

**English**

	English I	Composition	English II	English III	English IV	AP English
Wednesday, March 18	SWBAT explain what fake news is and reflect on the dangers that it can pose to a society.	Students will be reading The Man Who Was Almost A Man and responding to questions about the text (pg. 1-2)	<b>Topic: Dystopian Society</b> Students will be reading chapter 9 from the book Animal Farm. In addition, they are completing questions based on the chapter and unit topic questions.	SWBAT gain knowledge of the process of reading a text closely by annotating chapter 16 independently	SWBAT read Ch 15 of Born a Crime and complete comprehension and analysis questions (1-5)	Standard 1.0 General Reading Processes E. General Reading Comprehension 1. Develop/Apply comprehension skills through exposure to a variety of print texts. a. Listen to critically and critically read and discuss texts representing diversity in content, culture, authorship and perspective including such areas as race, gender, disability, religion and socio-economic background.
Thursday, March 19	SWBAT understand how fake news spreads and its consequences by analyzing a real-world example.	Students will be reading The Man Who Was Almost A Man and responding to questions about the text (pg. 2-3)	<b>Topic: Dystopian Society</b> Students will be taking a quiz based on Animal Farm chapters 4-6.	SWBAT make claims supported by evidence from The Catcher in the Rye based on the 5 CER questions	SWBAT answer questions 5-10 based on Ch 15 of Born a Crime	Standard 1.0 General Reading Processes E. General Reading Comprehension 1. Develop/Apply comprehension skills through exposure to a variety of print texts. a. Listen to critically and critically read and discuss texts representing diversity in content, culture, authorship and perspective including such areas as race, gender, disability, religion and socio-economic background. . .
Friday, March 20	SWBAT practice using strategies to distinguish real news from fake news.	Students will complete a CER task about The Man Who Was Almost A Man	<b>Topic: Dystopian Society</b> Students will be reading chapter 10 from the book Animal Farm. In addition, they are completing questions based on the	SWBAT begin processing symbolism in their lives in comparison to Holden Caulfield's experience with symbolism	SWBAT answer questions 10-15 based on Ch 15 of Born a Crime	Standard 3.0: Comprehension of Literary Text Analyze and evaluate elements of a narrative text to facilitate understanding and interpretation.

			chapter and unit topic questions.			
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Monday, March 23	SWBAT explain how confirmation bias makes people vulnerable to fake news and challenge a confirmation bias that they have.	Students will be reading the short story Oranges.	<b>Topic: Dystopian Society</b> Students will be completing an activity based on the book Animal Farm. Students will have to pick a side to argue - prosecution or defense based on the main characters. They must write 6 - 8 sentences including evidence from the text to support their arguments.	SWBAT write a rough draft using the graphic organizer for symbolism in their personal lives.	SWBAT read Ch 16 of Born a Crime and complete comprehension and analysis questions 1-5	Standard 1.0 General Reading Processes E. General Reading Comprehension 1. Develop/Apply comprehension skills through exposure to a variety of print texts. a. Listen to critically and critically read and discuss texts representing diversity in content, culture, authorship and perspective including such areas as race, gender, disability, religion and socio-economic background.
Tuesday, March 24	SWBAT identify the differences between fact-based and opinion-based writing.	Students will be reading and reflecting on the short story Oranges.	<b>Topic: Dystopian Society</b> Students will be taking a quiz based on Animal Farm chapters 7-8.	SWBAT write a rough draft using the graphic organizer for symbolism in their personal lives.	SWBAT answer questions 10-14 based on Ch 16 of Born a Crime	Standard 1.0 General Reading Processes E. General Reading Comprehension 1. Develop/Apply comprehension skills through exposure to a variety of print texts. a. Listen to critically and critically read and discuss texts representing diversity in content, culture, authorship and perspective including such areas as race, gender, disability, religion and socio-economic background.

Wednesday, March 25	SWBAT identify propaganda and evaluate its credibility.	Students will be reading and reflecting on the short story Oranges	<b>Topic: Dystopian Society</b> Students will be watching the cartoon movie based on Animal Farm on edpuzzles. Student will be comparing and contrasting the book and the movie.	SWBAT practice identifying central idea in a text and supporting it with textual evidence	SWBAT answer questions 15-18 based on Ch 16 of Born a Crime	Standard 3.0: Comprehension of Literary Text Analyze and evaluate elements of a narrative text to facilitate understanding and interpretation
Thursday, March 26	SWBAT distinguish advertisements from articles and describe how commercial motives affect informational credibility.	Students will be reading and reflecting on the short story Oranges	<b>Topic: Dystopian Society</b> Students will be watching the cartoon movie based on Animal Farm on edpuzzles. Student will be comparing and contrasting the book and the movie.	SWBAT gain knowledge of the process of reading a text closely by annotating chapter 21 independently	SWBAT read Ch 17 of Born a Crime and complete comprehension and analysis questions (1-5)	Standard 1.0 General Reading Processes E. General Reading Comprehension 1. Develop/Apply comprehension skills through exposure to a variety of print texts. a. Listen to critically and critically read and discuss texts representing diversity in content, culture, authorship and perspective including such areas as race, gender, disability, religion and socio-economic background.
Friday, March 27	SWBAT use the 5 W's questioning strategy to write a CER paragraph evaluating a news article's credibility.	Students will be reading and reflecting on the short story Oranges	<b>Topic: Dystopian Society</b> Students will be taking a quiz based on Animal Farm chapters 9-10.	SWBAT gain knowledge of the process of reading a text closely by annotating chapter 22 independently AND make claims supported by evidence from The Catcher in the Rye based on the 5 CER questions	SWBAT answer questions 5-10 based on Ch 17 of Born a Crime	Standard 1.0 General Reading Processes E. General Reading Comprehension 1. Develop/Apply comprehension skills through exposure to a variety of print texts. a. Listen to critically and critically read and discuss texts representing diversity in content, culture, authorship and perspective including such areas as race, gender, disability, religion and socio-economic background.

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