

Project Calendar: Controlling Factors				
Monday	Tuesday	Wednesday	Thursday	Friday
	1-31	2-1	2-2	2-3
TEKS:	TEKS:	TEKS: WH (11) (A) Summarize the international, political, and economic causes of the global depression (B) explain the responses of governments in the US, Germany, and the Soviet Union to the global depression (12) (A)Describe the emergence and characteristics of totalitarianism ELA Fig. 19 (B) making complex inferences in literature	TEKS: ELA Fig. 19 (B) making complex inferences in literature (5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction	TEKS: ELA Fig. 19 (B) making complex inferences in literature (5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction
Objective: By the end of the class period students will: -	Objective: By the end of the class period students will: -	Objective: By the end of the class period students will: -Watch entry event -Choose groups -Compile list of K/NTKs -Problem Statement & Next Steps -Begin reading <u>Hunger Games</u>	Objective: By the end of the class period students will: - Complete a group discussion on <u>Hunger Games</u> - Group contract - Continue reading <u>Hunger Games</u> ch. 6-15 for Monday	Objective: By the end of the class period students will: - Complete a group discussion on <u>Hunger Games</u> - Group contract - Continue reading <u>Hunger Games</u> ch. 6-15 for Monday
Deliverable Due: -	Deliverable Due: -	Deliverable Due: -Compile list of K/NTKs -Create problem statement and next steps	Deliverable Due: - Create a group contract - Create questions based on reading of <u>Hunger Games</u>	Deliverable Due: - Create a group contract - Create questions based on reading of <u>Hunger Games</u>



			- Analyze chapters, scenes, characters, etc. through group discussion	- Analyze chapters, scenes, characters, etc. through group discussion
2-6	2-7	2-8	2-9	2-10
TEKS: 5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction (B) Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures	TEKS: 5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction (B) Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures	TEKS: 5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction (B) Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures	TEKS: 5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction (B) Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures 13 A-E Expository writing process personal response	TEKS: 5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction (B) Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures 13 A-E Expository writing process personal response
Objective: By the end of the class period students will: -Write discussion question -Group discussion -Read Ch. 16-21 for tomorrow	Objective: By the end of the class period students will: -Write discussion question -Group discussion -History Workshop: Totalitarianism -Read Ch. 22-28 for tomorrow	Objective: By the end of the class period students will: -Discuss in group possible moral dilemma -Write questions for class discussion -Group discussion -History Workshop -In Districts, discuss how 6 totalitarian traits fit <u>Hunger Games</u>	Objective: By the end of the class period students will: -Decide on moral dilemma in group -Writing workshop: writing from a different point of view -Prewriting: POV, setting, characters	Objective: By the end of the class period students will: - Write essay about moral dilemma -Discuss with group what presentation will consist of and look like
Deliverable Due: -Create question for class discussion -Interpret class	Deliverable Due: -Create question for class discussion -Interpret class questions, create	Deliverable Due: -Create questions for group discussion -Defend questions based on novel	Deliverable Due: - Agree upon group moral dilemma - Individual POV,	Deliverable Due: - Complete rough draft of moral dilemma essay



<p>questions, create responses, and justify responses in class discussion</p>	<p>responses, and justify responses in class discussion</p>	<p>-Create list of ways totalitarianism is found in <u>Hunger Games</u></p>	<p>setting, characters</p>	
<p>2-13</p>	<p>2-14</p>	<p>2-15</p>	<p>2-16</p>	<p>2-17</p>
<p>TEKS: 13 A-E Expository writing process personal response</p>	<p>TEKS: ELA (23) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: (C) uses graphics and illustrations to help explain concepts where appropriate; (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research (24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking</p>	<p>TEKS: ELA (23) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: (C) uses graphics and illustrations to help explain concepts where appropriate; (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research (24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking</p>	<p>TEKS:</p>	<p>Final Exams</p>



	questions related to the content for clarification and elaboration	questions related to the content for clarification and elaboration		
Objective: By the end of the class period students will: -Complete presentation of moral dilemma	Objective: By the end of the class period students will: - Complete Critical Friends on group presentations	Objective: By the end of the class period students will: -Incorporate feedback from Critical Friends into presentation	Objective: By the end of the class period students will: - Formal presentations	
Deliverable Due: -Create presentation of moral dilemma	Deliverable Due: -Critical Friends feedback	Deliverable Due: -Incorporate feedback from Critical Friends into presentation -Make any necessary adjustments to presentation	Deliverable Due: - Formal presentations	
TEKS:	TEKS:	TEKS:	TEKS:	TEKS:
Objective: By the end of the class period students will:	Objective: By the end of the class period students will:	Objective: By the end of the class period students will:	Objective: By the end of the class period students will:	Objective: By the end of the class period students will:
Deliverable Due:	Deliverable Due:	Deliverable Due:	Deliverable Due:	Deliverable Due:

