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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | **Closure** |
| **Monday, Feb17** | President’s Day | President’s Day | President’s Day | President’s Day | President’s Day | President’s Day |
| **Tuesday, Feb18** | I am learning how to draw evidence from literary and informational texts to support analysis reflection, and research. | I can draw evidence from literary and informational texts to support analysis reflection and research. | Asynchronous: Students will create their own argumentative paragraph in which they have to synthesize two pieces of evidence together. | Asynchronous: Students will create their own argumentative paragraph in which they have to synthesize two pieces of evidence together. | Asynchronous: Students will create their own argumentative paragraph in which they have to synthesize two pieces of evidence together. | Asynchronous: Students will create their own argumentative paragraph in which they have to synthesize two pieces of evidence together. |
| Wednesday, Feb19 | I am learning how to determine author’s point of view by evaluating and analyzing traits of Romantic works by their characteristics and write informatively. | I can understand the values represented in British Romantic works by answering pre-reading questions that allow me to apply some of the concepts to a modern day context. | **Students will be reminded that if they do not know where their laptop, that it is listed as a fine on their account, and they do not receive a diploma until the account is paid in full.**  2nd period:  Students will be split up into two groups – one group will be completing the assignment for the day, and the other group will be working on some pre-read questions.  Students that did not do the relearn will need to complete progress learning before reassessing.  6th period: one group will be working on their own with progress learning and reassessing/assessing. | Students will be working on pre-read questions in canvas. | Students will be working on pre-read questions in canvas. | Students will be working on pre-read questions in canvas. |
| **Thursday, Feb20** | I am learning how to determine author’s point of view by evaluating and analyzing traits of Romantic works by their characteristics and write informatively. | I can understand the values represented in British Romantic works by answering pre-reading questions that allow me to apply some of the concepts to a modern day context. | I will present to the class some of the information that has already been answered.  Basic notes on Mary Shelley and Frankenstein.  \*Possibly play Sarcastic Productions review of Frankenstein | I will present to the class the research project that they will be completing that will involve an essay component and a creative component.  Students will then start reading through the story. Students may be divided between those who wish to read on their own, those who want to read through with me. | Students will be completing guided questions that go along with the reading. | All students (including independent workers).  Students will discuss some of the topics that we talked about. |
| **Friday, Feb21** | I am learning how to determine author’s point of view by evaluating and analyzing traits of Romantic works by their characteristics and write informatively. | I can understand the values represented in British Romantic works by answering pre-reading questions that allow me to apply some of the concepts to a modern day context. | Students will answer a warm up that involves either an EQ or an applicable real life scenario type question that is related to Frankenstein. | Students will continue reading through the excerpt.  If we are done\* students will review the graphic novel version as a comparison of thematic representations. | Students will continue to complete their guided questions. | Students will get a chance to discuss their guided questions as a class. |