

# Daily Agenda

## Fall 2022/English 3-4

### Mrs. Rice

<b>December 16th (Fri)</b>	
<b>December 15th (Thurs)</b>	
<b>Final Exam day (Blocks 2,5)</b>	
<b>December 14th (Wed)</b>	
<b>Final Exam day (Blocks 1,4)</b>	
<b>December 13th (Tues)</b>	Agenda-Objective-I can review the Sophomore Literary term page to prepare for the Reading Final exam.
<b>December 12th (Mon)</b>	<p>Agenda-Objective-I can get 3's and 4's on my Argumentative essay in Revision Assistant.</p> <ol style="list-style-type: none"> <li>1. Complete the final draft of your essay. Make sure to have 5 paragraphs minimum with a counterclaim/rebuttal.</li> <li>2. Do a proofreading edit and correct mistakes.</li> <li>3. COPY/PASTE a copy of the essay into turnitin.com. Verify with Mrs. Rice.</li> </ol>

	<p>4. Submit the final draft of the Final Exam essay inside Revision Assistant.</p>
<b>December 9th (Fri)</b>	<p>Agenda-Objective-I complete a 5-paragraph Argumentative essay inside Revision Assistant.</p> <ol style="list-style-type: none"> <li>1. Finish the rough draft of the essay.</li> <li>2. Signal check the essay and make corrections.</li> <li>3.</li> </ol>
<b>December 8th (Thurs)</b>	<p>Agenda-Objective-I can make a comment and cite one of the articles for support during the last Socratic Seminar.</p> <ol style="list-style-type: none"> <li>1. Engage in a Socratic Seminar for the Participation Trophy articles. <ol style="list-style-type: none"> <li>a. B1-Yaneri/Morgan</li> <li>b. B4-</li> <li>c. B5-</li> </ol> </li> <li>2. Begin a pro/con chart and write a map for the argumentative essay.</li> <li>3. Begin writing the rough draft of the Final Exam argumentative essay.</li> </ol>
<b>December 7th (Wed)</b>	<p>Agenda-Objective-I can highlight</p>

	<p>claims inside argumentative articles.</p> <ol style="list-style-type: none"> <li>1. Read the articles for the Argumentative Final exam essay in Google Classroom.</li> <li>2. Highlight the articles for claims.</li> <li>3. Complete missing quizzes/assignments.</li> <li>4. Complete No Red Ink assignments by next Tuesday.</li> </ol>
<b>December 6th (Tues)</b>	<p>Agenda-Objective-I can cite evidence to support my claim during the seminar.</p> <ol style="list-style-type: none"> <li>1. Watch video clips to enhance the seminar.</li> <li>2. Engage in Socratic Seminar #17 <i>The Letter from Birmingham Jail</i>. <ol style="list-style-type: none"> <li>a. B1-Myjone/Chloe</li> <li>b. B4-Caden/Nooa</li> <li>c. B5-Nini/Alicia</li> </ol> </li> </ol> <p>Homework-Finish No Red Ink by Tuesday, December 13th.</p>
<b>December 5th (Mon)</b>	<p>Agenda-Objective-I can analyze for the Sophomore ELA literary terminology.</p> <ol style="list-style-type: none"> <li>1. Read/watch <i>The Letter from Birmingham Jail</i>. (Study Sync)</li> </ol>

	<ol style="list-style-type: none"> <li>Highlight and label 10 examples from our Sophomore literary terminology sheet.</li> <li>Work on the No Red Ink assignments or do incomplete/missing work.</li> </ol> <p><b>Homework</b>-Finish No Red Ink by Tuesday, December 13th.</p>
<b>December 2nd (Fri)</b>	<p>Agenda-<b>Objective</b>-I can analyze literature for the Sophomore ELA terminology.</p> <ol style="list-style-type: none"> <li>Finish Entry #8 for your memorable quote book. Submit the quote book with the rubric in the basket today by 2:10 or receive a 10% late penalty.</li> <li>Take Part 4- <i>A Thousand Splendid Suns</i> quiz.</li> </ol> <p><b>Homework</b>-Complete No Red Ink assignments by Tuesday, December 13th. (60 points-writing)</p>
<b>December 1st (Thurs)</b>	<p>Agenda-<b>Objective</b>-I can cite the text during the seminar.</p> <ol style="list-style-type: none"> <li>Watch the video clips for the Iraq War.</li> <li>Make a comment and cite one piece of evidence during Socratic Seminar #16 <i>The</i></li> </ol>

	<p><i>Iraq War Blog</i> (Study Sync) &amp; <i>Iraq Comes Home</i> article(GC).</p> <ul style="list-style-type: none"> <li>a. B1-Jesus/Jair</li> <li>b. B4-Marija/Serenity</li> <li>c. IB/Denali</li> </ul> <p><b>Homework</b>-Finish reading Part 4 of A Thousand Splendid Suns. Finish the memorable quote book, entries 5-8, due tomorrow.</p>
<b>November 30th (Wed)</b>	<p>Agenda-<b>Objective</b>-I can compare/contrast different perspectives from the Iraq War.</p> <ul style="list-style-type: none"> <li>1. Read the <i>Iraq War Blog</i> inside Study Sync and write summary statements on the group poster.</li> <li>2. Read the <i>Iraq Comes Home</i> article inside GC-S.S.#16 and write summary statements for the 3 soldiers.</li> <li>3. Write similarities between both literature pieces.</li> </ul> <p><b>Homework</b>-Finish reading ATSS for the quiz on Friday.</p>
<b>November 29th (Tues)</b>	<p>Agenda-<b>Objective</b>-I can identify a theme from Part 3 of ATSS.</p> <ul style="list-style-type: none"> <li>1. Add my class to your <i>No Red Ink</i> account.</li> <li>2. Take <b>ATSS Quiz #3</b> in</li> </ul>

	<p>School City and on paper.</p> <p>3. Begin <b>No Red Ink</b> review assignments for the final exam.</p> <p><b>Homework</b> - Read Part 4 of ATSS by Friday. Finish the Memorable Quotebook by Friday.</p>
<b>November 28th (Mon)</b>	<p>Agenda-<b>Objective</b>-I can cite the text during the seminar.</p> <ol style="list-style-type: none"> <li>1. Check to see if S.S.#15 is turned in through GC.</li> <li>2. Complete entry #7 for the memorable quote book.</li> <li>3. Read silently for week #8.</li> <li>4. Complete entry #8 for the memorable quote book.</li> <li>5. Engage in Socratic <b>Seminar #15-Part 3 of ATSS</b>. <ol style="list-style-type: none"> <li>a. B1-Alli/Michelle</li> <li>b. B4-Elvia</li> <li>c. B5-Gabe</li> </ol> </li> <li>6. Evaluate your participation using the rubric. No extra credit reflections for this seminar.</li> </ol> <p><b>Homework</b>-Read chapters 40-47 of ATSS by tomorrow. Quiz #3 ATSS is worth 100 points tomorrow.</p>
<b>November 22nd (Tues)</b>	<p>Agenda-<b>Objective</b>-I can select a memorable quote and add</p>

