

January 7, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Bring your technology to class Wednesday/Thursday to write our two final paragraphs for the theme analysis assignment.
2. Friday the counselors will be visiting us for registration for next year's classes. Begin to think of any questions you may have.

Materials needed for today's class:

1. Open to your English folder/section of folder, so we can organize it for this quarter.

Learning Goals:

1. I will determine a significant theme in the novel *To Kill a Mockingbird* using strong textual evidence, and I will use strong textual evidence and draw inference connections to analyze the development of this significant theme from its emergence to its refinement within the novel.

Agenda

1. Beginning of class procedures
2. New seating chart
3. Paper organization from last quarter
 - a. What to keep, what can stay at home, what can be recycled.
4. Theme Analysis
 - a. Review "Refined Theme" worksheet and rubric for Refined Theme and Closure paragraphs and identify Success Criteria
 - b. We will be working on these two paragraphs in class on our block day this week.

January 8-9, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Bring your technology to class Wednesday/Thursday/Friday to write our two final paragraphs for the theme analysis assignment.
2. Friday the counselors will be visiting us for registration for next year's classes. Begin to think of any questions you may have.

Materials needed for today's class:

1. "Refined Theme" worksheet, and rubric from yesterday's class

Learning Goals:

1. I will determine a significant theme in the novel *To Kill a Mockingbird* using strong textual evidence, and I will use strong textual evidence and draw inference connections to analyze the development of this significant theme from its emergence to its refinement within the novel.

Agenda

1. Beginning of class procedures
2. Theme Analysis
 - a. Review "Refined Theme" worksheet and rubric for Refined Theme and Closure paragraphs and identify Success Criteria
 - b. Review Model section of Refined Theme paragraph to add to Success Criteria
 - c. Review Post Scoring – Student Reflection from last quarter for the first part of this assignment to set goals for the last part of this writing assignment.
 - d. We will be working on these two paragraphs in class on our block day this week.
 - e. Show Conclusion paragraph model

January 10, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Typed rough draft of Refined Theme paragraph and Conclusion paragraph are due on Monday.

Materials needed for today's class:

1. "Refined Theme" worksheet, rubric, Writing Folder

Learning Goals:

1. I will determine a significant theme in the novel *To Kill a Mockingbird* using strong textual evidence, and I will use strong textual evidence and draw inference connections to analyze the development of this significant theme from its emergence to its refinement within the novel.

Agenda

1. Counselor visit to begin next year's registration process
2. Theme Analysis
 - a. Students can work on this with whatever time we have left after the counselor visit.

January 13, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Typed rough draft of Refined Theme paragraph and Conclusion paragraph are due

New Homework Assigned:

1. Typed final draft of Refined Theme and Conclusion paragraphs, turnitin.com receipt, and all related papers are due on your block day this week (zero hour – Wednesday).

Materials needed for today's class:

1. Rubric for Refined Theme and Conclusion, Yellow Warm and Cool Feedback form

Learning Goals:

1. I will determine a significant theme in the novel *To Kill a Mockingbird* using strong textual evidence, and I will use strong textual evidence and draw inference connections to analyze the development of this significant theme from its emergence to its refinement within the novel.
2. I will identify the elements of an argument and persuasive techniques and apply them to a model.

Agenda

1. Theme Analysis
 - a. Warm and Cool Feedback process for rough draft
2. Elements of an Argument and the Craft of Persuasion
 - a. Introduce Learning Goal
 - b. Take introductory notes

January 14, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Typed final draft of Refined Theme and Conclusion paragraphs, turnitin.com receipt, and all related papers are due on your block day this week (zero hour – Wednesday).
2. Begin registration process on Infinite Campus. On-line registration closes on January 20th.

Materials needed for today's class:

1. Pen or pencil to write with, note taking form passed out yesterday, steps for close reading form

Learning Goals:

1. I will identify the elements of an argument and persuasive techniques and apply them to a model.

Agenda

1. Elements of an Argument and the Craft of Persuasion
 - a. Introduce first Learning Goal
 - b. Take introductory notes
 - c. "Southern Women"- Close Reading and Analysis Protocol through two Green Words

January 15-16, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Typed final draft of Refined Theme and Conclusion paragraphs, turnitin.com receipt, and all related papers are due on your block day this week (zero hour – Wednesday).

