**Engelbert English 11 AMA**

**Unit 4:** *The Catcher in the Rye*

Wednesday, January 17th-Friday, March 9th, 2018

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| **DATE** | **IN CLASS** | **HOMEWORK** |
| W 1/17 | * Welcome back! * Go over new syllabus and Assignment Calendar * Read Ch. 1 of CITR aloud * Journal sample | Read Chapter 2 on your own  GET BOOK!  Study guide/journal |
| F 1/19 | * **Quiz over chapters 1-2** * Make cover page for Unit 4 * Answer chapter questions/define voabulary for chapters 1-2 in your notebook * Start working on your *Secret Goldfish* book | Finish *Secret Goldfish* Book (due Wednesday)  GET BOOK!  Study guide/journal |
| M 1/22 | * Read/annotate article “Death of An Adolescent” | Read ch. 3-4/Study guide/journal |
| W 1/24 | * **Quiz over Chapters 1-4** * **Turn in *Secret Goldfish* book** * Whole group discussion book and article recap * Salinger BG notes | Read chapters 5-6  Study guide/journal |
| F 1/26 | * Rock Activity * Allie’s mitt activity * **Quiz over chapters 1-6** | Read chapters 7-10  Study guide/journal |
| M 1/29 | * **Quiz over chapters 1-10** * Examine rocks pictures * Whole Class Discussion * Go over notebook check * Denotation/Connotation | Read chapters 11-12  Study guide/journal  **First Notebook Check!** |
| W 1/31 | * **Quiz over chapters 1-12** * EBSCO orientation/write first essay together * Notebook Check | **Turn in essay to Turnitin.com**  Read chapters 13-14 |
| F 2/2 | * **Quiz over chapters 1-14** * Symbolism chart/foldable | Read chapters 15-17  Study guide/journal |
| **M 2/5** | **NO STUDENTS-TEACHER DAY** | **CATCH UP!** |
| W 2/7 | * **Quiz over chapters 1-17** * Work on second EBSCO essay | Turn is 2nd essay to Turnitin.com  Read chapters 18-19  Study guide/journal |
| F 2/9 | * **Quiz over chapters 1-19** * Museum Project * Article Jigsaw | **MusProject due W by email**  Read chapters 20-22  Study guide/journal |
| **M 2/12** | **LINCOLN DAY-NO SCHOOL** | **CATCH UP!** |
| W 2/14 | * FLEX DAY | Read chapters 20-22  Study guide/journal |
| F 2/16 | * **Quiz over chapters 1-22** * Go over Robert Burns’ *Comin’ Through the Rye’*   Share musuem projects | **Complete 3rd mini EBSCO essay independently by Monday!** |
| M 2/19 | WASHINGTON DAY-NO SCHOOL | Study guide/journal |
| W 2/21 | * Museum Projects * Quiz over chapters 1-24 * Whole class discussion | Fill out outline sheet/prep for in-class essay tomorrow |
| F 2/23 | **End of 3rd Quarter**  **4th Essay-Written in Class Today!** | Study guide/journal |
| M 2/26 | * Museum Projects * Go over Notebook check * Small group/whole group poker talk and discussion | Read chapters 25-26 |
| W 2/28 | **CFA over Fiction/Nonfiction**  Discuss chapters 25-26 |  |
| F 3/2 | Catch up day for journals, short answers, and activities  Final Test Review | **Notebooks (including all activities, journals, etc. ) due!** |
| M 3/5 | **CITR Final Exam** |  |
| W 3/7 | Guest Speaker: Building Healthy Relationships |  |
| F 3/9 | Socratic Seminar |  |

**UNIT ESSENTIAL QUESTIONS:**

* 1) How is illusion often mistaken for reality within society? (Why do people act phony?)
* 2) How do adolecents cross the bridge from innocence to experience?
* 3) What is truth? How do our truths compare to society’s?
* 4) What rules must people follow?
* 5) How our perceptions of ourselves differ from others’?
* 6) What is an individual’s relationship to society?
* 7) How does our environment (people and places) affect us?
* 8) How are observations of our surroundings an important way to understand our place in the world?
* 9) How does experience affect one’s observations?

**UNIT OBJECTIVES:**

* Draw parallels between your own life and Holden’s life, taking into consideration the historical and societal rules of that time and your time
* Examine and identify how the author uses first person point-of-view to tell the story, and identify bias based upon this POV
* Identify symbolism in the text and how certain symbols and images give characters greater depth, meaning, and immediacy
* Analyze the effect that language has on mood, setting, and purpose in a story
* Analyze how societal norms and expectations are presented and critiqued through literature
* Cite textual evidence to support direct and indirect character traits
* Learn how to use EBSCO and cite evidence from peer reviewed scholarly journals to support your analyses of themes throughout the novel

**ASSIGNMENTS:**

**50% ESSAYS**

-For this unit, you will write 4 short compositions analyzing theme from the

novel and using citations from both the novel and EBSCO

**30% NOTEBOOK/PROJECTS**

-Daily warm-ups, activities, non-fiction article additions, vocabulary, charts, notes, journals, and quickwrites will be included in your notebook this unit.

-Museum Project

**20% TESTS/PROJECTS**

-Daily quizzes over the assigned reading

-CFA Unit 4 (20 questions based one 1 nonfiction passage and 1 fiction passage)

-CITR Final Test

-Musuem Project