	<p>insightful analysis for week 6 of ATSS.</p> <ol style="list-style-type: none"> <li>1. Check SS15 pre-journal (GC)</li> <li>2. Discuss close read passages-ch. 34-39</li> <li>3. Locate a memorable quote from week #6 of reading <i>A Thousand Splendid Suns</i> (245-292).</li> <li>4. Use the literature terminology page to identify term and write an analysis in the quote book.</li> <li>5. Take the reading quiz for chapters 34-39 of ATSS.</li> <li>6. Read chapters 40-47 of ATSS.</li> </ol> <p><b>Homework</b>-Read chapters 40-47 by next Monday, November 28th.</p>
<b>November 21st (Mon)</b>	<p>Agenda-<b>Objective</b>-I can make inferences about the main characters in ATSS.</p> <ol style="list-style-type: none"> <li>1. Begin reading the close reads orally for chapters 34-39 of <i>A Thousand Splendid Suns</i></li> <li>2. Work on the Revision Assistant essay, <i>Civil Service</i>. When they have finished, tell the student to submit and turn in the argumentative rubric with</li> </ol>

	<p>the <i>Mandatory Military</i> article into the class basket.</p> <p><b>Homework</b>-Read ATSS chapters 40-47. The part 3 quiz is scheduled for after Thanksgiving break.</p>
<b>November 18th (Fri)</b>	<p>Agenda-<b>Objective</b>-I can edit my argumentative essay and signal check with 3 and 4's.</p> <ol style="list-style-type: none"> <li>1. Take the ATSS reading quiz (ch.34-39) in School City.</li> <li>2. Finish writing and editing my argumentative essay.</li> <li>3. Create Entry #6 for your memorable quote book.</li> </ol> <p>Homework-Read ch. 40-47 by Monday, November 28th, after Thanksgiving break.</p>
<b>November 17th (Thurs)</b>	<p>Agenda-<b>Objective</b>-I can write an argumentative essay.</p> <ol style="list-style-type: none"> <li>1. Register inside revisionassistant.com</li> <li>2. Review the article with claims/evidence. Create a t-chart(pro/con) to the writing prompt.</li> <li>3. Begin writing an argumentative essay.</li> <li>4. Signal check the essay before the end of class.</li> </ol> <p><b>Homework</b>-Read ATSS (245-292)</p>



	Reading quiz tomorrow (no retakes).
<b>November 16th (Wed)</b>	<p>Agenda-<b>Objective</b>-I can identify claims and evidence within an article.</p> <ol style="list-style-type: none"> <li>1. Take the Study Sync quiz for <i>The Allegory of the Cave (The Republic)</i>-Plato.</li> <li>2. Read and annotate the <i>Mandatory Military Service</i> article. Highlight claims and label evidence. Turn into the basket by the end of the class.</li> <li>3. Read silently from <i>A Thousand Splendid Suns</i>.</li> </ol> <p><b>Homework</b>-Read ATSS (245-292) Reading quiz on Friday (no retakes).</p>
<b>November 15th (Tues)</b>	<p>Agenda-<b>Objective</b>-I can cite the text to support my claim in the seminar.</p> <ol style="list-style-type: none"> <li>1. Finish the annotations for The Republic/Plato (events).</li> <li>2. Engage in Socratic Seminar#14 <i>The Allegory of the Cave (The Republic)</i> <ol style="list-style-type: none"> <li>a. B1-Selina/Kianna</li> <li>b. B4-Edward</li> <li>c. B5-Aliyah</li> </ol> </li> </ol>

	<p><b>Homework</b>-Read ATSS (245-292) Reading quiz on Friday.</p>
<p><b>November 14th (Mon)</b></p>	<p>Agenda-<b>Objective</b>-I can verify the historical context within a novel.</p> <ol style="list-style-type: none"> <li>1. Read the <i>Ghost Wars</i> article and answer the questions within your small group.</li> <li>2. Watch the <a href="#">Allegory of the Cave</a>.</li> <li>3. Read and highlight events in the allegory inside Study Sync. Label each one with a comment box. Answer the Think questions.</li> </ol> <p><b>Homework</b>-Finish Ghost Wars article/Week 5 close read-due tomorrow. Read ATSS (245-292) Reading quiz on Friday.</p>
<p><b>November 11th (Fri)</b></p>	<p><b>No School</b></p>
<p><b>November 10th (Thurs)</b></p>	<p>Agenda-<b>Objective</b>-I can identify and analyze memorable quotes from <i>A Thousand Splendid Suns</i>.</p> <ol style="list-style-type: none"> <li>1. Staple the participation rubric to the speech. Submit the quiz questions for <i>The Speech to the Second Virginia Convention</i> in Study Sync.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Create Entry #5 for your memorable quote book.</li> <li>3. Read and annotate Week 5 of ATSS (ch.27-33)</li> </ol> <p>Homework-Read ATSS, chapters 34-39, (245-292) by next Friday.</p>
<b>November 9th (Wed)</b>	<p>Agenda-<b>Objective</b>-I can cite the text to support my claim.</p> <ol style="list-style-type: none"> <li>1. Watch the video clip to enhance the seminar.</li> <li>2. Engage in Socratic Seminar #13, <i>The Speech to the Second Virginia Convention</i>.             <ol style="list-style-type: none"> <li>a. B1-Braden/Lucius</li> <li>b. B4-Cristian</li> <li>c. B5-Tyler</li> </ol> </li> <li>3. Evaluate your participation and write final comments on the participation sheet.</li> </ol> <p><b>Homework</b>-Read chapters 27-33 of ATSS.</p>
<b>November 8th (Tues)</b>	<p>Agenda-<b>Objective</b>-I can identify pathos/logos/ethos within a persuasive speech.</p> <ol style="list-style-type: none"> <li>1. Research Patrick Henry and write notes on the participation rubric/handout.</li> <li>2. Watch a <a href="#">crash course</a> history video and write notes.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Review Pathos/Logos/Ethos with a presentation &amp; activity.</li> <li>4. Read <i>The Speech to the Second Virginia Convention</i>. Annotate for Pathos/Logos/Ethos. Label the highlights.</li> <li>5. Preview and answer the Study Sync quiz questions.</li> <li>6. Read ATSS, chapters 27-33.</li> </ol> <p>Homework-Read ATSS(199-244)</p>
<b>November 7th (Mon)</b>	<p>Agenda-<b>Objective</b>-I can show proficiency for the ELA reading standards.</p> <ol style="list-style-type: none"> <li>1. Collect late memorable quote books.</li> <li>2. Review Part 2 of ATSS. Make sure all presentations are submitted inside GC.</li> <li>3. Take ATSS Quiz #2-School City</li> <li>4. Make a cheat card for Vocabulary Lesson #6</li> <li>5. Take the lesson 6 vocabulary quiz.</li> <li>6. Read ATSS, chapters 27-33, pages 199-244.</li> </ol> <p><b>Homework</b>-Read chapters 27-33 by Thursday.</p>
<b>November 4th (Fri)</b>	<p>Agenda-<b>Objective</b>-I can analyze</p>

