**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 ownGET 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 5-6Study guide/journal |
| F 1/26 | * Rock Activity
* Allie’s mitt activity
* **Quiz over chapters 1-6**
 | Read chapters 7-10Study guide/journal |
| M 1/29 | * **Quiz over chapters 1-10**
* Examine rocks pictures
* Whole Class Discussion
* Go over notebook check
* Denotation/Connotation
 | Read chapters 11-12Study 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 15-17Study 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.comRead chapters 18-19Study guide/journal |
| F 2/9 | * **Quiz over chapters 1-19**
* Museum Project
* Article Jigsaw
 | **MusProject due W by email**Read chapters 20-22Study guide/journal |
| **M 2/12** | **LINCOLN DAY-NO SCHOOL** | **CATCH UP!** |
| W 2/14 | * FLEX DAY
 | Read chapters 20-22Study 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 activitiesFinal 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