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| **Monday**  **10/7** | **Tuesday**  **10/8** | **Wednesday**  **10/9**  **\*Teacher Workday\*** | **Thursday**  **10/10** | **Friday**  **10/11** |
| ***Key Standards:***  ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  [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.   * **Check/Update -** Please make sure that your Interactive Notebook is up-to-date. At this point, you should have 12 items in your interactive notebook. You need to make sure your items are numbered correctly. Here are the items that you should have:   Interactive Notebook Check # 1 will be on October 11th (Friday)   |  | | --- | | **Item #/Description** | | 1. Bathroom Pass for Quarters 1 & 2 (inside cover) | | 2. SMACQ the Text! | | 3. Spill the TEA! | | 4. 6 Word Memoir & Square, Triangle, Circle | | 5. Text Symbols for Annotating Texts | | 6. Background Information Notes for Night (2 pages) | | 7. \*NEW\* **Night** Reading Schedule | | 8. Literary Terms for Night for Chapters 1 & 2  memoir symbol dynamic character external conflict internal conflict simile metaphor irony imagery hyperbole personification | | 9. Night Chapters 1 – 4 Timeline of Events | | 10. **Complete** – **Interactive Notebook Item # 10:** Vocabulary for Chapter 5. Provide a part of speech for each. (dysentery, invalid, fortnight, Red Army, morphine, infirmary) | | 11. **Interactive Notebook Item #11**: Respond to the Journal Topic for Night Chapter 5. Write the entire journal topic in your interactive notebook and then your response to the topic.  **Background**: Before the war, Eliezer and his father did not share a close relationship. Since their capture, however, they have formed a close bond. Eliezer writes, “Never before had we understood each other so clearly.”  **Journal Topic:**  Think of someone with whom you have a close relationship, such as a parent or relative. Write a poem about this person and what he or she means to you. If you prefer, you may write a poem from Eliezer’s perspective about his father. Choose any format that you prefer; the final work should contain at least six lines. | | 12. **Interactive Notebook Item #12:** Respond to the Journal Topic for Night Chapter 5. Write the entire journal topic in your interactive notebook and then your response to the topic. You should be sure to check spelling, punctuation, capitalization, coherency (make sure it makes sense) and grammar. I will take off points for any of the above stated errors.  **Background:** A few prisoners are instructed to mop the floor of the block before the camp is evacuated. When asked why, the Blockälteste replies, “Let them know that here lived men and not pigs.”  **Journal Topic:**  Answer the following questions in complete sentences:  A. In your opinion, how is this statement ironic?  B. What do you think the prisoners think when they hear the Blockälteste’s comment?  C. What does this statement suggest about the Germans way of thinking? |  * **Distribute/Discuss** – Progress Reports. Any work you are missing or is showing a zero on your progress report, please complete the work and turn it in by the end of the week. Any work that is not turned in by the end of the week will remain as a zero. * **Read/Annotate** – “The Fear We All Live With” Article of the Week. Use the SMACQ the Text protocol to gain understanding of the article. * **Complete** – On a separate sheet of paper, set your paper up like this:  |  |  | | --- | --- | | What are your thoughts about the mass shooting problem?   | What do you think can be done to address the mass shooting epidemic? | | Pick a passage from the article and respond to it. | Discuss a “move” made by the writer in this piece that you think is good/interesting.  Explain. |   Answer the questions in complete sentences. Make sure you check for spelling, grammar, punctuation, capitalization errors before turning your paper in. I will take this assignment for a grade. | ***Key Standards:***  ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  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Make sure you check for spelling, grammar, punctuation, capitalization errors before turning your paper in. I will take this assignment for a grade.   * **Complete** – Discussion Questions about the article, “The Fear We All Live With”  1. How do you feel about what you know and have heard about gun violence and mass shootings? What else do you want to know? 2. Do you know people who have different opinions on gun violence? What do they say and how does this influence (or not) your point of view? 3. What do you think should be done to keep people safe from gun violence? 4. Why do you think so many people feel it is important to protect people’s right to own guns? 5. Why do you think there are so many more mass shootings than there used to be?  * **Read/Annotate** –  What can be done about gun violence? Mass shootings often raise a lot of feelings that range from sadness and heartbreak to anger and frustration. They also usually lead to a public conversation about gun laws and what our government can and should do. In 2012 after the mass shooting of twenty young children and six adults at Sandy Hook Elementary School in Newtown, CT, President Obama proposed legislation to overhaul gun laws. The proposals included universal background checks, new and expanded assault weapon and high-capacity magazine bans and other measures to prevent mass shootings. Several months later, it failed to pass the Senate. What are mass shootings? Understanding mass shootings, typically defined as the murder of four or more people, school shootings and other gun-related deaths, is complex. According to a [Congressional](http://journalistsresource.org/wp-content/uploads/2013/03/MassShootings_CongResServ.pdf) [Research Service](http://journalistsresource.org/wp-content/uploads/2013/03/MassShootings_CongResServ.pdf) in 2013, there had been 78 mass murders carried out with guns during the thirty-year period of 1982-2012. Because there is not one standard way to tally the number of mass school shootings, in the period between 2000 and 2013, the [FBI identified](file:///C:\Users\JSpiegler\Downloads\(U)_ActiveShooter021317_17B_WEB.PDF) 160 active shooter incidents, where one or more shooters were actively engaged in killing or attempted killing in a confined and populated location. It used this definition to describe instances like Sandy Hook or the [Virginia Tech](http://www.nytimes.com/2007/04/16/us/16cnd-shooting.html?pagewanted=all) shooting in 2007. Since 2011, the rate of [mass shootings](http://www.hsph.harvard.edu/news/hsph-in-the-news/mass-shootings-becoming-more-frequent/) has tripled. The second amendment Defenders of gun rights say that proposed gun regulations violate the Second Amendment. The second amendment states: “A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”  After the Newtown shooting, the president of the National Rifle Association, (NRA) a national nonprofit organization that advocates and lobbies for gun rights, spoke about the incident. He said, “The only thing that stops a bad guy with a gun is a good guy with a gun.” Indeed, many people believe that guns prevent crime from happening. Gun violence in the U.S. In addition to mass shootings, there are other relevant numbers about gun violence in the states. More than 32,000 people per year are killed by guns—which translates to approximately 88 gun deaths per day. Compared to [peer nations](https://www.forbes.com/sites/dandiamond/2015/08/26/americas-gun-violence-problem-in-three-charts/#297b271c3e53), including Germany, England and Canada, people are much more likely to die from guns in the U.S. than in other countries.  According to the Pew Research Center's [2017 public opinion poll](https://www.pewresearch.org/fact-tank/2017/06/22/key-takeaways-on-americans-views-of-guns-and-gun-ownership/) on gun proposals, the percentage of the public who agree that we should:   * Prevent people who are mentally ill from purchasing guns: 89% * Implement background checks for private sales and gun shows: 84% * Bar gun purchases by people on no-fly or watch lists: 83% * Create a federal database to track gun sales: 71% * Ban assault-style weapons: 68% * Ban high-capacity magazines: 65%   When mass shootings occur, people frequently search for the reason and often mental illness is cited as the culprit. It is much more complicated than that; it is difficult to come up with one reason or risk factor. There are usually a multitude of reasons for these shootings including but not limited to: domestic terrorism, availability of guns, romanticism with violence and multiple risk factors operating simultaneously (e.g., depression, narcissism, alienation, lack of trust, poor coping skills, fascination with violence-filled entertainment, revenge fantasies, attempted suicide attempts in the past, etc.).   * **Complete** – Write a 5 paragraph essay explaining why your think gun laws should/should not be enforced in the United States.   Paragraph # 1 – Introduction (Hooks & Attention Grabbers Handout #13 in Interactive Notebook)  Paragraph #2 – Reason 1 with supporting details  Paragraph #3 – Reason 2 with supporting details  Paragraph #4 – Reason 3 with supporting details  Paragraph #5 – Closing Paragraph  **Here are some tips that can help you when you want to write a strong persuasive essay:**   1. *You must pick one side.* 2. *You should not include any opinion or information that is not supportive of the topic.* 3. *You must use real information and facts. The facts must be real and involve real cases.* | ***Key Standards:***  ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  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Paragraph # 1 – Introduction (Hooks & Attention Grabbers Handout #13 in Interactive Notebook)  Paragraph #2 – Reason 1 with supporting details  \*Paragraph #3 – Reason 2 with supporting details  \*Paragraph #4 – Reason 3 with supporting details  Paragraph #5 – Closing Paragraph   * **View/Discuss** - Annotation Powerpoint * **Read/Annotate** – “5 New Brain Disorders that Were Born Out of the Digital Age” by Tammy Kennon * **Complete** – Graphic Organizer for the “5 New Brain Disorders that Were Born Of the Digital Age” | ***Key Standards:***  ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  [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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Paragraph # 1 – Introduction (Hooks & Attention Grabbers Handout #13 in Interactive Notebook)  Paragraph #2 – Reason 1 with supporting details  Paragraph #3 – Reason 2 with supporting details  Paragraph #4 – Reason 3 with supporting details  \*Paragraph #5 – Closing Paragraph   * **Discuss** – “Five Paragraph Essay” Handout. If you need to know what goes in each paragraph, this handout will help you to figure that out. * **Read/Annotate** – “11 Signs You Have the Grit You Need to Succeed” * **Complete** – Article of the Week Response for “11 Signs You Have the Grit You Need to Succeed” |