Week at a Glance Accelerated Sophomore English

Mrs. Palcko // Jan. 3 – Jan. 19

Wednesday, Jan. 3

* Introduction to F. Scott Fitzgerald, The Roaring 20s, and *The Great Gatsby*
* [*Gatsby* author bio clip](http://www.history.com/topics/f-scott-fitzgerald/videos/f-scott-fitzgerald) & distribute [anticipation activities](https://drive.google.com/open?id=1IT00lcP3JgBsp_Ia-e7TVGXLqFTnYMmGHbRPBllLjCs)

Thursday, Jan. 4: College and Career Day. **Meet in N102.**

* Workday for [American Dream & color symbolism webquest](https://drive.google.com/open?id=1sBxSnV22JoYTSPKWQHHRCl5AiHp5yyRB3DSw3C3IKrw) ( N102)
* Introduce [guidelines](https://docs.google.com/document/d/1eZeH6OJGWzKzo6btBgucSBWgXfF3vcf5XppZp0NSovE/edit?usp=sharing) for historical context Roaring 20s presentations

Friday, Jan. 5 (in P106)

* Workday for 1920s presentations
* **NOTE: We’ll hand out copies of *The Great Gatsby* next week. Presentations will begin on Wednesday.**

Monday, Jan. 8 & Tuesday, Jan. 9 (in P106)

* + Workday for 1920s presentations
	+ Distribute *Gatsby* vocabulary part I
	+ **NOTE: We’ll hand out copies of *The Great Gatsby* this week. Presentations will begin on Wednesday and there will be a reading quiz over the first two chapters on Tuesday, January 16th.**

Wednesday, Jan. 10 & Thursday, Jan. 11:

* Roaring 20s Presentations

Friday, Jan. 12

* No School!

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|  **Standards we will be covering this week:*** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
* 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.
* Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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