<p><b>ATSS Quiz #2 (ch.16-26)</b></p> <p><b>Memorable quote book due</b></p>	<p>memorable quotes and identify a theme that builds throughout Part 2 of <i>A Thousand Splendid Suns</i>.</p> <ol style="list-style-type: none"> <li>1. Finish small group presentation.</li> <li>2. Present a chapter to the class.</li> <li>3. Evaluate your memorable quote book with the rubric.</li> <li>4. Take ATSS Quiz #2.</li> </ol>
<p><b>November 3rd (Thurs)</b></p>	<p>Agenda-<b>Objective</b>-I can locate memorable quotes from Part 2 of <i>A Thousand Splendid Suns</i>.</p> <ol style="list-style-type: none"> <li>1. Turn in S.S.#12-GC</li> <li>2. Read and discuss close reads for week 4 of ATSS.</li> <li>3. Begin small group presentation.</li> </ol> <p><b>Homework</b>-Finish memorable quote book, entries 1-4, by tomorrow.</p>
<p><b>November 2nd (Wed)</b></p>	<p>Agenda-<b>Objective</b>-I can cite evidence to support my comment.</p> <ol style="list-style-type: none"> <li>1. Watch movie excerpt to enhance the seminar.</li> <li>2. Engage in Socratic Seminar #12-<i>The Immortal Life of Henrietta Lacks</i> <ol style="list-style-type: none"> <li>a. B1-Matthew/Daniel</li> <li>b. B4-Sabrina</li> </ol> </li> </ol>

	<p>c. B5-Adrian/Chris</p> <ol style="list-style-type: none"> <li>Evaluate your participation and write final comments.</li> <li>Finish the pre-journal and submit it in Google Classroom.</li> </ol> <p>Homework-Read pages 145-195 of ATSS. Finish memorable quote book #1-4 entries by Friday.</p>
<b>November 1st (Tues)</b>	<p>Agenda-<b>Objective</b>-I can identify the main idea of a nonfiction excerpt.</p> <ol style="list-style-type: none"> <li>Watch a video and take notes for background information in S.S.#12-GC</li> <li>Read and annotate for inferences in the excerpt, <i>The Immortal Life of Henrietta Lacks</i>.</li> <li>Identify the main idea and author's viewpoint by completing the questions.</li> <li>Evaluate the ethical dilemma of the Henrietta Lacks case.</li> <li>Finish watching The Immortal Life of Henrietta Lacks movie scenes.</li> </ol> <p><b>Homework</b>-Read pages 145-195 of ATSS.</p>
<b>October 31st (Mon)</b>	<p>Agenda-<b>Objective</b>-I can identify the Sophomore literary terms and</p>

	<p>provide analysis inside my memorable quote book.</p> <ol style="list-style-type: none"> <li>1. Finish the <i>Malala Nobel Lecture</i> quiz inside Study Sync. Submit today!</li> <li>2. Make sure S.S.#11 is submitted inside GC.</li> <li>3. Collect Concept Map for the theme of parental involvement in education.</li> <li>4. Finish Memorable quote book entry #3 (ch. 16-20)</li> <li>5. Read chapters 21-26 by Thursday of this week.</li> <li>6. Begin watching <i>The Immortal Life of Henrietta Lacks</i>.</li> </ol> <p><b>Homework</b>-Read chapters 21-26 by Thursday.</p>
<b>October 28th (Fri)</b>	<p>Agenda-<b>Objective</b>-I can identify textual evidence to support a common theme throughout multiple literature pieces.</p> <ol style="list-style-type: none"> <li>1. Submit <u>S.S.#11</u> Sakena Ted Talk &amp; Malala Nobel lecture</li> <li>2. Watch the <u>Ted Talk</u> with Malala's father and take notes on the backside of the handout.</li> <li>3. Work with a partner to locate quotes that identify the theme of Parental</li> </ol>

	<p>Involvement in education within the two Ted-Talks, Malala's Nobel lecture, and A Thousand Splendid Suns.</p> <p><b>Homework</b>-Read chapters 21-26 of ATSS by Thursday, Nov. 11th</p>
<b>October 27th (Thurs)</b>	<p>Agenda-<b>Objective</b>-I can make a comment and cite the text for support.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Watch</a> the <a href="#">video clips</a> to enhance <i>S.S.#11 Malala's Nobel Lecture</i> <ol style="list-style-type: none"> <li>a. B1-Fabiola/Ash</li> <li>b. B4-Juan</li> <li>c. B5-Sean R./Jake</li> </ol> </li> <li>2. Engage in S.S.#11</li> <li>3. Evaluate your participation and write final reflections.</li> </ol>
<b>October 26th (Wed)</b>	<p>Agenda-<b>Objective</b>-I can compare/contrast two nonfiction stories.</p> <ol style="list-style-type: none"> <li>1. Read and annotate Malala's Nobel lecture for the 2 focus areas.</li> <li>2. Summarize <a href="#">Sakena's</a> story from the Ted-Talk video.</li> <li>3. Compare/contrast Sakena's story to Malala's story.</li> </ol> <p>Homework-Read chapters 21-26 of ATSS.</p>



<p><b>October 25th (Tues)</b></p>	<p>Agenda-<b>Objective</b>-I can show proficiency for the ELA reading standards inside Part 1 of ATSS.</p> <ol style="list-style-type: none"> <li>1. Submit the Argumentative paragraph into the basket.</li> <li>2. Create a cheat card for Lesson 5.</li> <li>3. Play a lesson 5 vocabulary game.</li> <li>4. Take ATSS Quiz #1 in School City</li> <li>5. Take Vocabulary Quiz#5 in School City.</li> <li>6. Work on the Memorable Quote book or read silently from chapters 16-21.</li> </ol>
<p><b>October 24th (Mon)</b></p> <p><b>Claim-the idea that the author is setting out to prove</b></p> <p><b>Counterclaim-a claim made to rebut a previous claim</b></p> <p><b>Rebuttal-an opposing argument made to persuade</b></p>	<p>Agenda-<b>Objective</b>-I can write an argumentative paragraph.</p> <ol style="list-style-type: none"> <li>1. Finish reading orally and annotate ATSS (ch.11-15) close reads with your small group.</li> <li>2. Preview the <a href="#">argumentative paragraph structure slideshow</a> in GC. <ol style="list-style-type: none"> <li>a. Create a t-chart for the writing prompt. Reasons for and against Mariam making a choice to walk down into Herat on her 15th birthday.</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>b. Take a side and use <b>ONE reason as a topic sentence</b>. Cite evidence to prove that reason.</li> <li>c. Write a counterclaim and then cite evidence/rebut the counterclaim.</li> <li>d. Create a closing sentence.</li> </ul> <p>3. Staple the papers together for group/partnered paragraphs. Submit into the basket TODAY!!!!</p> <p>4. Take the ATSS Part 1 Quiz through School City.</p> <p><b>Homework</b>-Study for Vocabulary Quiz #5 tomorrow. Read chapters 16-20 of ATSS by Thursday.</p>
<b>October 21 (Fri)</b>	<p>Agenda-<b>Objective</b>-I can write an argumentative paragraph.</p> <ul style="list-style-type: none"> <li>5. Turn in <b>S.S.#10 Flag Burning articles</b> <ul style="list-style-type: none"> <li>a. Texas v. Johnson(GC)</li> <li>b. Impassioned...(GC)</li> <li>c. Stars and Stripes (handout)</li> </ul> </li> <li>6. Create Memorable Quote Book entry #2(ch. 11-15)</li> <li>7. Read and annotate ATSS</li> </ul>

