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| **Monday**  **12/16** | **Tuesday**  **12/17** | **Wednesday**  **12/18** | **Thursday**  **12/19** | **Friday**  **12/20** |
| ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. * **W.9-10.2b**  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * **W.9-10.2a**  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings) * **W.9-10.5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.9-10.1-3.) (e.g., figures, tables); and multimedia when useful to aiding comprehension. * **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * **L.9-10.1**Demonstrate command of the convention of standards English grammar and usage when writing or speaking.   REMINDER:  **\*Poetry Scrapbook is due January 10, 2020.\***  **NOTE:**  **Please reference p. 20 of your Poetry Unit Packet for details on how to complete the project.**   * **Collect/Turn In/Share** – Poetry Packet p.16 – 19 on Ballads * **Read/Annotate - “The Little Match Girl”** by Hans Christian Andersen * **Complete –** Discussion Questions for “The Little Match Girl” (on a separate sheet of paper)  1. What is significant about the title? 2. What are the conflicts? What types of conflict are demonstrated in the story? 3. How does Hans Christian Andersen reveal character? 4. What are some themes in the story? 5. What are some symbols? How do they relate to the plot? 6. Does *“*The Little Match Girl” end the way you expected? Why or why not? 7. How did the ending make you feel? Would you consider it a happy ending? Why or why not? 8. What point do you think Andersen was trying to make? 9. What do you think the little girl's visions represent? 10. The story is set on New Year's Eve, do you think this was important? Why or why not?  * **View –** “The Little Match Girl” Video at<https://www.youtube.com/watch?v=NG68S44qfiY> * **Complete –** Compare and Contrast “The Little Match Girl” video and text. \*You must list at least 3 comparisons and 3 contrasts. | ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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REMINDER:  **\*Poetry Scrapbook is due January 10, 2020.\***  **NOTE:**  **Please reference p. 20 of your Poetry Unit Packet for details on how to complete the project.**   * **View –** “The Little Match Girl” Video at<https://www.youtube.com/watch?v=NG68S44qfiY>   **Complete –** Compare and Contrast “The Little Match Girl” video and text. \*You must list at least 3 comparisons and 3 contrasts.   * **Read/Annotate** – Excerpt from “Roughing It”: Lost in the Snow by Mark Twain \*Make sure you are reading with understanding, because you will have a reading check quiz on the text tomorrow. * **Complete** – Text Dependent Question 1-8 & Discussion Questions 1-4 in complete sentences. * **Complete** – Literary Terms Review Wkst. | ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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What emotional bond or attachment do you have with the place that makes you want to be there?**  \*Make sure to proofread your writing for spelling, grammar, punctuation, capitalization errors, and that your writing makes sense.   * **Complete** – Literary Terms Review Wkst.   **Put a star beside the following terms to revisit later:**  1. literal  2. diction  3. objective/subjective  4. purpose  5. juxtaposition  6. character foils  7. paradox | ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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REMINDER:  **\*Poetry Scrapbook is due January 10, 2020.\***  **NOTE:**  **Please reference p. 20 of your Poetry Unit Packet for details on how to complete the project.**   * **Complete** – Literary Terms Review Wkst.   **Put a star beside the following terms to revisit later:**  1. **literal** – taking words in their usual or most basic sense without metaphor or allegory.  2. **diction** – the choice and use of words and phrases in speech or writing.  3. **objective** – the elimination of subjective perspectives and a process that is purely based on hard facts.  **subjective** – personal perspectives, feelings or opinions entering the decision making process.  4. **purpose** – the reason for which something is done or created or for which something exists.  5. **juxtaposition** – the fact of two things being seen or placed together with contrasting effect. (light/dark)  6. **character foils** – in fiction, a foil is a character who contrasts with another character, usually the protagonist, to highlight qualities of the other character.  7. **paradox** – a statement that contradicts itself, or that must be both true and untrue at the same time. (A character that is both charming and rude.)   * **Read/Annotate** – “The Selfish Giant” by Oscar Wilde \*Make sure you read for understanding, as you will have a reading check quiz tomorrow. * **Complete** – Plot Structure Diagram for “The Selfish Giant” * **Complete** – Using the story, “The Selfish Giant”, give an example of each of the following:  |  |  | | --- | --- | | **Literary Term** | **Example/Cited Text from “The Selfish Giant”** | | indirect characterization |  | | personification |  | | simile |  | | direct characterization |  | | imagery |  | | conflict |  | | theme |  | | ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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A lunch and Academy lunch students will stay in class until their classroom is called to the gym. Students will begin being dismissed at 1:00 for the Pep Rally.   * **Collect/Turn In –**   1. “The Selfish Giant” Literary Chart  2. English II Literary Terms: List I Worksheet   * **Complete** – Christmas Challenge Crossword Puzzle |