

May 31 - June 3

Day	Classwork	Homework
Monday, May 30	1. No School.	1. None
Tuesday, May 31	1. Preparing for “Tennis” Debates 2. A. R.E. and Four Step Method of Refutation 3. Proposal: Financial Incentives Should Be Used to Increase Organ Donation.	1. Prepare for debate. Use the handout and the Proposal link. You need to prepare for both sides. No notes, no ticket to participate in the debate.
Wednesday, June 1	1. Tennis Debates	1. None
Thursday, June 2	1. Field Day!	1. None!
Friday, June 3	1. Enjoy your summer! You will be missed!	1. Read, Read, Read! 2. Sleep, Sleep, Sleep! 3. Play, Play, Play! 4. Watch some interesting documentaries! 5. Learn something new! 6. Use your brain this summer; it will be a lot easier to get back in the learning mode next August if you do.

May 23 - May 27

No blocking this week.

Day	Classwork	Homework
Monday, May 23	2. Finish the movie and your compare and contrast.	2. Prepare for <i>The Outsiders</i> assessment. <ul style="list-style-type: none"> a. You may use your compare and contrast notes. b. You may use one page of notes on theme and the poetry analysis.
Tuesday, May 24	4. <i>The Outsiders</i> Assessment. 5. A.R. Test	2. Bring your books if you haven't already. 3. Return <i>The Outsiders</i> to the library.
Wednesday, May 25	2. STAR test 3. Learning the art of debate <ul style="list-style-type: none"> a. Procedures - Annotate on line. b. Examples c. Analyzing the examples 	2. None! Unless...you didn't finish your ten annotations on the debate procedures, then you have homework.
Thursday, May 26	2. Continue Wednesday's lesson.	2. None!
Friday, May 27	2. Preparing for "Tennis" Debates 3. Choosing topics	7. NONE!

May 16 - May 20

Day	Classwork	Homework
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Monday, May 16	3. Finish chapter nine and read 10.	3. Finish chapter nine - (period 1) Bring tissues! 4. All read chapter 10 (Bring tissues.) and 11. 5. Permission Slip - get it signed or no movie!
Tuesday, May 17	6. Read chapter 12 - the end of the novel! 7. Revisit "Nothing Gold Can Stay" analysis. Now that you have finished the novel, do you have a different perspective on how the poem relates to it and to life? 8. Preparing for comparing and contrasting the book and movie - pick one character, setting or situation to compare and/or contrast; write down as much as you can remember - you can include quotes, too. 9. Permission slip due by the end of the day for everyone! 10. Themes and Symbolism a. Period 3 b. Period 2 c. Period 1 d. Period 4	4. Choose your character, setting, or situation to compare and/or contrast. Write down details and quotes from the novel in a Venn diagram or any other graphic organizer that will allow you to organize your information during the movie.
Wednesday, May 18	4. Movie/compare and contrast due at the end of the movie 5. Finish chapter 12 - period 2; start period 1	3. Return your Prentice Hall Literature and Prentice Hall Grammar books on Friday.
Thursday, May 19	3. Movie/compare and contrast due at the end of the movie 4. Finish chapter 12 - period 3; start period 4	3. Return your Prentice Hall Literature and Prentice Hall Grammar books on Friday.
Friday, May 20	4. Check in your books 5. A.R. Test for <i>The Outsiders</i> 6. STAR test 7. Finish poetry analysis	8. NONE!

ALERT: All late ESC's are due by Thursday, May 12; no exceptions. I will not accept any other late work except ESC's. Also, from here on out, for *The*

***Outsiders* Unit, there will be no late work accepted. Absent work, of course, will be allowed.**

May 9 - May 13

Day	Classwork	Homework
Monday, May 9	4. Review and turn in chapter 3 and 4 study guide. 5. Read chapter 5. 6. Informal Debate: Was Johnny's justified in killing Bob the social?	6. Read chapter six.
Tuesday, May 10	1. Complete study guide chapter five and six. 2. Read chapters seven and eight. 3. Yesterday vs Today 4. Debate	5. Complete the study guide for chapters seven and eight - due Friday.
Wednesday, May 11	1. Read chapters seven and eight. 2. Yesterday vs Today 3. Complete study guide chapter five and six. 4. Debate	4. Complete the study guide for chapters seven and eight - due Friday.
Thursday, May 12	5. Word Wars...! 6. Analyzing "Nothing Gold Can Stay" by Robert Frost - a literary allusion in <i>The Outsiders</i> 7. Your document for notes and annotations.	4. No Homework!
Friday, May 13	8. Turn in the study guide for chapters seven and eight. 9. Read Chapter nine. 10. Finish poem analysis	9. Permission Slip - get it signed or no movie!

Enrichment:

Procedures

Digital Citizenship Contest

● Ideas:

- [Scams and Schemes](#)
- [Cyberbullying](#)

- [A Creator's Rights](#)

ALERT: All late ESC's are due by Thursday, May 12; no exceptions. I will not accept any other late work except ESC's. Also, from here on out, for *The Outsiders* Unit, there will be no late work accepted. Absent work, of course, will be allowed.

May 2 - May 6

Day	Classwork	Homework
Monday, May 2	Review annotations. Part of <i>The Outsiders</i> - chapter one	Chapter One Study Guide
Tuesday, May 3	Math Testing Period 4 Activity	6. Chapter One Study Guide
Wednesday, May 4	Sixties Timeline Corvairs, madras shirts, socials, and greasers - oh my! Finish chapter one Chapter two	5. Chapter two study guide - define the vocabulary - only.
Thursday, May 5	Check out your own personal novel: <i>The Outsiders</i> Finish chapter two study guide. Yesterday vs Today Read chapter three and four. Begin study guide three and four.	Finish study guide three and four.
Friday, May 6	Check out your own personal novel: <i>The Outsiders</i> Finish chapter two study guide. Yesterday vs Today Read chapter three and four. Begin study guide three and four.	Finish study guide three and four.

Enrichment for April 26 - 29

Animal Poetry

[Write a humorous poem from the view of an animal.](#)

This needs to be completed by Friday's end of class to be considered for the competition.

April 25 - April 29

Day	Classwork	Homework
Monday, April 25	Shakespeare Test Preparations	<p>Be prepared for your test tomorrow by combing (to search thoroughly; look through) your notes. You may not use response generated at home except for your one question/response that you developed; however, you may highlight and write short notes/annotations to help you prepare.</p> <p>The final business letter is due on your block day.</p> <p>You may turn it in earlier if you want. When you do turn it in, provide the following elements in this order.</p> <p>Final Teacher graded copy of rough/rubric Peer edited copy of the rough Peer edit sheet (This is the final peer edit sheet by two peers (parents and siblings are fine, too.)</p>
Tuesday, April 26	Shakespeare test.	<p>The final business letter is due on your block day.</p> <p>You may turn it in earlier if you want. When you do turn it in, provide the following elements in this order.</p> <p>1. Final</p>

		<ol style="list-style-type: none"> 2. Teacher graded copy of rough/rubric 3. Peer edited copy of the rough 4. Peer edit sheet (This is the final peer edit sheet by two peers (parents and siblings are fine, too.))
Wednesday, April 27	<p>State Testing periods 1-3</p> <p>Period 4 - Alaskan Baseball...academy-wide activity!</p>	<p>Alert!!!!!!</p> <p>Ms. Axiak is postponing the final until Monday - she will explain.</p> <p>You may turn it in earlier if you want. When you do turn it in, provide the following elements in this order.</p> <ol style="list-style-type: none"> 1. Final 2. Teacher graded copy of rough/rubric 3. Peer edited copy of the rough 4. Peer edit sheet (This is the final peer edit sheet by two peers (parents and siblings are fine, too.))
Thursday, April 28	<p>Introduction to <i>The Outsiders</i></p> <p>Author Bio - annotate</p> <p>Bias and Stereotyping</p> <p>Author Introduction</p>	<p>Author Introduction - annotate</p> <p>Alert!!!!!!</p> <p>Ms. Axiak is postponing the final until Monday - she will explain.</p> <p>You may turn it in earlier if you want. When you do turn it in, provide the following elements in this order.</p> <ol style="list-style-type: none"> 1. Final 2. Teacher graded copy of rough/rubric 3. Peer edited copy of the rough 4. Peer edit sheet (This is the final peer edit sheet by two