New Homework Assigned:

1. Begin registration process on Infinite Campus. On-line registration closes on January 20th.

Materials needed for today's class:

1. Pen or pencil to write with, note taking form passed out yesterday, "Southern Women" passage, Analysis Protocol form- has Green Words on the back.

Learning Goals:

1. I will identify the elements of an argument and persuasive techniques and apply them to a model.
2. I will apply argument and persuasive technique analysis to model and define terms Purpose, Point of View and Rhetoric

Agenda

1. Elements of an Argument and the Craft of Persuasion
 - a. Introduce second Learning Goal
 - b. *Southern Women Speak out against Lynching*
 - i. Answer guiding questions #1-5 for the passage with your shoulder partner.
 - ii. Define terms
 1. Point of view- a writer's point of view is created through their bias, background, the point he or she is trying to make, and their attitude toward the subject etc.

2. Purpose- a writer usually writes for one or more of these purposes: to express thoughts or feelings, to inform or explain, to persuade, to entertain.
 3. Rhetoric – techniques used to enhance their argument and communicate more effectively.
 - a. Parallel structure
 - b. Repetition
- ii. Practice identifying author’s purpose and point of view with “Establishing a Writer’s point of view and purpose practice questions” using *Southern Women Speak out against Lynching* as the source.

January 17, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Begin registration process on Infinite Campus. On-line registration closes on January 20th.

Materials needed for today's class:

2. Pen or pencil to write with, note taking form passed out yesterday, *Southern Women* passage, Author's point of view and purpose practice questions for *Southern Women*, and white board marker.

Learning Goals:

1. I will identify the elements of an argument and persuasive techniques and apply them to a model.
2. I will apply argument and persuasive technique analysis to model and define terms Purpose, Point of View and Rhetoric.
3. I will apply Logos, Pathos, and Ethos to a model to identify how these are used to advance speakers' point of view and purpose.

Agenda

1. Elements of an Argument and the Craft of Persuasion
 - a. Introduce Learning Goals
 - b. *Southern Women Speak out against Lynching*
 - i. Practice identifying author's purpose and point of view with "Establishing a Writer's point of view and purpose practice questions" using *Southern Women Speak out against Lynching* as the source.
 1. Closure Sentences
 1. The Authors' point of view is because . . .
 2. The Authors' purpose is . . . because . . .
 - ii. Logos, Pathos, Ethos- Persuasive devices handout

1. Closure sentences

- a. How do the speakers in the passage effectively employ one of these devices? Give a piece of evidence from the passage to support your answer.
- b. How does the use of this device advance their purpose or point of view?

January 21, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Finish close reading analysis of "Atticus's Closing Argument" through three green words if not done in class today.

Materials needed for today's class:

1. Pen or pencil to write with, pink, yellow, and green highlighters, Analysis Protocol form.

Learning Goals:

1. I will analyze the following sources, and I will determine Lee and King's point of view and purpose for these selected texts.
 - a. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - b. *Detroit, I have a Dream* speech by Martin Luther King Jr.
2. I will analyze the authors' use of persuasive language to advance their purpose and point of view
 - a. Logos, Pathos, Ethos and Rhetorical Devices (repetition and parallel structure)

Agenda

1. Introduce Learning Goals
2. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - a. Analysis Protocol of the "Closing Argument" through three total Green Words

January 22-23, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Finished close reading analysis of "Atticus's Closing Argument" through three green words.

New Homework Assigned:

Materials needed for today's class:

1. Pen or pencil to write, Logos, Pathos, Ethos form, Elements of an Argument and Persuasion notes, HIPPO form, and your copy of "Atticus' Closing Argument".

Learning Goals:

1. I will analyze the following sources, and I will determine Lee and King's point of view and purpose for these selected texts.
 - a. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - b. *Detroit, I have a Dream* speech by Martin Luther King Jr.

1. I will analyze the authors' use of persuasive language to advance their purpose and point of view
 - a. Logos, Pathos, Ethos and Rhetorical Devices (repetition and parallel structure)

Agenda

1. Introduce Learning Goals
2. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - a. Analysis guiding questions #1-5
 - b. Repetition and Parallel Structure

- i. Parallel Structure model from the text
 1. “She has committed no crime.”
 2. “She is the victim of cruel poverty and ignorance”
 3. “She knew full well the enormity of her offense.”
 4. “She did something every child has done.”
 5. “She tried to put the evidence of her offense away from her.”
 6. “She must put Tom Robinson away from her.”
 - a. What equally important ideas are being given to the audience through this parallel structure example?

c. Analysis guiding questions # 6-7

d. Closure for this source- How is Lee most persuasive? Is it in advancing her purpose or her point of view? Why? Give specific evidence and inference to support your answer.

