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| **Monday**  **12/9** | **Tuesday**  **12/10** | **Wednesday**  **12/11** | **Thursday**  **12/12** | **Friday**  **12/13** |
| ***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:  **Current Event Presentation Schedule**   |  |  | | --- | --- | | Monday, Dec. 9 | 1.Jorge  2.Michael  3.Jaden  4.ShaunQuetta |  * **Return/Discuss** – Friday’s Classwork Assignments:   1. “Sketch”  by Carl Sandburg  2. “I Sing the Battle”  by Harry Kemp  \*3. “From the Grave”  by Robert Blair  \*4. “The Dawn’s Awake”  by Otto Leland Bohanan  **Provide the rhyme scheme for each poem.**  **Answer the Review Questions at the end of each poem.**  ***(\*=will be taken for a grade)***   * **Read/Annotate** – “Characteristics of Resilient People” * **Complete** – Text Dependent Questions 1-5 and Discussion Questions 1-2 * **Complete** – Writing Assignment: Using the information in the article about resilient people provide the following information.   1. Create chart that includes all of the characteristics of resilient people with a brief description of the characteristic.  2. Draw an illustration for each characteristic.  3. Circle the characteristic that you feel is an area you need improvement.  4. Write at least 5 sentences telling how you will achieve the goal of improving the characteristic in which you feel you need improvement.   |  |  |  |  | | --- | --- | --- | --- | | **1. Support network** | **2. Give back** | **3. Don’t give in** | **4. Accept change** | | **5. Choose your attitude** | **6. Keep it in perspective** | **7. Humor** | **Writing Assignment** | | ***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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(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. * **Complete** – Reading Check Quiz for “Characteristics of Resilient People” * **Complete** – Writing Assignment: Using the information in the article, “Characteristics of Resilient People”, provide the following information:   1. Create chart that includes all of the characteristics of resilient people with a brief description of the characteristic.  2. Draw an illustration for each characteristic.  3. Circle the characteristic that you feel is an area you need improvement.  4. Write at least 5 sentences telling how you will achieve the goal of improving the characteristic in which you feel you need improvement.   |  |  |  |  | | --- | --- | --- | --- | | **1. Support network** | **2. Give back** | **3. Don’t give in** | **4. Accept change** | | **5. Choose your attitude** | **6. Keep it in perspective** | **7. Humor** | **Writing Assignment** |  * **Complete** – Poetry Packet p. 11 – 15 * **Complete** – Writing Assignment: Write a page (24 lines) on the following topic:   Being resilient is important because… | ***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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Staple the final draft on top. * Make sure you check your spelling, grammar, punctuation, capitalization and your writing makes sense. | ***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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Make sure you check your spelling, grammar, punctuation, capitalization and your writing makes sense.   * **Complete** – Poetry Packet p.16 – 19 on Ballads * **Go Over/Discuss** – Academic Poetry Unit and Scrapbook Rubric p. 20   **\*Poetry Scrapbook is due January 10, 2020.\*** |