

English 12- Gregory  
August 20 - August 31

DATE	AGENDA	ASSESSMENT	HOMEWORK
Monday August 20  <b>CONNECTIONS</b>	Welcome Back! *Attendance/Seats *Need to know: supplies *Icebreaker: This or That		<b>Hmk:</b> Supplies due Tuesday, August 28.
Tuesday August 21  <b>CONNECTIONS</b>	Cell phone policy development: *What does research state? *How do students feel?		<b>Hmk:</b> Supplies due Tuesday, August 28.
Wednesday August 22  <b>CONNECTIONS</b>	Cell phone policy development: *What does research state? *How do students feel? *Develop our class policy		<b>Hmk:</b> Supplies due Tuesday, August 28.
Thursday August 23  <b>CONNECTIONS</b>	*Expectations for Mrs. Gregory *Expectations for Students *On SmartBoard, Soundtrack of My Life assigned (narrative writing) *Essay planning		<b>Hmk:</b> Supplies due Tuesday, August 28.
Friday August 24  <b>CONNECTIONS</b>	<b>Report to P106</b> *Remind101, Google Classroom, etc *Hello My Name Is... Google Classroom (DUE AT END OF PERIOD) * Soundtrack of My Life narrative essay	Successful enrollment in Classroom, Remind, and Turnitin	<b>Hmk:</b> Hello, my name is... completed by end of period. <b>Hmk:</b> Supplies due Tuesday, August 28. <b>Hmk:</b> Soundtrack assignment due turnitin.com Tuesday by 11:59pm
Monday August 27  (yearbook distribution)	<b>Report to P106</b> *Work day for Soundtrack Assignment	Check points	<b>Hmk:</b> Soundtrack assignment due turnitin.com Tuesday by 11:59pm
Tuesday August 28	Introduction to course "Monster" theme- Google slideshow  **Supplies due today	Informal questioning	<b>DUE: Soundtrack assignment by 11:59pm</b>  <b>Hwk:</b> buy Grendel
Wednesday August 29  <b>CONNECTIONS</b>	1- Students will choose groups of two 2- Students will choose a contemporary, mythical, literary, cultural, societal, or internal monster. 3- Students will research and create 4-5 slides to connect their monster as "it" relates to society 4- Successful Presentations	Research checkpoints	<b>Hmk:</b> Continued work on slides
Thursday August 30	1- Students will continue work on the class Monster presentation. 2- Students will consider using graphics, interaction, and video for slides.	Research checkpoints	<b>Hmk:</b> Continued work on slides, all slides are due, completed, with NO edits by 7:00 A.M. Tuesday.

Friday August 31	No School for students		
---------------------	------------------------	--	--

## Standards/Objectives:

### Writing

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### Production and Distribution of Writing

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Research to Build and Present Knowledge

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### Range of Writing

### Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

### Language Standards:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Differentiation:

Varied technological mediums

Student Choice for groups and monster

Preferential seating

Interpersonal editing

Leveled Soundtrack assignments

Rubrics