3. *Detroit, I have a Dream* speech by Martin Luther King Jr.

- a. Allusions and historical context notes
- b. Complete close reading annotations through three green words for the passage

January 24, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Finish annotations for King's speech through three green words for Monday.

Materials needed for today's class:

1. Pen or pencil to write, Logos, Pathos, Ethos form, Elements of an Argument and Persuasion notes, "Atticus' Closing Argument" and guiding questions, King Speech and guiding questions.

Learning Goals:

1. I will analyze the following sources, and I will determine Lee and King's point of view and purpose for these selected texts.
 - a. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - b. *Detroit, I have a Dream* speech by Martin Luther King Jr.
2. I will analyze the authors' use of persuasive language to advance their purpose and point of view
 - a. Logos, Pathos, Ethos and Rhetorical Devices (repetition and parallel structure)

Agenda

1. Introduce Learning Goals
2. *Detroit, I have a Dream* speech by Martin Luther King Jr
 - a. Analysis guiding questions #1-4
 - b. Repetition and Parallel Structure
 - i. Parallel Structure model from the text
 1. "I have a dream that one day right down in Georgia, Mississippi, and Alabama, the sons of

former slaves and sons of former slave-owners will be able to live together as brothers.”

2. “I have a dream this afternoon that one day, one day, little white children and little Negro children will be able to join hands as brothers and sisters.”

a. What equally important ideas are being given to the audience through this parallel structure example?

c. Analysis guiding questions # 5-6

d. Closure for this source- How is King most persuasive? Is it in advancing his purpose or his point of view? Why? Give specific evidence and inference to support your answer.

January 27-28, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Monday
 - a. Finished annotations for King's speech through three green words.
2. Tuesday
 - a. Zero hour – finished "Lee Closure Question" with key words marked and color coding.

New Homework Assigned:

1. "Fine tuning" or "Revision" assignment for the Refined Theme and Conclusion paragraphs is due on Friday, January 31st for all students who need it.
2. Post reflection for Refined Theme and Conclusion due for all students on Friday of this week.
3. Bring technology Wednesday-Friday of this week if you are able to.

Materials needed for today's class:

1. Pen or pencil to write, Logos, Pathos, Ethos form, HIPPO form, King Speech and guiding questions.

Learning Goals:

1. I will analyze the following sources, and I will determine Lee and King's point of view and purpose for these selected texts.
 - a. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - b. *Detroit, I have a Dream* speech by Martin Luther King Jr.
2. I will analyze the authors' use of persuasive language to advance their purpose and point of view
 - a. Logos, Pathos, Ethos and Rhetorical Devices (repetition and parallel structure)

Agenda

1. Introduce Learning Goals
2. Finalize analysis of our two sources

January 29-30, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. "Fine tuning" or "Revision" assignment for the Refined Theme and Conclusion paragraphs is due on Friday, January 31st for all students who need it.
2. Post reflection for Refined Theme and Conclusion due for all students on Friday of this week.
3. Bring technology Wednesday-Friday of this week if you are able to.

Materials needed for today's class:

1. Pen or pencil to write, Logos, Pathos, Ethos form, Elements of an Argument and Persuasion notes, "Atticus' Closing Argument" and guiding questions, King Speech and guiding questions.

Learning Goals:

1. I will analyze the following sources, and I will determine Lee and King's point of view and purpose for these selected texts.
 - a. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - b. *Detroit, I have a Dream* speech by Martin Luther King Jr.
2. I will analyze the authors' use of persuasive language to advance their purpose and point of view
 - a. Logos, Pathos, Ethos and Rhetorical Devices (repetition and parallel structure)
3. I will write an argumentative essay to prove which author more effectively uses persuasive language to advance his/her purpose or point of view.