	<p>(ch.11-15) close reads with your small group.</p> <ol style="list-style-type: none"> <li>Preview the <a href="#">argumentative paragraph structure slideshow</a> in GC.</li> <li>Write an argumentative paragraph for Part 1 of ATSS-Due at the end of class.</li> </ol> <p>Homework-Study for ATSS Quiz#1-(chapters 1-15) Read chapters 16-20 by next Thursday</p>
<p><b>October 20th (Thurs)</b></p>	<p>Agenda-<b>Objective</b>-I can cite the text to support my comment.</p> <ol style="list-style-type: none"> <li>Read <i>Stars and Stripes</i> highlight/label for <b>claims</b> and <b>evidence</b>.</li> <li>Watch the video clips to enhance the seminar.</li> <li>Engage in Socratic Seminar #9-Flag Burning articles <ol style="list-style-type: none"> <li>B1-John/Jacob</li> <li>B4-Naya</li> <li>B5-Sara/Rain</li> </ol> </li> <li>Evaluate your participation and make final comments.</li> </ol>
<p><b>October 19th (Wed)</b></p> <p><b>Claims</b>-The idea that the author is setting out to prove</p>	<p>Agenda-<b>Objective</b>-Define claims, evidence, and reasoning within an argument.</p> <ol style="list-style-type: none"> <li>Read <i>Texas vs. Johnson</i> and</li> </ol>

<p><b>Textual evidence</b>-Facts, examples, anecdotes, expert testimonials, and statistics.</p> <p><b>Counterclaim</b>- A claim made to rebut a previous claim</p> <p><b>Rebuttal</b>- evidence to oppose the argument in order to persuade</p>	<p>highlight/label for claims and evidence.</p> <ol style="list-style-type: none"> <li>2. Read <i>Impassioned Arguments Mark High Court Flag Burning Decision</i> and highlight/label claims &amp; evidence.</li> <li>3. Finish Memorable Quote entry #1 (1-71).</li> </ol> <p><b>Homework</b>-Read chapters 11-15 of <i>A Thousand Splendid Suns</i>.</p>
<p><b>October 18th (Tues)</b> <b>Advisement in Media Center</b></p>	<p>Agenda</p> <ol style="list-style-type: none"> <li>1. Meet with your counselor in the media center.</li> </ol>
<p><b>October 17th (Mon)</b></p>	<p>Agenda-<b>Objective</b>-to complete all required materials in Naviance for tomorrow's Advisement.</p> <ol style="list-style-type: none"> <li>1. Make sure S.S.#9 is complete in GC.</li> <li>2. Review memorable quote book project. Begin the 1st entry from chapters 1-10-week 1 of reading ATSS.</li> <li>3. Meet with Mrs. Rice for a term 1-grade review.</li> <li>4. Complete <b>Career Cluster</b>, <b>Career Interest Profiler</b>, and <b>Career Key</b> inside Naviance.</li> </ol> <p><b>Homework</b>-Read chapters 11-15 of <i>A Thousand Splendid Suns</i>.</p>

<p><b>October 14th (Fri)</b></p> <p><b>Homecoming Assembly</b></p>	<p>Agenda/<b>Objective</b>-I can cite the text to support my comments.</p> <ol style="list-style-type: none"> <li>1. Watch the video clip to enhance Socratic Seminar #9-<i>A Thousand Splendid Suns</i></li> <li>2. Engage in a seminar discussion with these leaders:             <ol style="list-style-type: none"> <li>a. B1-Adrian/Isaias</li> <li>b. B4-Carolina/Alex G.</li> <li>c. B5-Jorge/Octavio</li> </ol> </li> <li>3. Evaluate your participation with the rubric. Write final comments on the participation rubric.</li> <li>4. Submit S.S.#9 in GC.</li> </ol> <p><b>Homework</b>-Read chapters 11-15 of ATSS by next Thursday, October 20th. <b>Quiz over Part 1 of A Thousand Splendid Suns next week.</b></p>
<p><b>October 13th (Thurs)</b></p>	<p>Agenda/<b>Objective</b>-I can make inferences about the characters in Part 1 of A Thousand Splendid Suns.</p> <ol style="list-style-type: none"> <li>1. Read the close reads with audio and annotate as a whole class for the S.T.A.A.R method.</li> <li>2. Begin the memorable quote book for week 1 of reading.</li> </ol>

	Homework-Finish S.S.#9 in GC to prepare for the seminar tomorrow.
<p><b>October 12th (Wed)</b></p> <p><b>LAST DAY OF THE TERM</b></p> <p><b>LAST DAY TO TURN IN LATE/MISSING WORK</b></p> <p>Return <i>The Sunflower</i> and <i>Night</i> books to the book store.</p>	<p>Agenda/<b>Objective</b>-I can make inferences about the characters in Part 1 of <i>A Thousand Splendid Suns</i>.</p> <ol style="list-style-type: none"> <li>1. Review Vocabulary lessons 1-4</li> <li>2. Take Vocabulary Quiz #4</li> <li>3. Read quietly, chapters 1-10 of ATSS and complete <b>part 1 of S.S.#9</b>.</li> <li>4. Bookstore</li> </ol> <p><b>Homework</b>-Finish part 1 of S.S.#9 by the beginning of class tomorrow.</p>
<p><b>October 11th (Tues)</b></p> <p><b>Early Release</b></p>	<p>Agenda/<b>Objective</b>-I can use in-text vocabulary from <i>The Sunflower</i>.</p> <ol style="list-style-type: none"> <li>1. Review cheat card.</li> <li>2. Play lesson 4 vocabulary game</li> <li>3. Complete Part 1 of S.S.#9</li> </ol> <p><b>Homework</b>-Read chapters 1-10 of <i>A Thousand Splendid Suns</i>.</p>
<b>October 10th (Mon)</b>	<p>Agenda/<b>Objective</b>-I can analyze chapters 1-10 of <i>A Thousand Splendid Suns</i>.</p> <ol style="list-style-type: none"> <li>1. Create a cheat card for</li> </ol>

