

Miss Ickes
Oct. 28-31

Scroll down for more classes
This is the ideal at the start of the week; lesson plans are subject to change.

ENGLISH 9 - Period 1

Monday 10/28

Tuesday 10/29

Wednesday 10/30

Thursday 10/31

Learning Goals

I can:

RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians

RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W.9 Draw evidence from literary or informational texts, including American Indian texts to support analysis, reflection, and research

= Assignments Due

GC=Google Classroom; CL=Commonlit.org; IXL=ixl.com

Poison Tree Analysis due
 On Revenge Writing due

200 Revenge Essay

200 Essay rough draft due

Film

Resources and Links

Needed Daily: Notebook, 3 Ring Binder, Pen/pencil, Multi-Color Highlighters, Computer

Google Classroom Syllabus/Guidelines
IXL.com
Lit book

Google Classroom Syllabus/Guidelines
IXL.com
Lit book

Google Classroom Syllabus/Guidelines
IXL.com
Lit book

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ENGLISH 10 - Period 2			
Monday 10/28	Tuesday 10/29	Wednesday 10/30	Thursday 10/31
Learning Goals			
<p>I can:</p> <p>RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia, paying specific attention to cultural nuances), determining which details are emphasized in each account.</p> <p>RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.4 Present information clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>			
<p><input type="checkbox"/> = Assignments Due GC=Google Classroom; CL=Commonlit.org; IXL=ixl.com</p>			
<input type="checkbox"/> Analyze Political Prop	<input type="checkbox"/> SC Review w/s IXL due	<input type="checkbox"/> Coor w/s IXL due	<input type="checkbox"/> Conjunction Test <input type="checkbox"/> Third Wave
<p>Resources and Links Needed Daily: Notebook, 3 Ring Binder, Pen/pencil, Multi-Color Highlighters, Computer</p>			
Google Classroom <i>Animal Farm / Propaganda</i> IXL.com	Google Classroom <i>Animal Farm / Propaganda</i> IXL.com	Google Classroom <i>Animal Farm / Propaganda</i> IXL.com	Google Classroom <i>Animal Farm / Propaganda</i> IXL.com

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ENGLISH 12 - Period 3			
Monday 10/28	Tuesday 10/29	Wednesday 10/30	Thursday 10/31
Learning Goals			
<p>I can:</p> <p>RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.2 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.</p>			
<input type="checkbox"/> = Assignments Due GC=Google Classroom; CL=Commonlit.org; IXL=ixl.com			
<input type="checkbox"/> Frank Write 2 <input type="checkbox"/> Study Vocab 10-15	<input type="checkbox"/> Frank Write 2 RD due <input type="checkbox"/> Vocab 10-15 test	<input type="checkbox"/> 201 Thank you letter <input type="checkbox"/> Pro/Con List due	<input type="checkbox"/> Frank Write 2 FD due <input type="checkbox"/> 201 rough draft due
Resources and Links Needed Daily: Notebook, 3 Ring Binder, Pen/pencil, Multi-Color Highlighters, Computer			
Google Classroom <i>Frankenstein</i> IXL.com	Google Classroom <i>Frankenstein</i> IXL.com	Google Classroom <i>Frankenstein</i> IXL.com	Google Classroom <i>Frankenstein</i> IXL.com

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ENGLISH 8 - Period 4

Monday 10/28

Tuesday 10/29

Wednesday 10/30

Thursday 10/31

Learning Goals

I can:

L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors

W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and wellstructured event sequences

W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

= Assignments Due

GC=Google Classroom; CL=Commonlit.org; IXL=ixl.com

Finish Pearl Comparison

SC review

SC Test

Halloween Freewrite

Resources and Links

Needed Daily: Notebook, 3 Ring Binder, Pen/pencil, Multi-Color Highlighters, Computer

Google Classroom
IXL.com
The Pearl

Google Classroom
IXL.com
The Pearl

Google Classroom
IXL.com
The Pearl

Google Classroom
IXL.com
The Pearl

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ENGLISH 7 - Period 5

Monday 10/28

Tuesday 10/29

Wednesday 10/30

Thursday 10/31

Learning Goals

I can:

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.b Use the relationship between particular words to better understand each of the words.

L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.5.d Recognize the influence time, culture, gender and social relationships have upon word meaning

SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

= Assignments Due

GC=Google Classroom; CL=Commonlit.org; IXL=ixl.com

- 7-8 Vocab Test
- Ch 9-10 vocab due
- Read Ch 9

- Review answer format
- Ch 9 worksheet due
- Study 9-10 vocab

- Read Ch 10
- Ch 10 worksheet due
- Review PP

- PP test
- Watch version

Resources and Links

Needed Daily: Notebook, 3 Ring Binder, Pen/pencil, Multi-Color Highlighters, Computer

Google Classroom
IXL.com
The Prince and the Pauper

Google Classroom
IXL.com
The Prince and the Pauper

Google Classroom
IXL.com
The Prince and the Pauper

Google Classroom
IXL.com
The Prince and the Pauper

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ENGLISH 11 - Period 6

Monday 10/28

Tuesday 10/29

Wednesday 10/30

Thursday 10/31

Learning Goals

I can:

W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for MLA citation.

W.9 Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

☐ = Assignments Due

GC=Google Classroom; CL=Commonlit.org; IXL=ixl.com

Poetry Sound Techniques
 Raven Group Analysis

Raven Questions due

Raven Project

No Class/Haunted House

Resources and Links

Needed Daily: Notebook, 3 Ring Binder, Pen/pencil, Multi-Color Highlighters, Computer

Google Classroom
IXL.com
Grammar Packet/handouts
Orange Lit Book

Google Classroom
IXL.com
Grammar Packet/handouts
Orange Lit Book

Google Classroom
IXL.com
Grammar Packet/handouts
Orange Lit Book

Google Classroom
IXL.com
Grammar Packet/handouts
Orange Lit Book