		<p>peers(parents and siblings are fine, too.)</p> <p>Also, no late rough draft business letters will be accepted, only finals at this point. You had over a week to get the rough draft in, and the final is not due on Monday. You do not get the benefit of teacher comments at this point. Pay attention to deadlines in the future.</p> <p>All late work for all academic classes is due on Thursday, May 12; no exceptions.</p>
Friday, April 29	<p>Introduction to <i>The Outsiders</i></p> <p>Author Bio - annotate Bias and Stereotyping Author Introduction</p>	<p>Author Introduction - annotate</p> <p>Alert!!!!!!</p> <p>Ms. Axiak is postponing the final until Monday - she will explain.</p> <p>You may turn it in earlier if you want. When you do turn it in, provide the following elements in this order.</p> <ol style="list-style-type: none"> 1. Final 2. Teacher graded copy of rough/rubric 3. Peer edited copy of the rough 4. Peer edit sheet (This is the final peer edit sheet by two peers(parents and siblings are fine, too.) <p>Also, no late rough draft business letters will be accepted, only finals at this point. You had over a week to get the rough draft in, and the final is not due on Monday. You do not get the benefit of teacher comments at this point. Pay attention to deadlines in the future.</p>

		All late work for all academic classes is due on Thursday, May 12; no exceptions.
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Helpful Resources and the Agenda

[Here is a link to MLA formatting for all your needs: formatting of your paper, annotating, writing citations, writing bibliographies, et cetera!](#) **You will find this handy for your science stem cell persuasive business letter. You can also use this site for grammar questions.**

Monologue Resources:

[Introduction](#)

[Memorization](#)

[Translation](#)

[Rubric](#)

[Cueprompter.com](#)

[Spreeder.com](#)

[Awesome article on memorizing](#)

Business Letter Resources:

[Graphic Organizer](#)

[Sample thesis and first body layout](#)

[Use this document for editing.](#) Peer edit - first body paragraph

[Use this document for editing.](#) Peer edit - second body paragraph

[Here is a sample of block style.](#) **This is to format your business letter.**

[The introduction and the conclusion](#)

[The last rough draft business letter peer edit sheet.](#)

[Teacher edit/rubric form](#)

April 18 - April 22

Day	Classwork	Homework
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Monday, April 18	Monologues	<p>Business Letter:</p> <p>At this point you should have the following: introductory paragraph, first body, second body, two peers edits of both the first and second bodies.</p> <p>If any aspect of the above is not completed, you will want to have it ready by Wednesday.</p>
Tuesday, April 19	<p>Concluding Paragraph - learning how to write one and writing yours in class.</p> <p>Reviewing for next week's Shakespeare test.</p>	Bring two hard copies of your business letter - one teacher copy and one to have peer edits.
Wednesday, April 20	<p>State Testing periods 1-3 Period 4 - Peer and teacher edits of the business letter in homeroom.</p> <p>Teacher edit/rubric form</p>	<p>Revise business letters based on peer and teacher edits.</p> <p>Shakespeare Test on Tuesday.</p>
Thursday, April 21	<p>Performance task preparations for Friday's State Testing</p> <p>Shakespeare test review</p>	<p>Revise business letters based on peer and teacher edits.</p> <p>Shakespeare Test on Tuesday.</p>
Friday, April 22	<p>State Testing periods 1-4</p> <p>Surprise during 4th</p>	<p>Shakespeare Test on Tuesday.</p> <p>Final Business Letter due Wednesday, April 27. Turn in during 4th period homeroom class; no academics this day - State Math testing.</p>

Day	Classwork	Homework
Monday, April 11	<ul style="list-style-type: none"> Shakespeare's Epitaph review <ul style="list-style-type: none"> What did you investigate? Here are two of many links I used to find information: <ul style="list-style-type: none"> http://www.npr.org/2016/03/25/471817302/is-shakespeares-skull-missing-or-not http://www.npr.org/templates/story/story.php?storyId=92142217 <p>Monologue Practice</p>	<p>Continue revisions of the first body paragraph if necessary.</p> <p>Your second body paragraph is due by the end of the day Tuesday.</p> <p>Monologues begin on Wednesday. Those who sign up for Wednesday and Thursday will be graded more leniently.</p>
Tuesday, April 12	<ul style="list-style-type: none"> Writing and revising the first and second body paragraphs of the business letter. 	<p>Your second body paragraph is due block day class.</p> <p>Monologues begin on Wednesday. Those who sign up for Wednesday and Thursday will be graded more leniently.</p>
Wednesday, April 13	<ul style="list-style-type: none"> Peer edit of the second body Review hooks and development Monologue Presentations 	<p>Create the hook and the development of your business letter - due Friday.</p>
Thursday, April 14	<ul style="list-style-type: none"> Peer edit of the second body Review hooks and development Monologue Presentations 	<p>Create the hook and the development of your business letter - due Friday.</p>
Friday, April 15	<ul style="list-style-type: none"> Monologue Presentations 	<p>No homework unless you need to work on the business letter. At this point you should have the following: introductory paragraph, first body, second body, two peers edits of both the first and second bodies.</p> <p>If any aspect of the above is not completed, you will want to have it ready by Wednesday.</p>

		<p>Upcoming due dates:</p> <p>Learning how to write an effective conclusion on Tuesday/write the conclusion in class - finish for homework.</p> <p>Due Wednesday - two hard copies of your business letter; compile all paragraphs and include all aspects of the business letter. See page R16 in your <i>Prentice Hall Literature</i> book for a modified block style letter, but do note that you are using block style instead of modified, and this means the only difference is that each part of the letter begins at the left margin.</p> <p>Here is a sample of block style.</p>
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April 5 - April 8

Notice that it looks like you have a lot of work this week..., and you do! However, you have extra Language Arts time because you do not have Science, but we will be writing the first and second body paragraphs of your persuasive business letter. Yes, it still seems like a lot, but you don't have any other Science homework, and you will have Enrichment time to write and seek help from Mrs. Bean...so there!

Day	Classwork	Homework
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<p>Monday, April 4</p>	<ul style="list-style-type: none"> Review epitaph homework - I forgot to do this on Friday. The Merchant of Venice Group Reading activity Introduction to the monologue: <p>Introduction Memorization Translation Rubric</p>	<ul style="list-style-type: none"> Choose a monologue and write it down line by line. Do not mix lines.
<p>Tuesday, April 5</p>	<ul style="list-style-type: none"> Describe and introduce the scene you have chosen. Begin to translate (paraphrase) each line of your scene. Use the footnotes at the bottom of the excerpts, your “Speak Like Shakespeare” (insults) handout, dictionary and then lastly, the internet to guide you (This might not be the best choice as you cannot guarantee the translation is accurate.); use Mrs. Bean’s help, too. Persuasive Business Letter: work on the first body paragraph. Graphic Organizer 	<ul style="list-style-type: none"> Complete at least a quarter of the paraphrasing of your monologue by Wed. First body paragraph due by Thursday. Graphic Organizer
<p>Wednesday, April 6</p>	<ul style="list-style-type: none"> Check and continue your paraphrasing. Act I Scene I (?) Shakespeare’s Epitaph review <ul style="list-style-type: none"> What did you investigate? Here are two of many links I used to find information: <ul style="list-style-type: none"> http://www.npr.org/2016/03/25/471817302/is-shakespeare-skull-missing-or-not http://www.npr.org/templates/story/story.php?storyId=92142217 Work on your first body paragraph 	<ul style="list-style-type: none"> First body paragraph due by Thursday. Graphic Organizer <ul style="list-style-type: none"> Sample thesis and first body layout Finish all paraphrasing/translating
<p>Thursday, April 7</p>	<ul style="list-style-type: none"> Peer and Mrs. Bean edit of your first body paragraphs - during Enrichment. Practice memorizing your monologues. PVLEGS - learn how to speak like a great orator. <p>NOTE: You are memorizing Shakespeare’s lines, not</p>	<ul style="list-style-type: none"> Revise your first body paragraph based on the edits made in Enrichment only if you received two peers edits and Mrs. Bean’s comments.

