading All My Sons by Arthur Miller

- Importance of journals in life
- Journal requirements
- Wishes on tickets to be fulfilled
- Samples from last year
- Distribute Animal Farm books and write out 3X5 cards for records
- Discussion of some political cartoons preview of this assignment
- Explanation of how AP will be doing similar things to English 12, but not at the same time and at a higher level

WED

- Review all Spanish names and explain tags
- Warn of "name quiz" for Thurs/Fri

- Begin with journal about puzzle piece and favorite thing/s to do
- Answer any outstanding questions on syllabus

- Seating charts and reminder of dismissal procedures
- Answer any outstanding questions on syllabus

- Seating charts and discussion rules
- If time today, discussion or brainstorming of senior privileges

- Collect all name tags for those completed students by tomorrow end of hour
- Review Me llamo quickly
- Explain TPR (Total Physical Response) and how to do it
- Begin TPR of basic commands slowly
- Instructor models, class or student guesses action, then all respond:
- *Levántense-stand up
*Siéntense-sit down
*Den vueltas-turn around
- Reminder of late work and how this may change as a school policy or to a more strict policy should it be necessary
- Collect extra credit and homework (news)
- Go over 5 W/H using news articles while filling out notebook as either a graphic organizer or note taking method
- Reminder that notebooks will be graded several times a marking period (half for class notes and vocab, half for journals)
- Gem story and importance of taking the knowledge that you need in the way students need.
- Collect extra credit
- Continue reading aloud play
- Review basics of literary terms and how to decode key words or parts of words from the play
- Make predictions and compare to present ongoing war
- Answer any outstanding syllabus questions
- Collect extra credit
- Students do library research
- AFarm= Stalin
World War II
Socialism
Communism
Democracy
Manhattan Project
- Reading time also (we will use about 30-40 minutes of library time)
- If time remaining, return to presentation groups

*Caminen-
walk
 *Canten-sing
 *Escuchen-
listen
 *Repitan-
repeat
 *Pansen-
stop
 *Señalen-
point
 (abajo/arriba-
up/down)
 *Sonreíanse-
smile
 *Toquen-
touch
 *Pongan
mala cara-
make bad
face
 (May not
finish all
today)

- Learn names in rows
- Continue with any remaining students from

THURS

- Show how 5 W/H can be used as a writing tool as well to quickly outline posters
- Frame journals upcoming and
- Assign journal #1=What is
- Group time to review materials quickly prior to presentation using food metaphor

yesterday and review names

- Review of TPR (Total Physical Response) learning
- Me llamo quiz for all students
- Begin room items (some of this may be next week depending on room progress and schedule switching)

for Parkapalooza (teacher led)

- Show model news advertisement/s to repeat 5 W/H as well as springboard into active and passive verbs
- "Study" differences between active and passive verbs
- In Writing and Grammar textbook, read and discuss pp. 86-87 regarding active and passive verbs and pgs. 540-541 to do together.
- Do Worksheet or segment from the book as overview of the basics of

responsibility to one's country

- Announce quiz for Monday over play
- Should be into act 2 by today along with discussion

- Mention Write for College books and their usage, check out to student
- Students present findings on materials and memory metaphors or other mnemonic device
- As above, including questions and discussion
- Reading time

FRI

- Hand out Spanish books and assign numbers and say these in Spanish (for who can)
- Review all TPR items from this week
- Review as whole class
- Review in pairs
- Review with class directing teacher
- Warn of take home quiz for next week

active vs.
passive verbs

- pgs. 123-125
Green
Language:
Structure and
Use
- Should have Lit books by now
- First news story assignments (volunteers) handed out and due next Thursday (2 people per class)
- Finish up yesterday's grammar lesson and review/correction of it
- Warn of grammar quiz next week
- Begin outlines of posters for Parkapalooza using 5W/H

- Collect journals
- Any necessary discussion of placing of key words or parts of words on the word wall
- Should finish reading aloud the play
- Graphic organizer sample of Cornell note taking of overall themes, characters, and alignments to modern society
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- Reading time last 20 minutes
- Hand outs of vocabulary materials and rhetorical devices
- Teach students the picture way of learning vocabulary
- Assignment of teaching the class a vocab word
- Create list of students and words
- If not done earlier, set up vocab/learning log for new words and AP words found of about 10 new words per week

- Set up alphabet pronunciation if ahead
- Explain Learnables for next week

(review from yesterday) and if ahead, work on appeals to audience for the final posters

- Rhetorical introduction of ways to engage audience using advertising:

*Flattery (Feel good)

*Fear (Scare tactic)

*Greed (Get first and fast)

*Anger (Get mad and act)

*Guilt (Feel sorry for/ pathos)

*Exclusivity (Be the only one)

*Salvation (Religious or a fix all)

*Logical vs. emotional appeals

*Realization and basic needs

*Popularity

- Introduction of extemporaneous speaking using instructor model and beginning chapters 1-3

