5th Six Weeks 2023-2024

| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| --- | --- | --- | --- | --- |
| 2/19 | 2/20 | 2/21 | 2/22 | 2/23 |
| **President’s Day****Student Holiday****Teacher Workday** | **Objective**: students will analyze how the author uses **setting** and **conflict** to create **tension** through a close reading of Ch 7. |  **Objective:** students will analyze how the author uses **setting** and **conflict** to create **tension**.  | Objective: Students will analyze how the novel’s **structure** develops a **theme** through a Close Read of Ch 8. | Objective: Students will analyze how the novel’s **structure** develops a **theme** through a Close Read of Ch 8. |
| 2/26 | 2/27 | 2/28 | 2/29 | 3/1 |
| Objective: Students will analyze details that illustrate how each character responds to Gasby’s death using t a Close Read of Ch 9. | Review Ch 7-9/ watch Ch 7-9 | Finish watching 7-9 | Ch 7-9 Test | Introduce Project |
| 3/4 | 3/5 | 3/6 | 3/7 | 3/8 Progress Reports |
| Gatsby Project | Gatsby Project | Gatsby Project | Gatsby Project | Gatsby Project |
| 3/11 | 3/12 | 3/13 | 3/14 | 3/15 |
| Spring break clip art 5 |  | Fluo Gums Font Generator Preview |  |  |
| 3/18 | 3/19 | 3/20 | 3/21 | 3/22 |
| Objective: Students will examine the concept of the **“American Dream”** and how it is defined and has evolved over time. They will be introduced to vocabulary used in this unit.  | Objective: Students will read “The Evolution of the American Dream” and analyze how text structure contributes to the development of central ideas. | Objective: Students will read “The Evolution of the American Dream” and analyze how text structure contributes to the development of central ideas.. | Objective: Students will read an Excerpt from” Democracy in America: Why Americans Are So Restless” and annotate for how specific words and phrases reveal what Tocqueville thinks of American**s.**  | Objective: Students will read an Excerpt from” Democracy in America: Why Americans Are So Restless” and annotate for how specific words and phrases reveal what Tocqueville thinks of American**s.**  |
| 3/25 | 3/26 | 3/27 | 3/28 | 3/29 |
| Objective: students will imitate the **syntax** used in a mentor sentence to create **rhythm** while **adding emphasis.**  | Objective: students will **generate** and **respond to** **questions** in an interactive discussion board. | Objective: students choose at least three texts about an individual's experience with the American Dream from a set of six to expand their understanding of the American Dream and how it is defined and gain knowledge to use in an On-Demand Essay. | Objective: students choose at least three texts about an individual's experience with the American Dream from a set of six to expand their understanding of the American Dream and how it is defined and gain knowledge to use in an On-Demand Essay. | **Easter Holiday** |
| 4/1 | 4/2 | 4/3 | 4/4 | 4/5 |
| **Teacher Workday****Student Holiday** | Objective: students choose at least three texts about an individual's experience with the American Dream from a set of six to expand their understanding of the American Dream and how it is defined and gain knowledge to use in an On-Demand Essay. | Objective: students choose at least three texts about an individual's experience with the American Dream from a set of six to expand their understanding of the American Dream and how it is defined and gain knowledge to use in an On-Demand Essay. | Objective: Students will **synthesize information** from unit texts to **support an argument** about the American Dream. | Objective: Students will **synthesize information** from unit texts to **support an argument** about the American Dream. |