	<p>your translation. The paraphrased translation is to help you understand what you are reciting.</p> <p>Awesome article on memorizing. I took away some great ideas and tips from this article on how to memorize better.</p> <p>The article also mentions some teleprompter-like downloads or apps that you can purchase. There are free downloads, too, you just have to deal with the advertisements.</p> <p>Cueprompter.com</p> <p>Spreeder.com</p>	<ul style="list-style-type: none"> Practice memorizing your monologues. Monologue presentations begin on Wednesday, April 13...Those who sign up to go on the first day are graded more leniently! <p>Peer edit during Enrichment today. If you do not have an academy Enrichment, have two friends, guardians, siblings, or a combination help you. If this is a hardship, let me know.</p> <p>Use this document for editing.</p>
Friday, April 8	<ul style="list-style-type: none"> Persuasive Business Letter: make revisions on the first body paragraph based on the peer edits and work on the second body paragraph. Graphic Organizer Practice memorizing your monologues. 	<ul style="list-style-type: none"> Revise your first body paragraph based on the edits made in class. Second body paragraph due by Tuesday. Graphic Organizer Practice memorizing your monologues. Monologue presentations begin on Wednesday, April 13...Those who sign up to go on the first day are graded more leniently!

<u>Day</u>	<u>Classwork</u>	<u>Homework</u>
Monday, March 28	<ul style="list-style-type: none"> No School for you! 	<ul style="list-style-type: none"> Simile Poem
Tuesday, March 29	<ul style="list-style-type: none"> Review Poems Analogies Cleaning out your binder! Intro to <i>The Merchant of Venice</i> 	<ul style="list-style-type: none"> Revise your simile poem if necessary - due on your block day. Analogy worksheet Spring cleaning - your binder and backpack
Wednesday, March 30	<ul style="list-style-type: none"> The Merchant of Venice overview/annotations/notes The Merchant of Venice Summary map: Acts I and II Review analogies 	<ul style="list-style-type: none"> Research what was written on Shakespeare's epitaph. What does it say? What is the controversy that surrounds who might have written it and how does this relate to the on-going controversy regarding Shakespeare's authorship of the 37 play and 154 sonnets/poems? <p>Do not spend more than 20 minutes to a half an hour on this...</p> <p>Put it on your Cornell Notes.</p>
Thursday, March 31	<ul style="list-style-type: none"> The Merchant of Venice overview/annotations/notes The Merchant of Venice Summary map: Acts I and II Review analogies 	<ul style="list-style-type: none"> Research what was written on Shakespeare's epitaph. What does it say? What is the controversy that surrounds who might have written it and how does this relate to the on-going controversy regarding

		<p>Shakespeare's authorship of the 37 play and 154 sonnets/poems?</p> <ul style="list-style-type: none"> • <p>Do not spend more than 20 minutes to a half an hour on this...</p> <p>Put it on your Cornell Notes.</p>
Friday, April 1	<ul style="list-style-type: none"> • Reading chosen excerpts of <i>The Merchant of Venice</i>. • Complete the Summary Map 	None - However, you could get a head start on the monologue...

March 14-18

Day	Classwork	Homework
Monday, March 14	<ul style="list-style-type: none"> • Finish Shakespeare Rotations and revisit any readings or video that you may need. 	<ul style="list-style-type: none"> • Final Website Due Tuesday, March 15 for Mrs. Bean's Students. • Come to class on Tuesday with a printed version (hardcopy) of your Shakespeare Cornell Notes.
Tuesday, March 15	<ul style="list-style-type: none"> • "Meet Mr. Shakespeare" play, and, yes, adding to your Shakespeare Cornell Notes. • Talk Like Shakespeare <ul style="list-style-type: none"> ◦ Skits and Dialogue 	<ul style="list-style-type: none"> • Write your own dialogue - Speak like Shakespeare and hurl some insults! <ul style="list-style-type: none"> ◦ Class handout
Wednesday, March 16	<ul style="list-style-type: none"> • "Midsummer Night's Dream" <ul style="list-style-type: none"> ◦ The kid-friendly version of the play. • Review and add to the Shakespeare Cornell Notes <ul style="list-style-type: none"> ◦ Lecture <ul style="list-style-type: none"> ■ Filling in the blanks of 	<ul style="list-style-type: none"> • Simile Poetry <ul style="list-style-type: none"> ◦ Complete brainstorm on the <i>Procedures and Guidelines Sheet</i>

	<p>your Cornell Notes</p> <ul style="list-style-type: none"> ■ Language use 	<ul style="list-style-type: none"> ○ Complete the brainstorm for each stanza - that is four all together.
Thursday, March 17	<ul style="list-style-type: none"> • “Midsummer Night’s Dream” <ul style="list-style-type: none"> ○ The kid-friendly version of the play. • Review and add to the Shakespeare Cornell Notes <ul style="list-style-type: none"> ○ Lecture <ul style="list-style-type: none"> ■ Filling in the blanks of your Cornell Notes ■ Language use 	<ul style="list-style-type: none"> • Simile Poetry <ul style="list-style-type: none"> ○ Complete brainstorm on the <i>Procedures and Guidelines Sheet</i> ○ Complete the brainstorm for each stanza - that is four all together.
Friday, March 18	<ul style="list-style-type: none"> • Writing and designing a simile poem using your brainstorm. This is a rough draft; the final is due on Tuesday, March 29th. • Guidelines • Sample Poem, Brainstorm, and Directions 	<ul style="list-style-type: none"> • Final simile poem. If you do not have construction paper, you can wait to mount it upon your return.

March 7 - 11

Day	Classwork	Homework
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<p>Monday, March 7</p>	<p>Vocab. Quiz: Evade - Impede Shakespeare: Introductory notes, Cornell Notes, from video and lecture</p>	<ul style="list-style-type: none"> • Final Website Due Monday, March 14 for Mrs. Bean's Students. • If you did not get to watch the video in class, you will need to do so for homework and fill in as much of the Cornell Notes as possible. <p>Solely based on the video, you will not be able to supply information for some of the sections; some information will come from class lecture on Tuesday and throughout the unit.</p> <p>You may fill them in electronically or by hardcopy. All notes and activities will be used on the final Shakespeare test, so you will want to take copious notes and keep track of them.</p>
<p>Tuesday, March 8</p>	<p>Shakespeare: Evidence hunting and each one teach one!</p> <p>Using documents and video provided in class, fill in elements of your Shakespeare Cornell Notes.</p>	<ul style="list-style-type: none"> • Final Website Due Monday, March 14 for Mrs. Bean's Students. • Shakespeare Cornell Notes continued: view this video and continue your Shakespeare Cornell notes. Skip the first 5:30; you have already seen it. Can you solve the mystery? Due Friday.
<p>Wednesday, March 9</p>	<p>Computer Lab - Practice SBAC testing Review Shakespeare Notes</p>	<ul style="list-style-type: none"> • Final Website Due Monday, March 14 for Mrs. Bean's Students. • Shakespeare Cornell Notes continued: view this video and continue your Shakespeare Cornell notes.

