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| --- | --- | --- | --- | --- |
| **Monday**  **12/2** | **Tuesday**  **12/3** | **Wednesday**  **12/4** | **Thursday**  **12/5** | **Friday**  **12/6** |
| ***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**   |  |  | | --- | --- | | Monday, Dec. 2 | 1. Albert  2.Zavier  3.Evan  4.Giftin  5.Youssef | | Tuesday, Dec. 3 | 1. 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 |  * **Introduce –** Poetry Unit   What is poetry?  ***noun*:** literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm; poems collectively or as a genre of literature.   * **View** – What is Poetry? Video at <https://www.youtube.com/watch?v=5x7saqOf6_Q> * **Complete** – **Interactive Notebook Item #20**: Create and complete a chart that looks like this for **Poetry Terms to Know/Learn 1-16** and **Figurative Language 1-7**:  |  |  |  | | --- | --- | --- | | **Term** | **Defintion** | **Example** | | speaker | The person who is assumes to be speaking. |  |  * **Read & Complete** – Poetry Packet p. 2-3 | ***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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Explain why you connect to the poem with at least 2 reasons. \*Watch your spelling, punctuation, coherency, grammar, etc. | ***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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Identify a theme for the poem. What do you think the author wants the reader to take away from the poem? Explain your answer.   * **Complete** – “Poem Resisting Arrest”:   Text Dependent Questions 1 – 5 and Discussion Questions 1 – 2 \*Answer questions in complete sentences.   * **Complete** – Writing Assignment: Write a poem that personifies any object of your choice. You can choose to format your poem with quatrains, couplets or haikus. | ***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.) pictures (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:  **Current Event Presentation Schedule**   |  |  | | --- | --- | | Thursday, Dec. 5 | 1.Axel  2.Jeremie  3.Isaiah  4.Gianna  5.Mariah  6. Makayla  7. Javier | | Monday, Dec. 9 | 1.Jorge  2.Michael  3.Jaden  4.ShaunQuetta |  * **Distribute** – Progress Reports. Any missing assignments are due by December 11th. * **Collect/Turn In** - “Poem Resisting Arrest”:   Text Dependent Questions 1 – 5 and Discussion Questions 1 – 2 \*Answer questions in complete sentences.   * **Collect/Turn In** – Writing   Assignment: Write a poem that personifies any object of your choice. You can choose to format your poem with quatrains, couplets or haikus.   * **Read/Complete** – Poetry Packet p. 9-10 * **Read/Annotate** – “Spring Into Poetry” * **Complete** –Questions 1-10 for “Spring Into Poetry” * **Complete** – Writing Assignment:   Write an original poem for each type of poem:  1. Quatrain (provide rhyme scheme)  2. Haiku  3. Couplet  4. Limerick  5. Acrostic | ***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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You are responsible for completing the following for following poems:   * “Sketch” by Carl Sandburg * “I Sing the Battle” by Harry Kemp * “From the Grave” by Robert Blair * “The Dawn’s Awake” by Otto Leland Bohanan   1. Provide the rhyme scheme for each poem.  2. Answer the Review Questions at the end of each poem.  **Note: I will collect all papers on Monday, December 9, 2019. You need to make sure all your work is completed and ready to turn in at the beginning of the period on Monday, December 9th.**  ***No Late Work will be accepted!!!*** |