Agenda

1. Introduce Learning Goals
2. Argument Essay
 - a. Introduce Rubric and Prompt and create Success Criteria
 - b. Thesis Statement
 - i. Teacher model and then students write
 - c. Graphic Organizer
 - d. Introduction
 - i. Orients the reader to topic and sources
 - ii. Thesis statement
 1. Begin writing Introduction paragraph

January 31, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. "Fine tuning" or "Revision" assignment for the Refined Theme and Conclusion paragraphs is due on Friday, January 31st for all students who need it.
2. Post reflection for Refined Theme and Conclusion due for all students on Friday of this week.

New Homework Assigned:

1. Hard copy typed rough draft of Introduction and Counterclaim/First Claim paragraphs due Monday.

Materials needed for today's class:

1. Pen or pencil to write, Logos, Pathos, Ethos form, Elements of an Argument and Persuasion notes, "Atticus' Closing Argument" and guiding questions, King Speech and guiding questions, and your Graphic Organizer outline from the previous class period.

Learning Goals:

1. I will analyze the following sources, and I will determine Lee and King's point of view and purpose for these selected texts.
 - a. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - b. *Detroit, I have a Dream* speech by Martin Luther King Jr.
2. I will analyze the authors' use of persuasive language to advance their purpose and point of view
 - a. Logos, Pathos, Ethos and Rhetorical Devices (repetition and parallel structure)
3. I will write an argumentative essay to prove which author more effectively uses persuasive language to advance his/her purpose or point of view.

Agenda

1. Introduce Learning Goals
2. Argument Essay
 - a. Counterclaim/ First Claim paragraph
 - i. Teacher model and then students write

February 3, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Hard copy typed rough draft of Introduction and Counterclaim/First Claim paragraphs due

New Homework Assigned:

1. Hard copy typed final draft of Introduction and Counterclaim/First Claim paragraphs, turnitin.com receipt, and all related papers due on your block day this week (zero hour – Wednesday).

Materials needed for today's class:

1. Pen or pencil to write, clock partners form, and your rubric.

Learning Goals:

1. I will analyze the following sources, and I will determine Lee and King's point of view and purpose for these selected texts.
 - a. "Atticus' Closing Argument" from *To Kill a Mockingbird* by Harper Lee
 - b. *Detroit, I have a Dream* speech by Martin Luther King Jr.
2. I will analyze the authors' use of persuasive language to advance their purpose and point of view
 - a. Logos, Pathos, Ethos and Rhetorical Devices (repetition and parallel structure)
3. I will write an argumentative essay to prove which author more effectively uses persuasive language to advance his/her purpose or point of view.

Agenda

1. Introduce Learning Goals
2. Argument Essay
 - a. Warm and Cool Feedback for the Counterclaim/ First Claim paragraph
3. Writing folder paper pass back

February 4, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Hard copy typed final draft of Introduction and Counterclaim/First Claim paragraphs, turnitin.com receipt, and all related papers due on your block day this week (zero hour – Wednesday).

Materials needed for today's class:

1. Pen or pencil to write, pink, yellow and green highlighters, and a lined sheet of paper to write on.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - A. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - B. *Gassed*, a painting, by John Singer Sargent

Agenda

1. Introduce Learning Goals
2. *Dulce Et Decorum Est*
 - a. Preparation Question
 - i. Respond to the following question to begin our poetry and art analysis.
 1. What are your thoughts on war? Why?
 - b. Poem introduction
 - i. *Dulce Et Decorum Est*- Latin
 1. It is sweet and fitting to die for one's country
 - ii. Number stanzas
 - iii. Close read the poem through 3 Green Words.
 - iv. Who is the **speaker addressing** in the piece? What **evidence do you have** to support your answer?

February 5-6, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Hard copy typed final draft of Introduction and Counterclaim/First Claim paragraphs and all related papers due on your block day this week (zero hour – Wednesday).

New Homework Assigned:

Materials needed for today's class:

1. Pen or pencil to write, your copy of the poem, *Dulce et Decorum Est*, and your answers to questions from last class.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - C. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - D. *Gassed*, a painting, by John Singer Sargent

Agenda

1. Introduce Learning Goals
2. *Dulce Et Decorum Est*- Latin
 - a. "It is sweet and fitting to die for one's country"
 - b. Closure to yesterday's question - Who is the speaker addressing in the piece? What evidence do you have to support your answer?
 - c. Listen to audio recording of poem
 - d. Respond to the following question
 - i. What words and phrases are used to create strong images about the realities of war?
 1. Definition of imagery – descriptive words and phrases that re-create sensory experiences for the reader. It usually appeals to one or more of the

five senses- sight, taste, hearing, smell, and touch- to help the reader imagine exactly what is being described.