		Skip the first 5:30; you have already seen it. Can you solve the mystery? Due Friday.
Thursday, March 10	Computer Lab - Practice SBAC testing Review Shakespeare Notes	<ul style="list-style-type: none"> • Final Website Due Monday, March 14 for Mrs. Bean's Students. • Shakespeare Cornell Notes continued: view this video and continue your Shakespeare Cornell notes. <p>Skip the first 5:30; you have already seen it. Can you solve the mystery? Due Friday.</p>
Friday, March 11	Shakespeare Rotations continued.	<ul style="list-style-type: none"> • Final Website Due Tuesday, March 15 for Mrs. Bean's Students. <p>Note: The date changed from Monday to Tuesday. Thanks.</p>

February 29 - March 4

<u>Day</u>	<u>Classwork</u>	<u>Homework</u>
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<p>Monday, February 29</p>	<ul style="list-style-type: none"> • Finish research for the persuasive, informal debate. <ul style="list-style-type: none"> ◦ Strongest Arguments/Counter Argument Ideas <p>Turn in Wednesday's/Thursday's grammar homework.</p>	<ul style="list-style-type: none"> • Final Website Due Monday, March 14 for Mrs. Bean's Students. Above is the link to a document that all students will use to make revisions for final sites. • S.A.T. Vocabulary Quiz Monday, March 7
<p>Tuesday, March 1</p>	<ul style="list-style-type: none"> • Introduction/Cornell Notes on Persuasive/Argumentative Essay Writing <ul style="list-style-type: none"> ◦ Getting ready for the persuasive business letter in science • S.A.T. Vocabulary <ul style="list-style-type: none"> ◦ S.A.T. vocabulary - Teacher Copy <ul style="list-style-type: none"> ■ Evade - Impede ■ Student Copy - fill in the blanks 	<p>S.A.T. sentences/Complex Sentence Structures S.A.T. Vocabulary Quiz Monday, March 7 Final Website Due Monday, March 14 for Mrs. Bean's Students.</p>
<p>Wednesday, March 2</p>	<ul style="list-style-type: none"> • Review Parts of an Essay - I made some revisions from the handout I gave you in class today. I accidentally left off a slide and duplicated another. Slide six has been added, and slide seven has been slightly modified. • Standardized Test Practice - learning how to navigate the technology and hints to help you perform better on test days • S.A.T. Vocabulary <ul style="list-style-type: none"> ◦ S.A.T. vocabulary - Teacher Copy <ul style="list-style-type: none"> ■ Evade - Impede ■ Student Copy - fill in the blanks 	<p>(2) S.A.T. sentences-Compound/Complex Sentence Structures S.A.T. Vocabulary Quiz Monday, March 7 Final Website Due Monday, March 14 for Mrs. Bean's Students. Annotating Essay Slideshow: one question/statement and two symbols for the text</p>
<p>Thursday, March 3</p>	<ul style="list-style-type: none"> • Review Parts of an Essay • S.A.T. Vocabulary <ul style="list-style-type: none"> ◦ S.A.T. vocabulary - Teacher Copy <ul style="list-style-type: none"> ■ Evade - Impede ■ Student Copy - fill in the blanks 	<p>(2) S.A.T. sentences-Compound/Complex Sentence Structures S.A.T. Vocabulary Quiz Monday, March 7 Final Website Due Monday, March 14 for Mrs. Bean's Students. Annotating Essay Slideshow: one question/statement and two symbols for the text per slide.</p>

Friday, March 4	<ul style="list-style-type: none"> • <u>Parts of an essay</u> • S.A.T. Vocabulary <ul style="list-style-type: none"> ○ <u>S.A.T. vocabulary - Teacher Copy</u> <ul style="list-style-type: none"> ■ <u>Evade - Impede</u> ■ <u>Student Copy - fill in the blanks</u> 	S.A.T. Vocabulary Quiz Monday, March 7 <u>Final Website Due Monday, March 14 for Mrs. Bean's Students.</u>
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February 22 - 26

Day	Classwork	Homework
Monday, February 22	<ul style="list-style-type: none"> • S.A.T. Vocabulary <ul style="list-style-type: none"> ○ <u>S.A.T. vocabulary - Teacher Copy</u> <ul style="list-style-type: none"> ■ <u>Evade - Impede</u> ■ <u>Student Copy - fill in the blanks</u> • Grammar Review - Independent vs Dependent Clauses • <u>Group Activity - Battle of the Obscure!</u> 	<ul style="list-style-type: none"> • Grammar pg. 310 Exercise 19 <ul style="list-style-type: none"> ○ Follow all of the directions and complete 1-10. • Study your S.A.T. words.
Tuesday, February 23	<ul style="list-style-type: none"> • Correct grammar pg. 310 Ex. 19. • S.A.T. Vocabulary <ul style="list-style-type: none"> ○ <u>S.A.T. vocabulary - Teacher Copy</u> <ul style="list-style-type: none"> ■ <u>Evade - Impede</u> ■ <u>Student Copy - fill in the blanks</u> • Continue <u>research for the persuasive, informal debate.</u> <ul style="list-style-type: none"> ○ <u>Strongest Arguments/Counter Argument Ideas</u> 	<p>S.A.T. sentence Study S.A.T. Words Grammar pg. 312 Exercises 20 and 21</p> <ul style="list-style-type: none"> ○ Follow all directions. <p>Final RTL absent make - up work by Friday; I have a lunch meeting on Thursday, but after school any day or any other lunch is fine.</p>
	<ul style="list-style-type: none"> • Correct grammar pg. 312 Ex. 20 - 21. 	Study S.A.T. Words

Wednesday, February 24	<ul style="list-style-type: none"> Presenting research in a persuasive, informal debate. <ul style="list-style-type: none"> Strongest Arguments/Counter Argument Ideas 	Grammar pg. 314 Exercise 22 <ul style="list-style-type: none"> Follow all directions.
Thursday, February 25	<ul style="list-style-type: none"> Correct grammar pg. 312 Ex. 20 - 21. Presenting research in a persuasive, informal debate. <ul style="list-style-type: none"> Strongest Arguments/Counter Argument Ideas 	Study S.A.T. Words Grammar pg. 314 Exercise 22 <ul style="list-style-type: none"> Follow all directions.
Friday, February 26	<ul style="list-style-type: none"> Debate Presentations 	Study S.A.T. Words/Quiz on Friday, March 4 Final websites due Friday, March 11. <ul style="list-style-type: none"> Mrs. Bean's people only.
February 23-26	<p>Cultivating Thought: The Reason Behind the Idea Chipotle's Authors and Ideas Chipotle Contest - The contest is over; however, they might repeat it, and if they do, you'll be ready with your essay and a new idea for one of their cups! At the least, it's an idea for your cup!</p> <p>Found Poetry: Examples What is Found Poetry? Steps, Ideas, and Samples</p>	You can work at home on this if you want!
February 8-10	<p>Enrichment</p> <p>Continue working on your project.</p> <p>Cultivating Thought: The Reason Behind the Idea Chipotle's Authors and Ideas Chipotle Contest - The contest is over; however, they might repeat it, and if they do, you'll be ready with your essay and a new idea for one of their cups! At the least, it's an idea for your cup!</p>	You can work at home on this if you want!

	<p>Found Poetry:</p> <p>Examples</p> <p>What is Found Poetry?</p> <p>Steps, Ideas, and Samples</p>	
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February 16 - 19

Day	Classwork	Homework
Monday, February 15	<ul style="list-style-type: none"> No school! 	None!
Tuesday, February 16	<ul style="list-style-type: none"> Read <i>Code Orange</i> - chapters 15 - 16 or 17. 	<p>Code Orange Vocabulary and prepare notes for your Code Orange RTL.</p> <p>Note: You may bring your <i>Code Orange</i> Cornell Notes into class to use for your final RTL, but you may not have a completed finalized response with you; I want to see what you can do with notes and your own abilities.</p>
Wednesday, February 17	<ul style="list-style-type: none"> Read <i>Code Orange</i> -finish the book! RTL Turn in Cornell Notes and RTL together. TED Radio Hour - The Hero's Journey <ul style="list-style-type: none"> Part five questions Unit choice 	None!
Thursday, February 18	<ul style="list-style-type: none"> Read <i>Code Orange</i> -finish the book! RTL Turn in Cornell Notes and RTL together. TED Radio Hour - The Hero's Journey <ul style="list-style-type: none"> Part five questions 	None!