	<p>vocabulary lesson #4 from The Sunflower. The quiz will be on Wednesday.</p> <ol style="list-style-type: none"> <li>Read chapters 1-10 of A Thousand Splendid Suns. <ol style="list-style-type: none"> <li>Answer Part 1 questions for S.S.#9</li> </ol> </li> <li>Meet with Mrs. Rice about your term 1 grade.</li> </ol> <p><b>Homework</b>-Study lesson 4 vocabulary words for the quiz Wednesday. Read chapters 1-10 of <i>A Thousand Splendid Suns</i> by Thursday.</p>
<b>October 7th (Fri)</b>	<b>NO SCHOOL</b>
<b>October 6th (Thurs)</b>	<b>NO SCHOOL</b>
<b>October 5th (Wed)</b>	<b>NO SCHOOL</b>
<b>October 4th (Tues)</b> <b>Last day of essay</b> <b>Essay due in turnitin.com and Google Classroom by midnight for 100 points</b>  <b>Oct. 10th-Monday=-10% late</b> <b>Oct. 11th-Tuesday=-20% late</b> <b>Oct. 12th-Wednesday=30% late</b>	<p>Agenda/<b>Objective</b>-</p> <ol style="list-style-type: none"> <li>Register for turnitin.com</li> <li>Make final edits and submit a copy to turnitin.com.</li> </ol> <p>Submit the final draft into Google classroom, too.</p> <p>Homework-Read <i>A Thousand Splendid Suns</i>, pages 1-71, by Thursday, October 13th.</p>
<b>October 3rd (Mon)</b> <b>2nd day of essay</b>	<p>Agenda/<b>Objective</b>-I can edit a partner's essay.</p> <ol style="list-style-type: none"> <li>Finish the rough draft of</li> </ol>

	<p>your essay.</p> <ol style="list-style-type: none"> <li>2. Use grammarly or another grammar checker for your essay.</li> <li>3. Read a partner's essay. Make 10 comments to improve the essay. Show Mrs. Rice your comments before returning resolving the comments.</li> <li>4. Go to the bookstore to check out <i>A Thousand Splendid Suns</i>.</li> </ol> <p>Homework-Read <i>A Thousand Splendid Suns</i>, pages 1-71, by Thursday, October 13th.</p>
<p><b>Sept. 30th (Fri)</b> <b>1st day of essay</b></p>	<p>Agenda/<b>Objective-I can write a multi-paragraph rough draft informative essay.</b></p> <ol style="list-style-type: none"> <li>1. Review Informative Essay assignment in GC</li> <li>2. Write a rough draft of your Informative essay.</li> </ol>
<p><b>Sept. 29th (Thurs)</b></p>	<p>Agenda/<b>Objective-I can cite text from chapters 1-4 of <i>The Sunflower</i> during the seminar.</b></p> <ol style="list-style-type: none"> <li>1. Watch a video clip to enhance the seminar.</li> <li>2. Engage in Socratic Seminar#8- <i>The Sunflower</i></li> </ol>



	<p>a. B.1-Bernice/Bri b. B.4-Oriana c. B.5-Julia/Delila</p> <p>3. Evaluate your participation and write final comments on the participation sheet.</p> <p>Homework-Finish reading chapter 4 of <i>The Sunflower</i>. Study for Vocabulary Quiz #4.</p>
Sept. 28th (Wed)	<p>Agenda/<b>Objective</b>-I can use quote setups effectively inside a body paragraph.</p> <ol style="list-style-type: none"> <li>1. Turn in chapter 3 Reader's Response.</li> <li>2. Review the quote set-up slideshow in The Sunflower body paragraph.</li> <li>3. Finish writing The Sunflower paragraph inside GC.</li> <li>4. Complete two sticky notes annotations inside <i>The Sunflower</i>.</li> <li>5. Complete missing/late work.</li> </ol> <p>Homework-Finish <i>The Sunflower</i> paragraph.</p>
Sept. 27th (Tues)	<p>Agenda/<b>Objective</b>-I can select evidence from <i>The Sunflower</i> to answer the writing prompt.</p> <ol style="list-style-type: none"> <li>1. Read chapter 4 silently of <i>The Sunflower</i>.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Collect chapter 3 Reader's Response.</li> <li>3. Begin The Sunflower paragraph#1 in GC. Due tomorrow by midnight.</li> </ol> <p><b>Homework</b>-Finish reading chapter 4 of <i>The Sunflower</i>.</p>
<p><b>Sept. 26th (Mon)</b></p> <p><b>NO SCHOOL</b></p>	<p><b>Rosh Hashanah-Jewish New Year</b></p>
<p><b>Sept. 23rd (Fri)</b></p>	<p>Agenda/<b>Objective</b>-I can identify and analyze a memorable quote from chapter 3 of <i>The Sunflower</i>.</p> <ol style="list-style-type: none"> <li>1. Submit <i>The Sports Gene</i> and <i>The Outliers</i> quizzes inside <b>Study Sync</b>.</li> <li>2. Make a notecard with examples only.</li> <li>3. Play a Lesson 3 vocabulary game-<b>Kahoot</b></li> <li>4. Take Lesson 3 vocabulary quiz-<b>School City</b></li> <li>5. Write a Reader's Reflection on chapter 3.</li> <li>6. Begin reading chapter 4 of <i>The Sunflower</i>.</li> </ol> <p><b>Homework</b>-Read Chapter 4 of The Sunflower.</p>
<p><b>Sept. 22nd (Thurs)</b></p>	<p>Agenda-<b>Objective</b>-I can cite the text to support my comment.</p>

	<ol style="list-style-type: none"> <li>1. Finish annotations and quiz questions. Do not submit them in Study Sync until <b>AFTER</b> the seminar today.</li> <li>2. Watch <a href="#">video clip #1</a> and <a href="#">video clip #2</a> to enhance the seminar.</li> <li>3. Engage in <b>Socratic Seminar#8 The Sports Gene/The Outliers</b> <ol style="list-style-type: none"> <li>a. B1-Adam/Willyam</li> <li>b. B4-</li> <li>c. B5-Zach/Steven</li> </ol> </li> <li>4. Evaluate your participation and write final comments. Submit the pre-journal by the end of class.</li> </ol> <p>Homework-Finish Vocabulary Lesson#3 worksheet for the quiz tomorrow. Read chapter 3 of <b>The Sunflower</b>.</p>
<p><b>Sept. 21st (Wed)</b></p> <p><b>Claim</b>-an idea that the author is sending out to prove (Thesis, topic sentence)</p> <p><b>Textual</b>- Evidence-facts, examples, anecdote, expert testimonial, statistics</p>	<p>Agenda-<b>Objective</b>-I can identify a claim and evidence to support it.</p> <ol style="list-style-type: none"> <li>1. Read and annotate <b>The Sports Gene</b></li> <li>2. Read and answer the Think questions for <b>The Outliers</b></li> <li>3. Complete <b>Lesson 3 Vocabulary in Context</b>.</li> <li>4. Read Chapter 3 of <b>The Sunflower</b>.</li> </ol>

<p><b>Sept. 20th (Tues)</b></p> <p><b>English:</b>  13-25=At/Above Average  0-13=Below Average</p> <p><b>Reading:</b>  22-45=At/Above Average  0-13=Below Average</p> <p><b>*10 points extra credit-</b>  assessment category for completion</p>	<p>Agenda/Objective-I can earn at/above mastery on the PreACT tests.</p> <ol style="list-style-type: none"> <li>1. Take the <b>English</b> PreACT/ Horizon test inside Study Sync.</li> <li>2. Take the <b>Reading</b> PreACT/ Horizon test inside Study Sync.</li> <li>3. Complete Vocabulary in Context worksheet for Lesson 3 of The Sunflower.</li> <li>4. Read chapter 3 of The Sunflower.</li> </ol> <p>Homework-Read chapter 3 of <b>The Sunflower</b> by Friday.</p>
<p><b>Sept. 19th (Mon)</b></p>	<p>Agenda-<b>Objective</b>-I can create a flow chart that summarizes chapter 2 of The Sunflower.</p> <ol style="list-style-type: none"> <li>1. Finish the flow chart for chapter 2 poster with your small group. Summarize Karl's story and the reaction from Simon. Make sure to have 5 main events.</li> <li>2. Finish the vocabulary in context worksheet.</li> <li>3. Read chapter 3 silently.</li> </ol> <p>Homework-Read chapter 3 of The Sunflower by Friday.</p>
<p><b>Sept. 16th (Fri)</b></p>	<p>Agenda-<b>Objective</b>-I can write</p>

## Chapter 2-*The Sunflower*

reflections and analyze memorable quotes from a memoir.

