

Name: Kevin Jones		Grading Quarter: Q2_W5_2023	Week Beginning: Nov 13
School Year: 2023-2024		Subject: English 102	
Monday	Notes: Students need to get a copy of AQWF online, a physical book. Or borrow a book from the English dept. Library (found in classroom)	<p>Objective: Students will be introduced to the book <i>All Quiet on the Western Front</i> (AQWF). Students will determine concepts/hints about TWM, such as . . .</p> <p>Fiction or non-fiction, time, setting, place, along with characters involved – personalities, proclivities, interests, priorities, positives, and goals.</p> <p>Students will be guided through this process by Prof. Jones</p> <p>Students will read the book’s forward, book flaps, pages of praise – including “lives changed,” and the book’s dedication.</p> <p>In class assignment: Students will individually and collectively make comments and . . .</p> <p>Classwork/Homework: Students write brief reflections on these aforementioned comments.</p>	Academic Standards: 11-12.RI.1 11-12.RI.2 11-12.RI.3
Tuesday	Notes: Students need to get a copy of AQWF online, a physical book. Or borrow a book from the English dept. Library (found in classroom)	<p>Objective: Student will demonstrate sharp recall of Monday’s class discussions with AQWF.</p> <p>Class will tackle AQWF chapter 1 by reading in their table groups – and as a group write about the events and implications in chpt. 1.</p> <p>This exercise will begin to lay the foundation for upcoming quizzes on AQWF.</p> <p>Students will be guided through this process by Prof. Jones</p> <p>Bulletin board touches, time permitting</p>	Academic Standards: 11-12.RI.1 11-12.RI.2 11-12.RI.3

		<p>Objective: Student will demonstrate (oral quiz) growing understanding of how to exam, parse, and test to see if AQWF's writing and diction is persuasive (pathos)</p> <p>Students will demonstrate their abilities to "dissect" the book AQWF, and point out the use of Pathos, Ethos, Logos to the class.</p> <p>Students will be guided through this process by Prof. Jones</p>	<p>Academic Standards:</p> <p>11-12.RI.4 11-12.RI.5 11-12.RI.6</p>
Thursday	<p>Notes:</p> <p>Students will need a copy of AQWF,</p> <p>And, to get out their notebooks and pens</p>	<p>Objective: Student will demonstrate (in-class oral quiz) growing understanding of how to exam, parse, and test to see if their writing makes complete sense to their potential reader (logos)</p> <p>Students will tackle AQWF chapter 2. Working in groups, will continue to read and discuss (and take notes). The class, by reading in their table groups – and as a group, will write about the events and implications in chpt. 2</p> <p>Students will be guided through this process by Prof. Jones</p>	<p>Academic Standards:</p> <p>11-12.RI.4 11-12.RI.5 11-12.RI.6</p>
Friday	<p>Notes:</p> <p>Students will be guided through this process by Prof. Jones</p>	<p>Objective: Students will write viable questions about AQWF on strips of paper, which will be folded and put in "The Red Hat" for a hearty competition between two sides.</p> <p>Class will have voluntary sharing of contrasts and comparisons of AQWF, e.g., my grandfather looked grouchy, but was very loving, or I am often late, but make up good excuses.</p> <p>Class PARTY plans for pre-Thanksgiving??</p>	<p>Academic Standards:</p> <p>11-12.RI.4 11-12.RI.5 11-12.RI.6</p>