	<ul style="list-style-type: none"> Unit choice 	
Friday, February 19	<ul style="list-style-type: none"> S.A.T. vocabulary - Teacher Copy <ul style="list-style-type: none"> Evade - Impede Student Copy - fill in the blanks Group Activity - Battle of the Obscure! 	Vocabulary sentences
February 17-19	<p>Cultivating Thought: The Reason Behind the Idea Chipotle's Authors and Ideas Chipotle Contest - The contest is over; however, they might repeat it, and if they do, you'll be ready with your essay and a new idea for one of their cups! At the least, it's an idea for your cup!</p> <p>Found Poetry: Examples What is Found Poetry? Steps, Ideas, and Samples</p>	You can work at home on this if you want!
February 8-10	<p>Enrichment</p> <p>Continue working on your project.</p> <p>Cultivating Thought: The Reason Behind the Idea Chipotle's Authors and Ideas Chipotle Contest - The contest is over; however, they might repeat it, and if they do, you'll be ready with your essay and a new idea for one of their cups! At the least, it's an idea for your cup!</p> <p>Found Poetry: Examples What is Found Poetry? Steps, Ideas, and Samples</p>	You can work at home on this if you want!

February 8-11
No S.A.T. words this week!

All late work is due this week for up to 70%; no late work will be accepted after this date!

Day	Classwork	Homework
Monday, February 8	<ul style="list-style-type: none"> Read <i>Code Orange</i> - chapter 9-10; Period 3 needs to finish chapter 8. 	None!
Tuesday, February 9	<ul style="list-style-type: none"> Read <i>Code Orange</i> finish chapter ten. Finish the Socratic Seminar/Philosophical debate from Friday. 	None!
Wednesday, February 10	<ul style="list-style-type: none"> Read <i>Code Orange</i> - chapters 11 - finish the book! ??? Not sure if we will be able to do this. Cornell Notes and Vocabulary TED Radio Hour - <i>The Hero's Journey</i> <ul style="list-style-type: none"> Part five questions 	<p>Code Orange Vocabulary chapters 11 - end - Define and find the part of speech.</p> <p>You may work on the vocabulary and RTL if you want, but I cancelled the homework because we need to finish the book next week.</p>
Thursday, February 11	<ul style="list-style-type: none"> Read <i>Code Orange</i> - chapters 11 - finish the book! ??? Not sure if we will be able to do this. Cornell Notes and Vocabulary TED Radio Hour - <i>The Hero's Journey</i> <ul style="list-style-type: none"> Part five questions 	<p>Code Orange Vocabulary chapters 11 - end - Define and find the part of speech.</p> <p>You may work on the vocabulary and RTL if you want, but I cancelled the homework because we need to finish the book next week.</p>
Friday, February 12	<ul style="list-style-type: none"> No School! 	None!
February 8-10	<p>Enrichment</p> <p>Continue working on your project.</p>	You can work at home on this if you want!

	<p>Cultivating Thought: The Reason Behind the Idea Chipotle's Authors and Ideas Chipotle Contest - The contest is over; however they might repeat it, and if they do, you'll be ready with your essay and a new idea for one of their cups! At the least, it's an idea for your cup!</p> <p>Found Poetry: Examples What is Found Poetry? Steps, Ideas, and Samples</p>	
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February 1-5
No S.A.T. words this week!

Day	Classwork	Homework
Monday, February 1	<ul style="list-style-type: none"> Read <i>Code Orange</i> - chapter 5 Impromptu debate <ul style="list-style-type: none"> Should the needs of the many outweigh the needs of the few? 	None! However, if you have not met your A.R. goal, you are reading for thirty minutes. If you have catch-up work, there is that, too!
Tuesday, February 2	<ul style="list-style-type: none"> Read <i>Code Orange</i> - chapter 6 Chapter six vocabulary - choose two 	<ul style="list-style-type: none"> Finish defining the vocabulary from chapter six if you did not do so in class. Prepare for Friday's debate.
Wednesday, February 3	<ul style="list-style-type: none"> Read <i>Code Orange</i> - chapter 7-8 Chapter seven - eight vocabulary - choose three TED Radio Hour - The Hero's Journey <ul style="list-style-type: none"> Part five questions RTL for chapters 6-10; see Cornell Notes 	<ul style="list-style-type: none"> Finish defining the vocabulary from chapter seven if you did not do so in class. Prepare for Friday's debate. See Cornell Notes.
Thursday, February 4	<ul style="list-style-type: none"> Read <i>Code Orange</i> - chapter 7-8 Chapter seven - eight vocabulary - choose three <ul style="list-style-type: none"> TED Radio Hour - The Hero's 	<ul style="list-style-type: none"> Finish defining the vocabulary from chapter

	<p style="text-align: center;"><u>Journey</u></p> <ul style="list-style-type: none"> ▪ <u>Part five questions</u> • RTL for chapters 6-10; see Cornell Notes 	<p>seven if you did not do so in class.</p> <ul style="list-style-type: none"> • <u>Prepare for Friday's debate.</u> <u>See Cornell Notes.</u>
Friday, February 5	<ul style="list-style-type: none"> • Read <i>Code Orange</i> - chapter 9-10 • Debate - Make sure you are prepared! 	None!
February 3-5	<p>Enrichment</p> <p>Tuesday: Figure out which activity you would like to complete by analyzing the following two websites and inspecting the examples. Peruse the sites, you don't have to read every words - unless you want to, to get an idea of which project is suitable to you.</p> <p>Cultivating Thought: <u>The Reason Behind the Idea</u> <u>Chipotle's Authors and Ideas</u> <u>Chipotle Contest</u> - The contest is over; however they might repeat it, and if they do, you'll be ready with your essay and a new idea for one of their cups! At the least, it's an idea for your cup!</p> <p>Found Poetry: <u>Examples</u> <u>What is Found Poetry?</u> <u>Steps, Ideas, and Samples</u></p>	You can peruse these sites at home, too!

January 25 - January 29

Day	Classwork	Homework
Monday, January 25	<ul style="list-style-type: none"> • S.A.T. Vocabulary words - review and two new words. 	

	<ul style="list-style-type: none"> ○ S.A. T. Vocabulary ○ Student Copy of S.A.T. Vocabulary ● Code Orange - Cornell Notes <ul style="list-style-type: none"> ○ Point of View - chapter one ○ Code Orange Vocabulary and Cornell Notes 	<ul style="list-style-type: none"> ● History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Due Friday, January 29. ● Vocabulary sentences and study for your quiz - quiz on Wednesday.
Tuesday, January 26	<ul style="list-style-type: none"> ● Code Orange - Cornell Notes <ul style="list-style-type: none"> ○ Point of View - chapter one ○ Code Orange Vocabulary and Cornell Notes - finish and share responses ● Review S.A.T. words ● Code Orange chapter two vocabulary - choose five ● Bioterrorism Annotations - ten annotations (half symbols and half questions/comments) 	<ul style="list-style-type: none"> ● History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Due Friday, January 29. ● Vocabulary sentences and study for your quiz - quiz on Wednesday. ● Define the <i>Code Orange</i> vocabulary for chapter two. - Define it based on how it was used in context.
Wednesday, January 27	<ul style="list-style-type: none"> ● S.A.T. vocabulary quiz ● Turn in your S.A.T. vocabulary worksheet. ● Read <i>Code Orange</i> - chapter three ● Chapter three vocabulary - choose two 	<ul style="list-style-type: none"> ● Define the <i>Code Orange</i> vocabulary for chapter three. - Define it based on how it was used in context. ● History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on

		your pages. Due Friday, January 29.
Thursday, January 28	<p>Code Orange - chapter 4</p> <ul style="list-style-type: none"> ○ TED Radio Hour - <i>The Hero's Journey</i> <ul style="list-style-type: none"> ■ Part five questions ● Read Code Orange - chapter four ● Takes notes on your Cornell Notes - focus on: <p>Give at least two examples of this novel taking place in the early 2000's. You may use any of the chapters.</p> <p>You need to provide at least one textual citation as evidence, and make sure to cite it. Your second example can be paraphrased; however, both can be textual citations.</p> <p>What type of audience was the author trying to appeal to when she wrote this novel? Give two examples and prove your claim through textual evidence; cite it, too!</p>	<ul style="list-style-type: none"> ● History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Due Friday, January 29. ● RTL - Due on Monday - take the notes from class and put them into a well-developed response. A well-developed response incorporates the question or statement into the answer.
Friday, January 29	<ol style="list-style-type: none"> 1. Finish finding evidence for your RTL. 2. Debate 	RTL - due Monday.

