

[Woldman's BNHS Class Calendar](#)

[Sheikhali's BHS Class Calendar](#)

Writing Templates

[Main Body Paragraphs](#)
[Introduction and Concluding Paragraph](#)
[MLA Formatted document Template](#)
[Editing Checklist](#)
[How to create MLA in-text citations video](#)
[How to MLA format essay video](#)
[How to create a works cited page video](#)

| Date | Reading(s) | Writing Assignment(s) | Content Competency | Process Competency |
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| Questions | Intro: How do you learn? How do you grow? | | | |
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| Intro / Create Community (1.5-2 weeks) | Introductions/Norms/Building Relationships Would you Rather: get to know you activity Lego Activity Jenga - Getting to know each other Weekly Goal Setting <ul style="list-style-type: none">NorthBHS Planner Template Excerpts from Carol Dweck's <i>Mindset</i> Excerpts from Angela Duckworth's <i>Grit</i> <ul style="list-style-type: none">Chp 1 <i>Showing Up - West Point Story</i><i>Grit article</i> - https://www.theplayertribune.com/articles/bryan-bickell-grinder Grit, Goal Setting & Growth | Mosaic TikToks Student Self-Assessment <ul style="list-style-type: none">What kind of student am I?What is my learning style?What study habits can I improve?How strong is my character? Angela Duckworth's Grit Scale Daily writing prompts to address course themes & discussion Set Up Writing Portfolios & Google Drive Folders | Review all scales and content that will be taught | <ul style="list-style-type: none">PersistencePlanning & MonitoringTime ManagementDependabilityCommunicationSelf-ReflectionTransfer |
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[Mindset Slides](#)

Excerpts from John Spencer & A.J. Juliani's *Empower*

- Chapter 6 - Student Ownership is a Mindset
- Chapter 8 - How to Self-Assess
- Chapter 9 - Importance of Failure

[Goal Setting](#), [Group Work Evaluation](#) & [How to Problem Solve](#)

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Questions Who am I? How do I figure out who I am? What makes up my identity? How does my background create the individual I am? How am I American? How do individuals create a society? How does their place affect the whole? What does it mean to be aware?

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| Quarter 1 - Unit 1 - Identity (7 weeks) | Selections from: <ul style="list-style-type: none">● 12 College Essays that Worked such as "Grandma's Kimchi" or "Porcelain God"● More College Essays that Worked such as... (add in essays we like as we use them)● Plato's <i>Allegory of the Cave</i><ul style="list-style-type: none">○ Clip○ PDF● <i>Stamped</i> (chapter 1 only)● Spit a Verse, Drop Some Knowledge, NPR● What is privilege? Video● <i>Smithsonian Institute Podcast: Memory, Myths, & Miniatures</i> (26 mins) | Where I Come From Template <ul style="list-style-type: none">● "Where I Come From" Student Samples I am Poem Student Choice Research - teacher provided overview & context. Students will then find articles that relate to their identity and the topic chosen. Writing will be done individually; Presentation of information will be Group <ul style="list-style-type: none">● Religion● History● Race● Gender● Community● Language● Social Media - ?? | Students can consider reading and writing tasks and adapt their approaches and strategies. <ol style="list-style-type: none">1. Reading:<ol style="list-style-type: none">a. Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.b. Students can summarize a text.c. Students can expand passive and active academic and career related vocabularies.d. Students can analyze and interpret texts.2. Writing:<ol style="list-style-type: none">a. Students can identify the audience, purpose, and context of any given writing task.b. Students can choose writing processes based on audience, purpose, and task.c. Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other | <ul style="list-style-type: none">● Cultural Competence● Persistence● Self-Reflection● Planning and Monitoring● Communication● Transfer |
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| | <ul style="list-style-type: none"> • Key Terms Definitions • Icebergs & Identity • Breakfast Club - write an essay • Breakfast Club - the essay • Cultural Appropriation • <i>Excerpts from Hope Nation, such as: "Don't Listen to the A**holes"</i> <p>Full Text:</p> <ul style="list-style-type: none"> • None this unit | <p>Add scenarios of issues with race, religion, gender, community, language, social media</p> <p>Preassessment for collaboration</p> <p>Summative Assessment: This I Believe / Personal Statement Essay</p> <ul style="list-style-type: none"> • Pre-Writing Questions for the Personal Essay • Common Application Essay Prompts • HELP | <p>media.</p> <p>3. Critical Thinking & Analysis</p> <ol style="list-style-type: none"> Students can understand credibility and reliability of evidence in texts while reading. Students can engage with evidence while writing. | |
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Questions: How does my identity affect my community? How does my community affect me?