1. Finish the context clues worksheet with your small group.
2. Discuss [memorable quotes slideshow](#) with your small group.
3. Write a Reader Response independently.
4. Listen to a portion of chapter 2 of *The Sunflower*.
5. Create a flow chart for chapter 2 poster with your small group. Summarize Karl's story and the reaction from Simon. We only completed the first event. We will finish during class on Monday.

Homework-Read chapter 3 of The Sunflower(47-75) by next Friday.

Sept. 15th (Thurs)

## Chapter 1-*The Sunflower*

Agenda-**Objective**-I can locate context clues within the memoir, The Sunflower.

1. Finish S.S.#6 Into the Wild Study Sync quiz. Turn in participation sheet with poems inside the basket.
2. Read silently chapter 1 of *The Sunflower*.
3. Listen to a portion of

	<p>chapter 1.</p> <p>4. Find context clues from chapter 1 of <i>The Sunflower</i>.</p> <p>Homework-Finish reading chapter 2 of <i>The Sunflower</i>.</p>
Sept.14th (Wed)	<p>Agenda-<b>Objective</b>-I can cite the texts to support my comments.</p> <ol style="list-style-type: none"> <li>1. Watch the excerpt inside the movie, <i>Into the Wild</i>.</li> <li>2. Finish the pre journal annotations <ol style="list-style-type: none"> <li>a. Compare two poems: <i>If</i> and <i>Invictus</i> to <i>Into the Wild</i>. Highlight each poem and write an annotation that answers the question, <b>How do the poems connect to <i>Into the Wild</i>?</b></li> </ol> </li> <li>3. Engage in Socratic Seminar #6 <i>Into the Wild, If &amp; Invictus</i> <ol style="list-style-type: none"> <li>a. B1-Aero/Tyler</li> <li>b. B4-Jaiden</li> <li>c. B5-Christian/Alexis</li> </ol> </li> <li>4. Evaluate your seminar participation and write final comments.</li> </ol> <p>Homework-Read chapters 1 and 2 of <i>The Sunflower</i>.</p>

## Sept. 13th (Tues)

**Context Clues**-Context clues are hints in the surrounding text that a reader can use to infer the meaning of an unfamiliar word.

**Rhetoric**- the art of speaking and writing persuasively. It refers to the way language is used to persuade an audience to agree with an idea or opinion.

**Tone**-The attitude/feeling a writer takes toward a subject. The language and details a writer chooses help to create the tone. The author uses **diction**, word choice, to share his/her tone.

Agenda-**Objective**-I can identify context clues and word choice that the author uses that shows tone/rhetoric.

1. Define Context Clues, Rhetoric, and Tone.
2. Complete the Context Clue skill and review in Study Sync.
3. Listen and highlight events within excerpt, *Into the Wild*.
4. Annotate *Into the Wild* inside Study Sync for context clues, rhetoric, and tone.

Homework-Read chapters 1 and 2 of *The Sunflower*.

## Sept. 12th (Mon)

Agenda-**Objective**-I can show mastery of ELA standards for the memoir *Night* by Elie Wiesel.

1. Review Chapters 8 and 9 of *Night*.
2. Take Part 1 of Night Unit test in School City.
3. Take Part 2 of Night Unit test on paper using your book. (cite the memoir 3 times in your response)
4. Read *The Sunflower*, chapters 1 and 2.

<p><b>Sept. 9th (Fri)</b></p> <p><b>Picture Day</b></p>	<p>Agenda-Objective-I can reflect on my quiz questions for Hotel Rwanda.</p> <ol style="list-style-type: none"> <li>1. Complete the reflection chart on the back of the participation rubric for <b>S.S.#5-Hotel Rwanda</b>. Submit the sheet into the basket before the end of class.</li> <li>2. Check infinite campus for <b>missing</b> assignments.</li> <li>3. Check infinite campus for low scores on quizzes (below a 70%)-do a <b>retake</b> today during class.</li> <li>4. Read silently, <b>Night</b>, until the end of the book.</li> <li>5. Go to the bookstore to checkout <b>The Sunflower</b> by Simon Wiesenthal.</li> </ol> <p><b>Homework</b>-Read Chapters 1 and 2 (1-47) of <b>The Sunflower</b> by next Friday.</p>
<p><b>Sept.8th (Thurs)</b></p>	<p>Agenda-<b>Objective</b>-I can cite text to support my comment during the Socratic Seminar.</p> <ol style="list-style-type: none"> <li>1. Research step 10 of the Rwandan genocide.</li> <li>2. Preview quiz questions for Hotel Rwanda.(do not turn in until <b>AFTER</b> the seminar</li> </ol>



	<p>today)</p> <ol style="list-style-type: none"> <li>3. Watch <a href="#">video clip</a> to enhance the seminar. (12min-22min)</li> <li>4. Engage in Socratic Seminar #5, <i>Hotel Rwanda</i>. <ol style="list-style-type: none"> <li>a. B1-Chris/Keegan</li> <li>b. B4-Amaree</li> <li>c. B5-Samantha/Yeslie</li> </ol> </li> <li>5. Evaluate your seminar participation and write final comments.</li> <li>6. Finish Hotel Rwanda quiz inside Study Sync.</li> </ol> <p>Homework-Submit Study Sync Hotel Rwanda.</p>
<p><b>Sept. 7th (Wed)</b></p> <p><b>Mood-</b>The emotional response of the reader to a work. It is a feeling, or atmosphere, that a writer creates for the reader.</p>	<p>Agenda-<b>Objective</b>-I can identify dramatic elements that contribute to the mood of a script.</p> <ol style="list-style-type: none"> <li>1. Annotate the Socratic Seminar #5, <i>Hotel Rwanda</i>, in Study Sync. Identify the plot structure.</li> <li>2. Define Dramatic Elements with the skill assignment in Study Sync.</li> <li>3. Complete the graphic organizer as we read the scene.</li> <li>4. Preview the quiz questions and make a selection. Do not submit until Friday.</li> </ol>