January 18 - January 22

Day	Classwork	Homework
Monday, January 18	<ul style="list-style-type: none"> ● No school! 	

		<ul style="list-style-type: none"> • Make revisions to your NHD paragraphs - on-going assignment. • History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Due Friday, January 29.
Tuesday, January 19	<ul style="list-style-type: none"> ○ TED Radio Hour - The Hero's Journey <ul style="list-style-type: none"> ■ Part three questions ○ Review Smallpox annotations ○ Start chapter one - <i>Code Orange</i> 	<ul style="list-style-type: none"> • History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Due Friday, January 29. • Make revisions to your NHD paragraphs - on-going assignment.
Wednesday, January 20	<ul style="list-style-type: none"> ○ TED Radio Hour - The Hero's Journey <ul style="list-style-type: none"> ■ Part four and five questions ○ Share Smallpox annotations ○ Finish chapter one - <i>Code Orange</i> ○ Read chapter two - <i>Code Orange</i> ○ Code Orange Vocabulary and Cornell Notes ○ Bioterrorism Annotations - ten annotations (half symbols and half questions/comments) ○ Elements of Literature Cornell Notes - you will need these, so find yours or print this copy. 	<ul style="list-style-type: none"> • History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Due Friday, January 29. • Make revisions to your NHD paragraphs - on-going assignment.

<p>Thursday, January 21</p>	<ul style="list-style-type: none"> ○ TED Radio Hour - <i>The Hero's Journey</i> <ul style="list-style-type: none"> ■ Part four and five questions ○ Share Smallpox annotations ○ Finish chapter one - <i>Code Orange</i> ○ Read chapter two - <i>Code Orange</i> ○ Code Orange Vocabulary and Cornell Notes ○ Bioterrorism Annotations - ten annotations (half symbols and half questions/comments) ○ Elements of Literature Cornell Notes - you will need these, so find yours or print this copy. 	<ul style="list-style-type: none"> ● History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Due Friday, January 29. ● Make revisions to your NHD paragraphs - on-going assignment.
<p>Friday, January 22</p>	<ul style="list-style-type: none"> ● What is a Code Orange? ● S.A. T. Vocabulary ● Student Copy of S.A.T. Vocabulary ● Start or finish Chapter three - <i>Code Orange</i> ● Code Orange Vocabulary and Cornell Notes ● Elements of Literature Cornell Notes - you will need these, so find yours or print this copy. 	<ul style="list-style-type: none"> ● History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Due Friday, January 29. ● Make revisions to your NHD paragraphs - on-going assignment. ● Write your S.A.T. Vocabulary sentences and study them for next week's quiz: reverse through stupefy; quiz on Wednesday - no blocking next week. Yes, the quiz is definitely on Wednesday - there are only four words!

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January 11 - January 15

<u>Day</u>	<u>Classwork</u>	<u>Homework</u>
Monday, January 11	<ul style="list-style-type: none"> • S.A.T. Vocabulary • Student S.A.T. Vocabulary Handout • Exchange Paragraph • Embedding Quotes and Transitions 	<ul style="list-style-type: none"> • Make revisions to your BACKGROUND, EXPLORATION, and ENCOUNTER paragraphs - on-going assignment. • Here is the Exchange Element that will be in Google Classroom. Same as last time - submit it into your supervising teacher. Due Tuesday at 4:00. • Study vocabulary - Quiz on Friday, January 15.
Tuesday, January 12	<ul style="list-style-type: none"> • S.A.T. Vocabulary • Student S.A.T. Vocabulary Handout • Exchange Paragraph due • Embedding Quotes and Transitions • Does everyone go through the “hero’s journey” even if they aren’t heros? Are there heroes all around us? <ul style="list-style-type: none"> ○ TED Radio Hour - The Hero’s Journey ○ The Hero and His Journey: a comparison between Joseph Campbell George Lucas 	<ul style="list-style-type: none"> • Study vocabulary - Quiz on Friday, January 15. • Make revisions to your BACKGROUND, EXPLORATION, and ENCOUNTER paragraphs - on-going assignment. • History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages.
Wednesday,	<ul style="list-style-type: none"> • S.A.T. Vocabulary • Student S.A.T. Vocabulary Handout 	

January 13	<ul style="list-style-type: none"> Does everyone go through the “hero’s journey” even if they aren’t heros? Are there heroes all around us? <ul style="list-style-type: none"> TED Radio Hour - The Hero’s Journey <ul style="list-style-type: none"> Questions to answer while listening to the podcast The Hero and His Journey: a comparison between Joseph Campbell George Lucas 	<ul style="list-style-type: none"> History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Make revisions to your BACKGROUND, EXPLORATION, and ENCOUNTER paragraphs - on-going assignment. Study vocabulary - Quiz on Friday, January 15.
Thursday, January 14	<ul style="list-style-type: none"> Does everyone go through the “hero’s journey” even if they aren’t heros? Are there heroes all around us? <ul style="list-style-type: none"> TED Radio Hour - The Hero’s Journey <ul style="list-style-type: none"> Questions to answer while listening to the podcast The Hero and His Journey: a comparison between Joseph Campbell George Lucas 	<ul style="list-style-type: none"> History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages. Make revisions to your BACKGROUND, EXPLORATION, and ENCOUNTER paragraphs - on-going assignment. Study vocabulary - Quiz on Friday, January 15.
Friday, January 15	<ul style="list-style-type: none"> Vocabulary Quiz Introduction to Code Orange What is a Code Orange? 	<ul style="list-style-type: none"> “Smallpox Disease Overview” annotations

	<ul style="list-style-type: none"> • Smallpox overview annotations 	<p><u>(three symbols/four questions or comments)</u></p> <ul style="list-style-type: none"> • <u>History Day Website - work on your website; put paragraphs that have been edited and revised, pictures, audio, video, captions and headings on your pages.</u> • Make revisions to your BACKGROUND, EXPLORATION, and ENCOUNTER paragraphs - on-going assignment.
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January 4 - January 8

<u>Day</u>	<u>Classwork</u>	<u>Homework</u>
Monday, January 4	<ul style="list-style-type: none"> • Clean out binders! • Review History Day paragraphs and begin revisions. • Begin ENCOUNTER paragraph 	<ul style="list-style-type: none"> • <u>History Day ENCOUNTER element due Thursday, January 7 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A. by 4:00.</u> • Make revisions to your BACKGROUND and EXPLORATION paragraphs - on-going assignment. • <u>Here is the ENCOUNTER Element that will be in Google Classroom. Same as last time - submit it into your supervising teacher.</u>

