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| **Monday**  **11/18** | **Tuesday**  **11/19** | **Wednesday**  **11/20** | **Thursday**  **11/21** | **Friday**  **11/22** |
| ***I CAN…***  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  [ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  [ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/): Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.   * **Complete** – Reading Check Quiz for “Through the Tunnel” by Doris Lessing * **Review/Discuss** – “Through the Tunnel” by Doris Lessing * **Review/Discuss** – (Literary Devices Wkst.)   Provide the following information for the “Through the Tunnel” selection: (Handout)  1. Title  2. Author  3. Characters  4. Plot  5. Conflict Type with explanation  6. Conclusion/Resolution  7. Theme  8. Point of View  9. Give an example of each from the story: simile, metaphor, symbolism, and imagery.   * **Complete** – Multiple Choice for “Through the Tunnel” 1-28. Choose to answer #29 **or** #30. Write a well-developed paragraph to respond to the question. * **Complete** – Context Clues Wkst. (#’s 1-21) | ***I CAN…***  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  [ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  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Turn to a neighbor and Spill the TEA * **Talk** about what you think it means to conform. * Give an **example** of conforming. * **Ask/Answer** questions that you or your partner may have about conforming. * **Read/Annotate** – “Conformity” Article \*Make sure to number your paragraphs to make it easier to reference. * **Complete** – Make a chart that lists at least 3 Advantages and 3 Disadvantages of Conforming * **Complete** – Discussion Questions 1-4 in complete sentences & Text Dependent Questions 1-5 for the article, “Conformity” * **Return/Discuss** – Context Clues Wkst.2 #’s 1-21 * **Complete** – Context Clues Wkst.2 #’s 22 – 42 | ***I CAN…***  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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Turn to a neighbor and Spill the TEA   * **Talk** with your partner about whether juveniles should be charged as an adult when they commit a crime. * Give an **example** of why you answered the way you did. * **Ask/Answer** questions that you or your partner may have about juveniles being charged as adults. * **Read/Annotate** – “Juvenile Justice” by Carl Stoffers   \*Make sure to number your paragraphs to make it easier to reference.   * **Complete** – Make a T-chart that lists at least 3 reasons one would say YES and 3 reasons why one would say NO to juveniles being charged as adults. * **Complete** – Discussion Questions 1-3 in complete sentences & Text Dependent Questions 1-5 for the article, “Juvenile Justice” * **Complete** – Writing Assignment on the following topic:   Can young criminals be reformed? Answer yes or no and then explain your answer in at least ½ page. | ***I CAN…***  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  [ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  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Nice try, court rules.”Complete – Nonfiction Analysis Form for “An inmate claimed his life sentence ended when he died and was revived. Nice try, court rules.”  * **Complete** – Writing Assignment on the following topic**: If a prisoner dies in jail, but is then revived, have they served a life sentence?**   Answer the question and provide your explanation for your answer. (at least ½ page in length).   * **Introduce** – Current Event Project (Handout)   **How to Complete a Current Event Presentation**  1. Find an interesting, current (had to occur this year, 2019) article to read. You can find current articles on one of the following sites:   * cnnnews.com * wral.com * washingtonpost.com   2. Print it out, read and annotate the article.  3. Complete a Current Event template for the article of your choice.  4. Come to class ready to share your article with the class on your specified date. Your presentation should be 2-3 minutes and allow time for questions.  Note: Please no sports related articles!  **Current Event Presentation Schedule**   |  |  | | --- | --- | | Monday, Dec. 2 | 1.  2.  3.  4.  5. | | Tuesday, Dec. 3 | 1.  2.  3.  4.  5. | | Wednesday, Dec. 4 | 1.  2.  3.  4.  5. | | Thursday, Dec. 5 | 1.  2.  3.  4.  5. | | Monday, Dec. 9 | 1.  2.  3.  4. | | ***I CAN…***  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  [ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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Gleason  2.Desiree  3.Fernando  4.Antonio  5.Mariah | | Wednesday, Dec. 4 | 1.Joel  2.Lucia  3.Makayla  4.Bryan  5.Javier | | Thursday, Dec. 5 | 1.Axel  2.Jeremie  3.Isaiah  4.Gianna  5.Khalid | | Monday, Dec. 9 | 1.Jorge  2.Michael  3.Jaden  4.ShaunQuetta |  Collect/Turn In – Nonfiction Analysis Form for “An inmate claimed his life sentence ended when he died and was revived. Nice try, court rules.”  * **Complete** – Writing Assignment on the following topic**: If a prisoner dies in jail, but is then revived, have they served a life sentence?**   Answer the question and provide your explanation for your answer. (at least ½ page in length).   * **Read/Annotate** – “Losing the Us” * **Complete** – Analyzing a Short Story for “Losing the Us” * **Advisory** - Have a wonderful Thanksgiving everyone! And thank you for your participation in this Giving Thanks project.   <https://docs.google.com/presentation/d/1moqFcOIced45FzBGFPDjcx96dqvTTpcJBKBdM23XGrc/edit?usp=sharing>   * **Make up work Time** – If you are missing any assignments, please take the remainder of the period to complete the assignments and turn them in for a grade. You want to make sure that you are up to date on all assignments and grades before you leave for Thanksgiving break. |