	Homework-Finish reading <i>Night</i> book by Friday.
<b>Sept.6th (Tues)</b>  <b>Indirect characterization</b>  <b>Speech</b> <b>Thoughts</b> <b>Actions</b> <b>Appearance</b> <b>Responses of others</b>	Agenda- <b>Objective</b> -I can make inferences about characters/real people in a movie. <ol style="list-style-type: none"> <li>1. Read and annotate the article, <i>The Ten Stages of Genocide</i>.</li> <li>2. Watch Hotel Rwanda for an example of each stage.</li> <li>3. Describe Paul based on the S.T.A.A.R. method.</li> </ol> Homework-Read <i>Night</i> to the end of the book. Due Friday!
<b>Sept. 5th (Mon)</b>	<b>No School</b>
<b>Sept. 2nd (Fri)</b>	Agenda- <b>Objective</b> -I can demonstrate proficiency of the ELA standards from chapters 4-7 of <i>Night</i> . <ol style="list-style-type: none"> <li>1. Turn in S.S.#4-GC</li> <li>2. Play a lesson 2 vocabulary game.</li> <li>3. Take Night Quiz #2</li> <li>4. Take Vocabulary Quiz #2.</li> </ol> <b>Homework</b> -Read to the end of <i>Night</i> .
<b>Sept. 1st (Thurs)</b>	Agenda- <b>Objective</b> -I can cite evidence to support my comment

	<p>during the seminar.</p> <ol style="list-style-type: none"> <li>1. Finish the close read-prejournal in <i>GC</i>.</li> <li>2. Watch a <a href="#">PBS documentary</a>.</li> <li>3. Engage in Socratic Seminar #4-Night Excerpt-ch.6/7 <ol style="list-style-type: none"> <li>a. B1-Kenneth/Leo</li> <li>b. B4-Mrs.Rice</li> <li>c. B5-Yuritza/Jenny</li> </ol> </li> <li>4. Evaluate your participation and write final comments for extra credit.</li> </ol> <p>Homework-Begin reading chapters 7 to the end of <i>Night</i>.</p>
<b>August 31st, (Wed)</b>	<p>Agenda-<b>Objective</b>-I can analyze for themes within a memoir.</p> <ol style="list-style-type: none"> <li>1. Read chapter 5 close read in book and discuss Elie's change.</li> <li>2. Read chapters 6 and 7 close reads with audio book.</li> <li>3. Annotate for the themes and figures of speech.</li> </ol> <p><b>Homework</b>-Finish the prejournal notes for S.S.#4.</p>
<b>August 30th (Tues)</b> <b>Early Release</b>	<p>Agenda-<b>Objective</b>-I can make an inference about a character's change and how that supports a theme.</p> <ol style="list-style-type: none"> <li>1. Read chapter 4 close read in S.S.#4 prejournal and</li> </ol>

	<p>annotate for memorable quotes.</p> <ol style="list-style-type: none"> <li>2. Read chapter 5 and 6 of Night.</li> <li>3. Finish any missing/late work.</li> </ol> <p>Homework-Finish late/missing work. Finish reading chapters 5 and 6 of Night.</p>
<b>August 29th (Mon)</b>	<p>Agenda-<b>Objective</b>-I can use quote set-ups effectively within an informative paragraph.</p> <ol style="list-style-type: none"> <li>1. Preview writing assignment and slideshow.</li> <li>2. Map out two events from chapters 1-4.</li> <li>3. Type Night Paragraph #1.</li> <li>4. Use grammarly to edit paragraph.</li> <li>5. Submit the paragraph in GC.</li> <li>6. Read chapter 5 and 6 of Night.</li> </ol> <p><b>Homework</b>-Read chapter 5 and 6 of Night (65-97)</p>
<b>August 26th (Fri)</b>	<p>Agenda-<b>Objective</b>-I can cite evidence to support my comment during the seminar.</p> <ol style="list-style-type: none"> <li>1. Watch part of <i>The Book Thief</i> movie.</li> <li>2. Engage in Socratic Seminar #3-<i>The Book Thief</i> <ol style="list-style-type: none"> <li>a. B1-Reyna/Kendrick</li> </ol> </li> </ol>

	<p>b. B4-Alex C. c. B5-Jason/Sean S.</p> <p>3. Evaluate your participation and write final comments for extra credit.</p> <p><b>Homework</b>-Read chapter 5 and 6 of Night (65-97)</p>
<b>August 25th (Thurs)</b>	<p>Agenda-<b>Objective</b>-I can analyze the representation of a subject in two different artistic mediums.</p> <ol style="list-style-type: none"> <li>1. Watch <i>The Book Thief</i> to compare/contrast the Night memoir.</li> <li>2. Create a historical timeline and verify the accuracy of the historical events.</li> </ol> <p><b>Homework</b>-Read chapter 4 of Night.</p>
<b>August 24th (Wed)</b> <b>Story Structure</b> <b>Foreshadowing</b> <b>Flashback</b> <b>Narrator</b> -first person (I) Second person (you) Third (He/She= Limited, Objective, Omniscient)	<p>Agenda-<b>Objective</b>-I can identify story structure within a fictional excerpt.</p> <ol style="list-style-type: none"> <li>1. Watch the beginning of <i>The Book Thief</i> movie.</li> <li>2. Read and annotate <i>The Book Thief</i> in StudySync.</li> <li>3. Compare the movie to the <i>Night</i> book.</li> <li>4. Watch the 2nd part of The Book Thief movie and find more comparisons.</li> </ol> <p>Homework-Read chapter 4 of</p>

	Night.
<p><b>August 23rd (Tues)</b></p> <p><b>Tone-the author's attitude towards a subject</b></p> <p>Simile</p> <p>Metaphor</p> <p>Personification</p> <p>Imagery</p> <p>Diction-connotation</p> <p>Repetition</p> <p><b>Theme-dehumanization, crisis of faith, family relationships</b></p>	<p>Agenda-<b>Objective</b>-I can demonstrate proficiency of the ELA standards from chapters 1-3 of <i>Night</i>.</p> <ol style="list-style-type: none"> <li>1. Play a lesson 1 vocabulary game.</li> <li>2. Submit the excerpt for <i>Night</i> in Study Sync.</li> <li>3. Turn in S.S.#2-Night (chapters 1 and 2) packet in the basket.</li> <li>4. <b>Night Literature Quiz #1</b></li> <li>5. <b>Vocabulary Quiz #1</b></li> <li>6. Read chapter 4 of <i>Night</i>.</li> </ol> <p>Homework-Read chapter 4 of <i>Night</i>.</p>
<p><b>August 22nd (Mon)</b></p>	<p>Agenda-<b>Objective</b>-I can cite textual evidence to support my comment during the seminar.</p> <ol style="list-style-type: none"> <li>1. Watch a <a href="#">video clip</a> to enhance the seminar.</li> <li>2. Engage in Socratic Seminar #2- <i>Night</i> excerpt <ol style="list-style-type: none"> <li>a. B1-Maddie/Lex</li> <li>b. B4-Elian</li> <li>c. B5-Dane/Kyson</li> </ol> </li> <li>3. Evaluate your participation and write your final thoughts inside the extra credit box. Submit inside</li> </ol>