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| <p>Quarter 2 - Unit 2 - Community (9 weeks)</p> | <ul style="list-style-type: none"> • <i>Excerpts from Columbine & with their eyes: September 11th the view from a high school at ground zero</i> - address how community came together afterwards; how students didn't want to only be remembered as "Columbine students" • Osama bin Laden's community / Muslim community shift away • Shitty First Drafts • <i>Excerpts from Hope Nation, such as: "Now More than Ever"</i> • <i>Cults (Ted Bundy, Manson, Koolaid, Oklahoma bombing, Scientology, Trench</i> | <p>Formative Writing Assessment:</p> <ul style="list-style-type: none"> • Over the course of this unit, you have gathered details from nonfiction texts about your community, the people of your community and how you fit into that community. Use the evidence you have gathered to answer the essential question: How does my identity affect my community and how does my | <p>Students can analyze, evaluate, and synthesize while writing.</p> <ol style="list-style-type: none"> Reading: <ol style="list-style-type: none"> Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting. Students can summarize a text. Students can expand passive and active academic and career related vocabularies. Students can analyze and interpret texts. Writing: <ol style="list-style-type: none"> Students can identify the audience, purpose, and context of any given writing task. Students can choose writing processes based on audience, purpose, and task. Students can demonstrate how to incorporate and document relevant | <ul style="list-style-type: none"> • Self-Reflection • Transfer • Communication • Planning & Monitoring • Cultural Competence |
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| | <p>Coat Mafia/Columbine)???</p> <ul style="list-style-type: none"> • Current & relevant news articles & TedTalks, such as: Olympics, Nike hijab, gay athletes, trans weightlifting, beach volleyball uniforms • Celebrity narratives • Chicago, broken down into “towns” - how did those form? | <p>community affect my identity? Your essay should include evidence from a variety of texts covered in this unit.</p> <p>What is privilege? Video</p> <p>Playdough Activity for introductions to writing</p> <p>Additional Formative Assessment: Answer “big questions” & prompted questions about community</p> <p>Summative Assessment: Research a person/local community issue that is personal to student that deals with being a part of two different communities (friends/family, racial community/other community, ethnicity); present “highlight reel” of findings & writing</p> | <p>information from a variety of reliable print, digital, and other media.</p> <p>3. Critical Thinking & Analysis</p> <ol style="list-style-type: none"> Students can understand credibility and reliability of evidence in texts while reading. Students can engage with evidence while writing. <p>4. Essential Skills</p> <ol style="list-style-type: none"> Work ethic, teamwork, and communication | |
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Questions: How does oppression affect their identity? How do other cultures affect their own cultures? How do I affect other cultures? How does being aware of other cultures and how they affect their own culture make them a better person?

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| <p>Quarter 3 - Unit 3: Oppression (8 weeks)</p> | <ul style="list-style-type: none"> • Life Isn't Fair - Deal With It • What Makes Good People Do Bad Things? • Do Juvenile Killers Deserve Life Behind Bars? • For Many Returning Veterans, Moral Injury | <p>Final Writing Assessment:</p> <ul style="list-style-type: none"> • Over the course of this unit, you have gathered details from a range of thematic texts that are concerned with morality? Evil? | <p>Students can analyze, evaluate, and synthesize while writing.</p> <p>5. Reading:</p> <ol style="list-style-type: none"> Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting. Students can summarize a text. Students can expand passive and | <ul style="list-style-type: none"> • Cultural Competence • Persistence • Self-Reflection • Planning and Monitoring • Communication • Transfer |
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| | <p>Just as Difficult</p> <ul style="list-style-type: none"> Smithsonian Institute Podcast: Memory, Myths, & Miniatures <p><i>Cults (Ted Bundy, Manson, Koolaid, Oklahoma bombing, Scientology, Trench Coat Mafia/Columbine)???</i></p> <ul style="list-style-type: none"> Booker T. Washington's Response to W.E.B. DuBois - looking at who the audience is <p>Full-Text:</p> <ul style="list-style-type: none"> <i>Born a Crime</i> <ul style="list-style-type: none"> Stuff <i>A Long Way Gone</i> <ul style="list-style-type: none"> Stuff More stuff | <p>oppression? Use the evidence you have gathered to answer the essential question: How do we evaluate who is oppressed? Support your answer using reasons and evidence from a variety of the texts covered in this unit.</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> Rhetorical analysis (linked in BaC docs) Reflective Journal (linked in ALWG) | <p>active academic and career related vocabularies.</p> <p>d. Students can analyze and interpret texts.</p> <p>6. Writing:</p> <p>a. Students can identify the audience, purpose, and context of any given writing task.</p> <p>b. Students can choose writing processes based on audience, purpose, and task.</p> <p>c. Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.</p> <p>7. Critical Thinking & Analysis</p> <p>a. Students can understand credibility and reliability of evidence in texts while reading.</p> <p>b. Students can engage with evidence while writing.</p> <p>8. Essential Skills</p> <p>a. Work ethic, teamwork, and communication</p> | |
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Questions: How do I create a society that represents who I am? How do I live in a society that doesn't represent who I am?