<p>Tuesday, January 5</p>	<ul style="list-style-type: none"> History Day paragraphs - revisions ENCOUNTER paragraph Third Period Examples Second Period Examples First Period Examples Fourth Period Examples 	<ul style="list-style-type: none"> History Day ENCOUNTER element due Thursday, January 7 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A. by 4:00. Make revisions to your BACKGROUND and EXPLORATION paragraphs - on-going assignment. Here is the ENCOUNTER Element that will be in Google Classroom. Same as last time - submit it into your supervising teacher.
<p>Wednesday, January 6</p>	<ul style="list-style-type: none"> History Day paragraphs - revisions ENCOUNTER paragraph S.A.T. Vocabulary Student S.A.T. Vocabulary Handout EXCHANGE paragraph <p>Embedding Quotes and Transitions</p>	<ul style="list-style-type: none"> History Day ENCOUNTER element due Thursday, January 7 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A. by 4:00. Make revisions to your BACKGROUND and EXPLORATION paragraphs - on-going assignment. Here is the ENCOUNTER Element that will be in Google Classroom. Same as last time - submit it into your supervising teacher. Study vocabulary - Quiz on Friday, January 15. History Day EXCHANGE element due Tuesday, January 12 - Complete this in Google Classroom; turn it into your supervising

		teacher's class - either history or L.A. by 4:00.
Thursday, January 7	<p>ENCOUNTER paragraph due by 4:00!</p> <ul style="list-style-type: none"> History Day paragraphs - revisions ENCOUNTER paragraph S.A.T. Vocabulary Student S.A.T. Vocabulary Handout EXCHANGE paragraph <p>Embedding Quotes and Transitions</p>	<ul style="list-style-type: none"> History Day EXCHANGE element due Tuesday, January 12 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A. by 4:00. Make revisions to your BACKGROUND and EXPLORATION paragraphs - on-going assignment. Study vocabulary - Quiz on Friday, January 15.
Friday, January 8	<ul style="list-style-type: none"> S.A.T. Vocabulary EXCHANGE paragraph Embedding Quotes and Transitions 	<ul style="list-style-type: none">

December 14 - December 18

<u>Day</u>	<u>Classwork</u>	<u>Homework</u>
Monday, December 14	<ul style="list-style-type: none"> <i>Beowulf</i> vocabulary chapters 9-11 Read Chapter 11 if you haven't done so already. 	<ul style="list-style-type: none"> Finish the vocabulary for chapters 9-11(Look up each word's meaning based on the context.) Here is the PDF flipbook version of <i>Beowulf</i> if you need to catch up for want to reread...or, yes, if you want to read ahead! Go for it! History Day exploration element due Thursday, December 17 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A. Here is the

		<p>EXPLORATION Element that will be in Google Classroom. Same as last week - submit it into your supervising teacher.</p>
<p>Tuesday, December 15</p>	<ul style="list-style-type: none"> • Finish Beowulf • Review Vocabulary 	<p>Finish <i>Beowulf</i> if you didn't finish in class.</p> <ul style="list-style-type: none"> • Here is the PDF flipbook version of <i>Beowulf</i> if you need to catch up for want to reread...or, yes, if you want to read ahead! Go for it! • History Day exploration element due Thursday, December 17 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A. Here is the EXPLORATION Element that will be in Google Classroom. Same as last week - submit it into your supervising teacher.
<p>Wednesday, December 16</p>	<ul style="list-style-type: none"> • STAR test • Complete Hero's Quest notes • Comparing Heroes 	<ul style="list-style-type: none"> • Here is the PDF flipbook version of <i>Beowulf</i> if you need to catch up for want to reread...or, yes, if you want to read ahead! Go for it! • History Day exploration element due Thursday, December 17 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A. Here is the EXPLORATION Element that will be in Google Classroom. Same as last week - submit it into your supervising teacher.

Thursday, December 17	<ul style="list-style-type: none"> Finish comparing heroes "In Search of Beowulf" 	<ul style="list-style-type: none"> History Day exploration element due Thursday, December 17 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A.
Friday, December 18	Finish "In Search of Beowulf"	NONE! Yahoo! Have an amazing break!

December 7 - December 11

If you have been absent, check out Friday's homework for the PDF version of *Beowulf*.

Day	Classwork	Homework
Monday, December 7	<ul style="list-style-type: none"> <i>Beowulf</i> vocabulary chapters 2 -4 Definition of Mood Chapter 2 Question 	<ul style="list-style-type: none"> Finish the vocabulary for chapters 2-4 (Look up each word's meaning based on the context.)
Tuesday, December 8	<ul style="list-style-type: none"> Vocabulary for Beowulf chapters 5. Read <i>Beowulf</i> chapter 5 	<ul style="list-style-type: none"> Finish the vocabulary for chapters 5 (Look up each word's meaning based on the context.) History Day background element due Friday - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A.
Wednesday, December 9	<ul style="list-style-type: none"> <i>Chapter 6 vocabulary in class.</i> <i>Notes on the hero and his quest</i> Vocabulary for Beowulf chapters 7-8. Read <i>Beowulf</i> chapters 7-8 	<ul style="list-style-type: none"> Finish the vocabulary for chapters 7-8 (Look up each word's meaning based on the context.) History Day background element due Friday - Complete this in Google Classroom; turn it into your

		supervising teacher's class - either history or L.A.
Thursday, December 10	<ul style="list-style-type: none"> Chapter 6 vocabulary in class. Notes on the hero and his quest Vocabulary for Beowulf chapters 7-8. Beowulf chapters 7-8 	<ul style="list-style-type: none"> Finish the vocabulary for chapters 7-8 (Look up each word's meaning based on the context.) History Day background element due Friday - Complete this in Google Classroom turn it into your supervising teacher's class - either history or L.A.
Friday, December 11	<ul style="list-style-type: none"> Review Vocabulary homework - chapters 7 -8 Finish Beowulf chapter 8. Notes on The Hero and His Quest Read Beowulf chapter 9 	<ul style="list-style-type: none"> History Day exploration element due Thursday, December 17 - Complete this in Google Classroom; turn it into your supervising teacher's class - either history or L.A. <p>All late work for NHD due Wednesday or see la vi...</p> <p>Here is the PDF flipbook version of Beowulf if you need to catch up for want to reread...or, yes, if you want to read ahead! Go for it!</p>

November 30 - December 4

Day	Classwork	Homework
Monday, November 30	<ul style="list-style-type: none"> Catch-up Day for NHD <ul style="list-style-type: none"> Print Thesis and Rubric Edit, or complete, the business letter - mail or email the letter Research...? 	<ul style="list-style-type: none"> See classwork.
Tuesday, December 1	<ul style="list-style-type: none"> Background on Beowulf 	<ul style="list-style-type: none"> NHD - Catch-up; continued research; business letters; thesis statements; website development ideas

Wednesday, December 2	<ul style="list-style-type: none"> • <i>Beowulf</i> chapters 1-3 • Focus: vocabulary, making inferences, antagonist versus protagonist; mood 	<ul style="list-style-type: none"> • NHD - Catch-up; continued research; business letters; thesis statements; website development ideas Uploading Videos to Weebly Uploading Audio
Thursday, December 3	<ul style="list-style-type: none"> • <i>Beowulf</i> chapters 1-3 • Focus: vocabulary, making inferences, antagonist versus protagonist; mood 	<ul style="list-style-type: none"> • NHD - Catch-up; continued research; business letters; thesis statements; website development ideas Uploading Videos to Weebly Uploading Audio
Friday, December 4	<ul style="list-style-type: none"> • Vocabulary and Practice Writing Claims (topic sentences) • Chapter 4 	<ul style="list-style-type: none"> • NHD - Catch-up; continued research; business letters; thesis statements; website development ideas Uploading Videos to Weebly Uploading Audio

November 16 - November 20
 Sorry - *Beowulf* is postponed until we return from break.

Day	Classwork	Homework
Monday, November 16	<ul style="list-style-type: none"> • Edit Business/Correspondence Letters • NHD Check work/help/resources 	<ul style="list-style-type: none"> • Exchange Card # 3 due Wednesday, November 18.
Tuesday, November 17	<ul style="list-style-type: none"> • "Wine on the Desert" RTL theme paragraph- You must finish by the end of your first block period. (Yes, I extended the due date.) 	<ul style="list-style-type: none"> • Exchange Card # 3 due Wednesday, November 18.