- e. Respond to the following question with your shoulder partner
 - i. What significant subjects/topics are touched on through the details given in this poem? Identify at least two and give one piece of evidence for each example to tie to each identified subject/topic.
 - f. Poem Closure Question
 - i. Of the significant subjects evidenced in the poem, which one do you feel is the most significant? Why?
3. Art- *Gassed* by John Singer Sargent
 - a. Look closely at all parts of the piece and list at least 15 different things you observe.

February 7, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

Materials needed for today's class:

1. Pen or pencil to write, a lined piece of paper, and your copy of the art piece *Gassed*.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - A. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - B. *Gassed*, a painting, by John Singer Sargent

Agenda

1. Introduce Learning Goals
2. Art- *Gassed* by John Singer Sargent
 - a. Look closely at all parts of the piece and list at least 15 different things you observe.
 - b. What **subjects** are presented through the details given in the art? **Give a piece of evidence (something you see)** to tie to each subject.
 - c. Closure Art Question- Of the significant subjects evidenced in the art, which do you believe is most significant? Why?
3. Learning Goal #1 – Closure Question
 - a. Of all the significant subjects identified in our two sources, which one would you be most interested in learning more about?

February 10, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

We will meet with the counselors on block day this week (zero hour – Wednesday). Bring your fully filled out green form for your visit.

Materials needed for today's class:

1. Pen or pencil to write.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - A. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - B. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. Overview of “Significant Subject Connections” project
 - a. Sit in your groups that were assigned Friday.
 - b. Use the overview packet to read through each job description. Once you have read through all three, decide who within the team will fulfill each role.
 - i. Record each person's name next to the job titles listed after the job descriptions.

- c. Team Leader – have everyone in the group share contact information. Each person will write this down on page one of the overview packet under “focus questions.” After this is done, create a shared Google Document for the team to access.
- d. Team Communicator- Create a group message for your team.
- e. “Group Roles Success Criteria”
 - i. Team Communicator – Lead the first discussion using the question provided on the “Group Roles Success Criteria” form. All members will contribute verbal and written responses.
 - ii. All group members will then create two Success Criteria for each group member’s role and record them on the “Criteria” form.
 - iii. Team Recorder (or Communicator if you are in a group of two) – will report these to Mrs. Johannes.

February 11, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned: We will meet with the counselors on block day this week (zero hour – Wednesday). Bring your fully filled out green form for your visit.

Materials needed for today's class:

1. Pen or pencil to write with, "Significant Subject Connections" project overview packet.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - C. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - D. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. "Significant Subject Connections" project overview packet.
 - a. Sit in your groups that were assigned yesterday.
 - b. Locate TRIP overview on the back of page two of the "overview" packet underneath the "role assignments"
 - i. Team Leader – Lead discussion using the questions provided for each letter of "TRIP". All members will contribute verbal and written responses.

- ii. All group members will then create at least one expectation for each part of TRIP, and record them next to each letter.
 - iii. Team Recorder – will report these to Mrs. Johannes on Friday.
- c. Each member of the team will generate their own unique research question based on the significant subject the team is focusing on. Each person's name and research question will be recorded on the back of the first page of the "overview" packet.
 - i. Team Recorder – will report these to Mrs. Johannes on Friday.

February 12-13, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due: Green form to take to the counselors.

New Homework Assigned: Bring technology to class every day starting on Friday of this week if you are able.

Materials needed for today's class:

1. Pen or pencil to write with, "Significant Subject Connections" project overview packet.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - E. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - F. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Counselors
2. Paper passback

February 14, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Bring technology to class every day starting on Friday if you are able.
2. Have printed article that passes the CRITERIA form that will help you answer your research question for Tuesday.

Materials needed for today's class:

1. Pen or pencil to write with, "Significant Subject Connections" project overview packet.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - G. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - H. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. "Significant Subject Connections" project overview packet.
 - i. Team Recorder – will report TRIP and research questions to Mrs. Johannes on Friday.
 - ii. Introduce "Daily Success Criteria and Goal Setting" form
 1. Johannes Success Criteria
 - a. Refine research questions

- b. Begin research to answer questions with
CRITERIA form
 - c. Locate sources to help you answer your research
question.
2. Johannes Success Criteria Closure Reflection

February 18, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Have printed article that passes the CRITERIA form that will help you answer your research question for Tuesday.