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| <p>Quarter 4 - Unit 4: Activism (6-8 weeks)</p> | <p>Articles / Essays: ??</p> <p>My Chemical Romance</p> <ul style="list-style-type: none"> <i>Sing</i> <ul style="list-style-type: none"> Lyrics / Song <i>analyze song lyrics & listen to songs; discuss</i> <p>NYTimes.com</p> <ul style="list-style-type: none"> The 25 Most Influential Works of American Protest Art Since World War II <p>Art, Activism, Policy, Power</p> | <p>Writing Assessment 1:</p> <ul style="list-style-type: none"> Research activism (Find three articles on the database) Use your research to explain how activism helped figure out their identity? <p>Final Writing Assessment:</p> <ul style="list-style-type: none"> Choice Board | <p>Students can demonstrate information literacy skills.</p> <p>1. Reading:</p> <p>a. Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.</p> <p>b. Students can summarize a text.</p> <p>c. Students can expand passive and active academic and career related vocabularies.</p> <p>d. Students can analyze and interpret texts.</p> <p>2. Writing:</p> | <ul style="list-style-type: none"> Cultural Competence Persistence Self-Reflection Planning and Monitoring Communication Transfer |
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| | <p>Full Texts:</p> <ul style="list-style-type: none"> ● Parkland <ul style="list-style-type: none"> ○ Discussion questions ○ TEDTalk: A Parkland Teacher's Homework for us all (Diane Wolk - Rodgers) ○ Parkland Dad Tricks NRA President into speaking at fake graduation ○ "Here's How to Prevent the Next School Shooting, Experts Say" by Anya Kamenetz for NPR.org ○ Columbine news video - FBI ● Just Mercy <ul style="list-style-type: none"> ○ ???? ● The Other Wes Moore <ul style="list-style-type: none"> ○ Stuff ○ More Stuff | <ul style="list-style-type: none"> ● Research a "problem" and "solve it" - writing and presentation | <ul style="list-style-type: none"> a. Students can identify the audience, purpose, and context of any given writing task. b. Students can choose writing processes based on audience, purpose, and task. c. Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media. <p>3. Critical Thinking & Analysis</p> <ul style="list-style-type: none"> a. Students can understand credibility and reliability of evidence in texts while reading. b. Students can engage with evidence while writing. <p>4. Essential Skills</p> <ul style="list-style-type: none"> a. Work ethic, teamwork, and communication | |
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Questions: Something about the revision process? Writing process? Completion of all writing and an evaluation of the individual process?

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| <p>Unit 5: Writing Portfolio (1.5-2 weeks)</p> | <p>Shitty First Drafts</p> | <p>Final Writing Assessment:</p> <ul style="list-style-type: none"> ● Completion of writing portfolio ● Unit 1: This I Believe | <p>Students can consider reading and writing tasks to adapt their approaches and strategies.</p> <p>4. Reading:</p> <ul style="list-style-type: none"> a. Students can apply and adjust active reading strategies to texts of | <ul style="list-style-type: none"> ● Persistence ● Self-Reflection ● Planning and Monitoring ● Communication |
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| | | <ul style="list-style-type: none">● Unit 2: Community● Unit 3: Oppression● Unit 4: Activism | <p>similar rigor and structure as those they would likely encounter in a college or career setting.</p> <ul style="list-style-type: none">b. Students can summarize a text.c. Students can expand passive and active academic and career related vocabularies.d. Students can analyze and interpret texts. <p>5. Writing:</p> <ul style="list-style-type: none">a. Students can identify the audience, purpose, and context of any given writing task.b. Students can choose writing processes based on audience, purpose, and task.c. Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media. | |
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