


1st Six Weeks 2025-2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8/11	8/12	8/13	8/14	8/15
Teacher Workday Student Holiday	Teacher Workday Student Holiday	First Day of School OBJ: Students will review the English I course structure and expectations by examining the syllabus and completing the scavenger hunt, enrolling in Google Classroom, and completing a first-day survey to establish routines and build classroom community. TEKS: 1A Grade: Syllabus scavenger hunt (minor)	OBJ: Students will demonstrate understanding of course expectations by submitting a signed syllabus, and will engage in community-building and personal expression through completion of the Six-Word Memoir and Whodunit? Activities. TEKS: 1D	OBJ: Students will complete the “The Letter Project” assignment, introducing themselves to the teacher. Students will turn in their summer reading project. TEKS: 1A Grade: The Letter Project (minor) Summer reading project (minor)
8/18	8/19	8/20	8/21	8/22
OBJ: Students will develop vocabulary analysis skills by taking notes on denotative and connotative meanings, completing a guided practice activity, and analyzing the <i>Old Ironsides</i> STAAR passage with a focus on how word choice affects meaning and tone. TEKS: 2B, 4F, 4I Grades: Old Ironsides (minor)	OBJ: Students will strengthen their inferencing skills by taking structured notes, completing an Inference Activity worksheet, and applying their understanding through a collaborative murder mystery analysis. TEKS: 4F, 5C	OBJ: Students will complete the Summer Test. They will write an essay with an introduction, body paragraph (at least one), and conclusion. TEKS: 9B, 9Bii Grades: Summer Test Essay (major)	OBJ: Students will build synthesis skills by taking notes on how to combine information from multiple texts. Students will demonstrate their ability to synthesize information by answering STAAR-based questions that require analysis and integration of ideas from two different texts. TEKS: 4H, 5B	OBJ: Students will take a quiz over denotation/connotation, synthesizing information, and inference on DMAC. Students develop an understanding of author’s purpose and audience by taking notes, reviewing key purpose verbs, and completing an author’s purpose activity. TEKS: 8A

			Grades: STAAR questions (minor)	
8/25	8/26	8/27	8/28	8/29
OBJ: Students will activate prior knowledge through a Four Corners activity, then analyze the background and context of “Unusual Normality” to determine the author’s purpose and central message, concluding with a mini-lesson on identifying theme. TEKS: 4E, 8A	OBJ: Students will acquire key vocabulary from “Unusual Normality,” analyze the author’s voice and tone, participate in a mini-lesson on mood and tone, and begin reading the text to apply these concepts. TEKS: 2A, 4D	OBJ: Students will develop comprehension skills by engaging in a mini-lesson on central idea, creating a text sketch to organize their understanding, and continuing the reading of Unusual Normality. They will then collaboratively apply their understanding through a task card activity in assigned groups. TEKS: 4G, 5D	OBJ: Students will complete “Boy Soldier” and answer the questions. Then, they will synthesize “Boy Soldier” and “Unusual Normality” by completing a venn diagram. Students will review for their test TEKS: 2B, 5B Grades: Boy Soldier (minor)	OBJ: Students will demonstrate their understanding of Unusual Normality by completing a summative assessment consisting of multiple-choice and short-answer questions. TEKS: 5B, 5C, 5G Grades: Unusual Normality Test (Major)
9/1	9/2	9/3	9/4	9/5
Holiday 	OBJ: Students will be introduced to the essay prompt and analyze its requirements. The teacher will model writing an effective introduction with an emphasis on crafting a clear thesis statement. Students will then complete the introduction section of their essay outline. TEKS: 9A, 9Bii	OBJ: Students will develop skills in writing effective conclusions through teacher modeling and will complete the conclusion section of their essay outline to reinforce learning. TEKS: 9Bi	OBJ: Students will develop the ability to write a well-structured body paragraph through teacher modeling and will complete the first body paragraph section of their essay outline. TEKS: 9B, 9Bii	OBJ: Students will independently compose the remaining body paragraph section of their essay outline to demonstrate their understanding of paragraph structure and development. TEKS: 9Bii
9/8	9/9	9/10	9/11	9/12

<p>OBJ: Students will type and submit their final essay draft, along with their completed outline, demonstrating organization and coherence in their writing.</p> <p>TEKS: 9C, 9D</p> <p>Grades: Outline (minor)</p>	<p>OBJ: Students will engage in a peer review process to provide constructive feedback and will submit their final draft demonstrating revision based on peer input.</p> <p>TEKS: 9C, 9E</p> <p>Grades: Peer review sheet (minor) Essay (Major)</p> <p>Due in Google Classroom by 4PM</p>	<p>OBJ: Students choose a cultural “booth” to create (Different country traditions vs. American traditions). They brainstorm visuals, key facts, and how to explain them.</p> <p>TEKS: 5C, 5H</p>	<p>OBJ: Students will create posters, visuals, and practice explaining their “booth” as a group.</p> <p>TEKS: 5C, 5F, 5G</p>	<p>OBJ: Students will complete the “fair” as a gallery walk. Students rotate and take notes on what they learn. Reflection at the end: <i>How do environments shape what we see as “normal”?</i></p> <p>TEKS: 5C</p> <p>Grades: Poster (minor)</p>
9/15	9/16	9/17	9/18	9/19
<p>OBJ: Students will complete Curriculum-Based Assessment (CBA) #1 on DMAC to demonstrate mastery of skills and concepts covered in the current unit.</p> <p>TEKS: 4G</p> <p>Grades: CBA #1 (minor)</p>	<p>OBJ: Students will be introduced to William Shakespeare by taking notes on his life and works, viewing a short video about the Globe Theatre, and identifying three key facts about Shakespeare to build historical and literary context.</p> <p>TEKS: 7D, 10B</p>	<p>OBJ: Students will build background knowledge of Romeo and Juliet by exploring historical and thematic context and completing a pre-reading guide to activate prior knowledge and set a purpose for reading.</p> <p>TEKS: 4A, 5A</p>	<p>OBJ: Students will review the text structures and central themes of the play to deepen their understanding of how Shakespeare develops meaning through literary and dramatic elements.</p> <p>TEKS: 4G, 5B</p>	<p>OBJ: Students will review the results of CBA #1 as a class to analyze their performance, clarify misconceptions, and reinforce understanding of key concepts.</p> <p>TEKS: 4G</p>
9/22	9/23	9/24	9/25	9/26
<p>OBJ: Students will read the prologue of Romeo and Juliet and demonstrate comprehension by paraphrasing and annotating the text to analyze language, tone, and meaning.</p> <p>TEKS: 7Di, 4C</p>	<p>OBJ: Read Act 1 scene i-ii; character chart</p> <p>TEKS: 7D, 5E</p>	<p>OBJ: Read Act 1 scene iii-v; symbolism and humor; paraphrase</p> <p>TEKS: 5D, 8A</p>	<p>OBJ: Act 1 quiz; begin reading Act 2 scene i; dramatic irony</p> <p>Grades: Act 1 Quiz (minor)</p> <p>TEKS: 4C, 7D</p>	<p>Teacher Workday Student Holiday</p>