New Homework Assigned:

1. Bring technology to class every day if you are able.

Materials needed for today's class:

1. Pen or pencil to write with, "Significant Subject Connections" project overview packet, and your Goals form from Friday.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - A. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - B. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. "Significant Subject Connections" project overview packet.
 - a. Introduce Research Response Success Criteria
 - b. "Daily Success Criteria and Goal Setting" form
 - i. Johannes Success Criteria
 1. Team Points Success Criteria
 2. Read sources carefully to find evidence to help you respond to your research question(s).

3. Individual Success Criteria
 - a. Use Research Response Success Criteria to set a goal for yourself for today.
4. Closure Responses and Reflections.

February 19-20, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Bring technology to class every day if you are able.
2. Typed rough draft of your individual Research Question Response is due on Friday.
3. Dress Rehearsals for products presentations will be on Friday, February 28th.

Materials needed for today's class:

1. Pen or pencil to write with, "Significant Subject Connections" project overview packet, and your Goals form from yesterday.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - C. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - D. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. “Significant Subject Connections” project overview packet.
 - a. “Daily Success Criteria and Goal Setting” form
 - i. Johannes Success Criteria
 1. Team Points Success Criteria
 2. Introduce Products B and C Success Criteria
 3. Team Leaders will help team organize team and individual Success Criteria Priorities. - This will be done at the beginning and half way through the block
 - ii. Group Success Criteria
 1. Set goals for the team- This will be done at the beginning and half way through the block
 - iii. Individual Success Criteria
 1. Set goals for individual advancement- - This will be done at the beginning and half way through the block
 - iv. Closure Responses and Reflections.
 1. Team Recorder- collect Works Cited information from each team member for their articles and put it in the shared Google Document.

February 21, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Typed rough draft of your individual Research Question Response is due on Friday.

New Homework Assigned:

1. Bring technology to class every day if you are able.
2. Typed final draft of your individual Research Question Response with turnitin.com receipt is due on Monday.
3. Each student in the team needs their own individual Works Cited page in correct MLA format with the teams' research sources, the art and the poem.
4. Dress Rehearsals for products presentations will be on Friday, February 28th.
5. "Fine tuning" or "Revision" assignment for the argument essay paragraphs is due on Friday, February 28th for all students who need it.
6. Post reflection for argument essay paragraphs are due for all students on Friday the 28th also.

Materials needed for today's class:

1. Pen or pencil to write with, and "Significant Subject Connections" project overview packet.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - A. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - B. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. “Significant Subject Connections” project overview packet.
 - a. “Daily Success Criteria and Goal Setting” form
 - i. Johannes Success Criteria
 1. Team Points Success Criteria
 2. Student Research Response – Warm and Cool feedback on rough draft
 3. Team Leaders will help team organize team and individual Success Criteria Priorities.
 - ii. Group Success Criteria
 1. Set goals for the team
 - iii. Individual Success Criteria
 1. Set goals for individual advancement-
 - iv. Closure Responses and Reflections.

February 24, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. Typed final draft of your individual Research Question Response with turnitin.com receipt is due on Monday.
2. Each student in the team needs their own individual Works Cited page in correct MLA format with the teams' research sources, the art and the poem.

New Homework Assigned:

1. Bring technology to class every day if you are able.
2. Dress Rehearsals for products presentations will be on Friday, February 28th.
3. "Fine tuning" or "Revision" assignment for the argument essay paragraphs is due on Friday, February 28th for all students who need it.
4. Post reflection for argument essay paragraphs are due for all students on Friday the 28th also.
5. Last day for any late or absent work to be turned in is this Friday, the 28th.

Materials needed for today's class:

1. Pen or pencil to write with, and "Significant Subject Connections" project overview packet.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - C. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - D. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. “Significant Subject Connections” project overview packet.
 - a. “Daily Success Criteria and Goal Setting” form
 - i. Johannes Success Criteria
 1. Team Points Success Criteria
 2. Team Leaders will help team organize team and individual Success Criteria Priorities.
 3. Team Communicators will ensure all team members have their hard copy final draft of research response, turnitin.com receipt, and all related papers.
 - ii. Group Success Criteria
 1. Set goals for the team
 - iii. Individual Success Criteria
 1. Set goals for individual advancement-
 - iv. Closure Responses and Reflections.

