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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. Title2. Author3. Characters4. Plot5. Conflict Type with explanation6. Conclusion/Resolution7. Theme8. Point of View9. 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.[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.* **Return** – Reading Check Quiz for “Through the Tunnel” \*The following students need to take the quiz: Jalen, Khalid & Isaiah
* **Return/Discuss** – “Through the Tunnel” Multiple Choice 1-28 and either 29 or 30 Essay question.
* **Complete** - Anticipation Guiding Question: What does it mean to conform? 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.[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** - On your sticky note, answer the following question and explain your answer. **Anticipation Question**: Do you think juveniles should be charged as adults when they commit a crime?

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.[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.* **Collect/Turn In** - Discussion Questions 1-3 in complete sentences & Text Dependent Questions 1-5 for the article, “Juvenile Justice”

\*Make sure your orange sticky note is on the front of your packet; it will be graded for participation.* **Return/Discuss** – Writing Assignment: Can young criminals be reformed?

Answer yes or no and then explain your answer in at least ½ page.Read/Annotate/Discuss – “An inmate claimed his life sentence ended when he died and was revived. 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.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.REMINDER:**Current Event Presentation Schedule**

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| --- | --- |
| Monday, Dec. 2 | 1. Albert2.Zavier3.Evan4.Giftin5.Youssef |
| Tuesday, Dec. 3 | 1. Gleason2.Desiree3.Fernando4.Antonio5.Mariah |
| Wednesday, Dec. 4 | 1.Joel2.Lucia3.Makayla4.Bryan5.Javier |
| Thursday, Dec. 5 | 1.Axel2.Jeremie3.Isaiah4.Gianna5.Khalid |
| Monday, Dec. 9 | 1.Jorge2.Michael3.Jaden4.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.
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