	<p>Study Sync and box in classroom.</p> <p>Homework-Finish <b>seminar prep sheet and 10 questions</b> =submit in GC by midnight. <b>100pt project grade</b></p>
<p><b>August 19th (Fri)</b></p>	<p>Agenda-<b>Objective</b>-I can analyze my seminar piece for Sophomore literary terms and create 10 higher-level questions to lead my Socratic Seminar this semester.</p> <ol style="list-style-type: none"> <li>1. Finish Chapters 1-3 prejournal and submit.</li> <li>2. Work on seminar prep and questions in GC.</li> <li>3. Begin reading chapter 4 of Night.</li> </ol> <p><b>Homework</b>-Finish seminar prep and questions by Monday at midnight. Read Night chapter 4- pages 47-65 by next Friday.</p>
<p><b>August 18th (Th)</b></p> <p><b>Tone-the author's attitude towards a subject</b></p> <p><b>Simile</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Imagery</b></p> <p><b>Diction-connotation</b></p> <p><b>Repetition</b></p>	<p>Agenda-<b>Objective</b>-I can identify the author's tone and locate evidence to support it.</p> <ol style="list-style-type: none"> <li>1. Prepare S.S.#2 <u>pre journal</u> notes <ol style="list-style-type: none"> <li>a. Work in small groups to analyze chapter 1 and chapter 2 of Night.</li> </ol> </li> <li>2. Read the <u>Night</u> excerpt</li> </ol>

<b>Theme</b>	<p>inside StudySync and annotate the text for the literary terms in the left margin.</p> <p>3. Answer the quiz questions for the excerpt. <b>Do not submit</b> until after the seminar tomorrow.</p> <p>Homework-Read to the end of chapter 3 of Night by tomorrow.</p>
<b>August 17th (Wed)</b>	<p><b>Objective-</b>I can analyze healthy and unhealthy boundaries in a movie.</p> <ol style="list-style-type: none"> <li>1. Describe the 4 types of boundaries in people.</li> <li>2. Finish watching Coach Carter and analyzing for healthy and unhealthy boundaries.</li> <li>3. Read <i>Night</i> to the end of chapter 3.</li> </ol>
<b>August 16th (Tues)</b>	<p><b>Objective-</b>I can analyze healthy and unhealthy boundaries in a movie.</p> <ol style="list-style-type: none"> <li>1. Finish taking notes on the <a href="#">handout</a> from the <a href="#">boundaries slideshow</a>.</li> <li>2. Analyze a movie for healthy and unhealthy boundaries.</li> </ol> <p>***ABSENT STUDENTS FOR THE BOUNDARIES UNIT</p>



	<p>Please complete this <a href="#">assignment</a> from home.</p> <p><b>Homework</b>-Read chapters 2 and 3 of Night by Friday. Finish Socratic Seminar prep/questions by Monday.</p>
<b>August 15th (Mon)</b>	<p><b>Objective</b>-I can identify a healthy boundary.</p> <ol style="list-style-type: none"> <li>1. Submit vocabulary game through GC and verify with Ms. Rice</li> <li>2. Define P.I.E.S.</li> <li>3. Define <a href="#">Boundary</a>.</li> <li>4. Explain the importance of boundaries.</li> <li>5. Watch a movie to identify healthy/unhealthy boundaries.</li> </ol> <p><b>Homework</b>-Finish Vocabulary Game Project and submit by midnight tonight. Read your seminar piece while taking notes and making higher level questions.</p>
<b>August 12th (Fri)</b>	<p>Agenda-<b>Objective</b>-I can analyze my seminar piece and create 10 higher-level questions.</p> <ol style="list-style-type: none"> <li>1. Preview the Socratic Seminar assignment.</li> <li>2. Sign up for a Socratic Seminar piece to lead this seminar.</li> <li>3. Read the seminar piece silently while taking notes on the seminar prep sheet. Make sure to</li> </ol>

	<p>create 10 higher-level questions. See slideshow for questioning if you need help.</p> <p><b>Homework</b>-Finish the vocabulary game project(due Monday) and begin reading chapter 2 and 3 of Night (due Friday).</p>
<p><b>August 11th (Thurs)</b></p> <p><b>Informative Text Structures</b>  <b>Cause/Effect</b>  <b>Compare/Contrast</b>  <b>Problem/Solution</b>  <b>Sequential</b></p>	<p>Agenda-<b>Objective</b>-I can make a comment during the Socratic Seminar.</p> <ol style="list-style-type: none"> <li>1. Annotate the speech inside Study Sync for the author's tone.</li> <li>2. Complete the Study Sync Skill (Informative Text Structures)</li> <li>3. for the speech</li> <li>4. Watch the Elie Wiesel interview-part 1 only/take notes on prejournal</li> <li>5. Watch the <a href="#">Tent</a> and <a href="#">Dr. Office</a> video clips to compare to the seminar pieces. Take notes on the S.S.#1 pre journal in GC.</li> <li>6. Engage in a Socratic Seminar over <i>The Terrible Things &amp; The Perils of Indifference</i>.</li> <li>7. Evaluate your participation and write final reflections in the Socratic Seminar #1 assignment inside GC-submit when finished.</li> <li>8. Finish the Study Sync quiz for the <i>Perils of Indifference</i> speech.  <b>SUBMIT BY TOMORROW!</b></li> </ol>
<p><b>August 10th (Wed)</b></p> <p><b>Tone</b>-the attitude/feeling a writer takes toward a subject. The language and details a writer chooses help to create the tone. The author uses <b>diction</b>,</p>	<p>Agenda-<b>Objective</b>-I can identify the different organizational structures of an Informational text and identify the author's tone.</p> <ol style="list-style-type: none"> <li>1. Collect signed Course Syllabus</li> <li>2. Read <a href="#">The Terrible Things</a> Allegory and annotate for tone</li> </ol>

<p><b>word choice, to share his/her tone.</b></p> <p><b>Informative Text Structures</b>  <b>Cause/Effect</b>  <b>Compare/Contrast</b>  <b>Problem/Solution</b>  <b>Sequential</b></p>	<p>and theme.</p> <ol style="list-style-type: none"> <li>3. Watch the Oprah Winfrey video and take notes on S.S.#1 in GC</li> <li>4. Watch <a href="#">The Perils of Indifference</a> speech. Complete the Study Sync Skill for the speech (Study Sync)</li> </ol> <p><b>Homework</b>-Read Chapter 1 of <i>Night</i> by Elie Wiesel. Finish Vocabulary Game Project by Monday.</p>
<p><b>August 9th (Tues)</b></p>	<p>Agenda-<b>Objective</b>-I can use in-text vocabulary words.</p> <ol style="list-style-type: none"> <li>1. Review <a href="#">Course Syllabus</a></li> <li>2. Play a Vocabulary Game-Kahoot</li> <li>3. Review English 3-4 Vocabulary list #1-7</li> <li>4. Sign up for a list to create a vocabulary game</li> <li>5. Create a vocabulary game for your list.</li> <li>6. Go to the bookstore to check out the <i>Night</i> memoir written by Eliezer Wiesel.</li> </ol> <p><b>Homework</b>-</p> <ol style="list-style-type: none"> <li>1.Review Course Syllabus and sign with your parents/guardian. <b>Return completed and signed by tomorrow, August 10th.</b></li> <li>2.Vocabulary Game is due Monday, January 15th, in Google Classroom. Please add the link for your game and make sure that it is “public”.</li> <li>3.Read Chapter 1 of <i>Night</i> by Friday.</li> </ol>