February 25, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Bring technology to class every day if you are able.
2. Dress Rehearsals for products presentations will be on Friday, February 28th.
3. "Fine tuning" or "Revision" assignment for the argument essay paragraphs is due on Friday, February 28th for all students who need it.
4. Post reflection for argument essay paragraphs are due for all students on Friday the 28th also.
5. Last day for any late or absent work to be turned in is this Friday, the 28th.
6. Hard copy final drafts of your individual assignments for products 2 and 3 with turnitin.com receipt are due on Friday. These products may be on the same piece of paper.

Materials needed for today's class:

1. Pen or pencil to write with, and "Significant Subject Connections" project overview packet, and yesterday's goal setting form.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - E. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - F. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. “Significant Subject Connections” project overview packet.
 - a. “Daily Success Criteria and Goal Setting” form
 - i. Johannes Success Criteria
 1. Team Points Success Criteria
 2. Team Leaders will help team organize team and individual Success Criteria Priorities.
 3. Consider what you want your presentation of products to “look like.”
 - ii. Group Success Criteria
 1. Set goals for the team
 - iii. Individual Success Criteria
 1. Set goals for individual advancement-
 - iv. Closure Responses and Reflections.

February 26-27, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

New Homework Assigned:

1. Bring technology to class every day if you are able.
2. Dress Rehearsals for products presentations will be on Friday, February 28th.
3. "Fine tuning" or "Revision" assignment for the argument essay paragraphs is due on Friday, February 28th for all students who need it.
4. Post reflection for argument essay paragraphs are due for all students on Friday the 28th also.
5. Last day for any late or absent work to be turned in is this Friday, the 28th.
6. Hard copy final drafts of your individual assignments for products 2 and 3 with turnitin.com receipt are due on Friday. These products may be on the same piece of paper.

Materials needed for today's class:

1. Pen or pencil to write with, and "Significant Subject Connections" project overview packet, and yesterday's goal setting form.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - G. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - H. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. “Significant Subject Connections” project overview packet.
 - a. “Daily Success Criteria and Goal Setting” form
 - i. Johannes Success Criteria
 1. Team Points Success Criteria
 2. Team Leaders will help team organize team and individual Success Criteria Priorities.
 3. Consider what you want your presentation of products to “look like.”
 - ii. Group Success Criteria
 1. Set goals for the team
 - iii. Individual Success Criteria
 1. Set goals for individual advancement-
 - b. Half way through the block reset goals
 - i. Johannes Success Criteria
 1. Prepare Dress Rehearsal forms for Friday.
 - ii. Closure Responses and Reflections.

February 28, 2020

Class procedures

- a. Put cell phone in assigned numbered pouch
- b. Write your homework in your agenda
- c. Have required materials needed for the day's lesson out on your desk ready to go.

Homework Due:

1. "Fine tuning" or "Revision" assignment for the argument essay paragraphs is due on Friday, February 28th for all students who need it.
2. Post reflection for argument essay paragraphs are due for all students on Friday the 28th also.
3. Last day for any late or absent work to be turned in is this Friday, the 28th.
4. Hard copy final drafts of your individual assignments for products 2 and 3 with turnitin.com receipt are due on Friday. These products may be on the same piece of paper.

New Homework Assigned:

1. Bring technology to class every day if you are able.
2. Presentations begin on Tuesday.

Materials needed for today's class:

1. Everything you need to participate in Dress Rehearsal today.

Learning Goals:

1. I will examine two sources to gain a multi-lensed view of World War I
 - A. *Dulce et Decorum Est*, a poem, by Wilfred Owen
 - B. *Gassed*, a painting, by John Singer Sargent
2. I will identify significant subjects presented in these sources and use them in multiple ways to make higher level connections between the time period, how the world was impacted by this war, and what the realities of war entailed.
 - a. Three products will be created to help us achieve this Learning Goal
 - i. Student created research questions and responses
 - ii. Student created connections between identified and our two sources (poem and art)
 - iii. Student created Freeze Frames which visually represent the connection of the significant subject to each of the two sources

Agenda

1. Introduce Learning Goals
2. “Significant Subject Connections” project
 - a. Dress Rehearsal