<p>Wednesday, November 18</p>	<ul style="list-style-type: none"> • Finish your RTL theme paragraph; you have one block period. • Learning how to write a thesis statement for your NHD project. <ul style="list-style-type: none"> ◦ Analyze sample thesis statements. ◦ Practice statements. ◦ Begin to write your own. 	<ul style="list-style-type: none"> • Rough draft thesis statement due on Monday, November 30. Turn in the hardcopy worksheet to Mrs. Bean or Mrs. Swoboda - depending on whomever was responsible for grading your NoodleTools cards.
<p>Thursday, November 19</p>	<ul style="list-style-type: none"> • Finish your RTL theme paragraph; you have one block period. • Learning how to write a thesis statement for your NHD project. <ul style="list-style-type: none"> ◦ Analyze sample thesis statements. ◦ Practice statements. ◦ Begin to write your own. <p>NHD Website Examples</p>	<ul style="list-style-type: none"> • Rough draft thesis statement due on Monday, November 30. Turn in the hardcopy worksheet to Mrs. Bean or Mrs. Swoboda - depending on whomever was responsible for grading your NoodleTools cards.
<p>Friday, November 20</p>	<ul style="list-style-type: none"> • NHD research or thesis development or...synonym turkeys!!!!!! <p>Uploading Videos to Weebly</p> <ul style="list-style-type: none"> • Learning how to write a thesis statement for your NHD project. <ul style="list-style-type: none"> ◦ Analyze sample thesis statements. ◦ Practice statements. ◦ Begin to write your own. <p>NHD Website Examples</p>	<ul style="list-style-type: none"> • Rough draft thesis statement due on Monday, November 30. Turn in the hardcopy worksheet to Mrs. Bean or Mrs. Swoboda - depending on whomever was responsible for grading your NoodleTools cards. <ul style="list-style-type: none"> ◦ NOTE - the "hardcopy" is just the worksheet you used to formulate your thesis - I want all the answers to the questions and the thesis. Just print it; if you can't print at home, print before school in the lab or ask for a pass during homeroom. <p>See today's agenda for useful links!</p> <p>Have an enjoyable break!</p>

Monday, November 9 - Friday, November 13

Day	Classwork	Homework
Monday, November 9	<ul style="list-style-type: none"> • Finish Theme Statements for “Wine on the Desert.” • Complete the graphic organizer for “Wine on the Desert.” 	<ul style="list-style-type: none"> • Exchange Card # 1 due Tuesday, November 10. • Roots and Suffixes ESC Quiz on Friday, November 13. • Make sure and bring your flashcards and word cell worksheet to school. • Complete the graphic organizer for “Wine on the Desert.”
Tuesday, November 10	<ul style="list-style-type: none"> • Create a template letter for NHD. <ul style="list-style-type: none"> ○ See page R16 of your <i>Prentice Hall Literature</i> book for an example of a business letter. ○ See the handout Ms. Swoboda gave you regarding the format for each section of your business letter paragraphs. ○ Business letter set-up - create your own... ○ When looking for contacts, search colleges and universities that are experts in your subject, look for experts, authors, museums, etc. Colleges and universities will often have archives that might help you with information, too. • Root and Suffix Review • “Wine on the Desert” - theme and evidence in the form of a quotation and citation 	<ul style="list-style-type: none"> • Roots and Suffixes ESC Quiz on Friday, November 13. • Make sure and bring your flashcards and word cell worksheet to school. • Exchange Card # 2 due Thursday, November 12.
Wednesday,	No School!	

November 11		<ul style="list-style-type: none"> Roots and Suffixes Quiz on Friday, November 13. Make sure and bring your flashcards and word cell worksheet to school. Exchange Card # 2 due Thursday, November 12.
Thursday, November 12	<ul style="list-style-type: none"> Root and Suffix Review Finish your correspondence letter- business letter “Wine on the Desert” - theme and evidence in the form of a quotation and citation “Wine on the Desert” electronic copy that you can copy and paste from... See Google Classroom for the RTL paragraph for “Wine on the Desert.” 	<ul style="list-style-type: none"> Roots and Suffixes Quiz on Friday, November 13. Correspondence letter/business letter due on Monday. Print a hard copy.
Friday, November 13	<ul style="list-style-type: none"> Root and Suffix Quiz “Wine on the Desert” electronic copy that you can copy and paste from... See Google Classroom for the RTL paragraph for “Wine on the Desert.” Business Letter 	<ul style="list-style-type: none"> Exchange Card # 3 due Wednesday November 18.(DATE CHANGE) Correspondence/Business letter due on Monday. Print a hard copy. Turn this in during Language Arts - not history. “Wine on the Desert” RTL due Tuesday by the end of class. You may not work on this at home.

Monday, November 2 - Friday, November 6

Day	Classwork	Homework
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<p>Monday, November 2</p>	<ul style="list-style-type: none"> • “All Summer in a Day” RTL 	<ul style="list-style-type: none"> • Noodletools Encounter note card # 1 due by the end of the school day Monday, November 2. • Encounter # 2 due by the end of the school day on Wednesday, November 4. • Encounter card # 3 due by the end of the school day on Friday, November 6. • Prefix ESC Quiz on Friday, November 6.
<p>Tuesday, November 3</p>	<ul style="list-style-type: none"> • Finish the practice RTL paragraph for “ALL Summer in a Day” <ul style="list-style-type: none"> ◦ LINK TO QUOTING CORRECTLY ◦ ANOTHER ONE • If you have remaining time, you may work on your NHD research. 	<ul style="list-style-type: none"> • Encounter # 2 due by the end of the school day on Wednesday, November 4. • Encounter card # 3 due by the end of the school day on Friday, November 6. • Prefix ESC Quiz on Friday, November 6. • Roots and Suffixes ESC Quiz on Friday, November 13. • Make sure and bring your flashcards and word cell worksheet to school.
<p>Wednesday, November 4</p>	<ul style="list-style-type: none"> • Continuing the RTL Unit with “Wine on the Desert” <ul style="list-style-type: none"> ■ Focus: Character and Theme ■ Writing another RTL practice paragraph together as a class! • Review problematic prefixes. • Continue learning roots and suffix. 	<ul style="list-style-type: none"> • Encounter card # 3 due by the end of the school day on Friday, November 6. • Prefix ESC Quiz on Friday, November 6. • Roots and Suffixes Quiz on Friday, November 13. • Make sure and bring your flashcards and word cell

		worksheet to school.
Thursday, November 5	<ul style="list-style-type: none"> Continuing the RTL Unit with “Wine on the Desert” <ul style="list-style-type: none"> Focus: Character and Theme Writing another RTL practice paragraph together as a class! Review problematic prefixes. Continue learning roots and suffix. 	<ul style="list-style-type: none"> Encounter card # 3 due by the end of the school day on Friday, November 6. Prefix ESC Quiz on Friday, November 6. Roots and Suffixes Quiz on Friday, November 13. Make sure and bring your flashcards and word cell worksheet to school.
Friday, November 6	<ul style="list-style-type: none"> Prefix ESC Killer Theme Statements 	<ul style="list-style-type: none"> Roots and Suffixes Quiz on Friday, November 13. Exchange Card # 1 due Tuesday, November 10. <p>Enrichment Resources for NHD: Here is a killer link!</p>

Monday, October 26 - Friday, October 29

<u>Day</u>	<u>Classwork</u>	<u>Homework</u>
Monday, October 26	<ul style="list-style-type: none"> Spelling/Prefix Quiz; turn in your packet. Roots and Affixes: Create flashcards and turn in your worksheet on Tuesday after you make your cards. ESC assessment on all roots and affixes on Friday, November 13. 	<ul style="list-style-type: none"> Noodletools Exploration note card # 2 due on Tuesday, October 27th in the afternoon, and # 3 due Thursday, October 29th in the afternoon. ESC assessment on all roots and affixes on Friday, November 13. Create Flashcards for all roots/affixes.

Tuesday, October 27	<ul style="list-style-type: none"> • Elements of Literature Unit Continued <ul style="list-style-type: none"> ◦ Slide Show ◦ Cornell Notes • Introduction to Response to Literature <ul style="list-style-type: none"> ◦ “All Summer in a Day” • Reviewing roots and affixes 	<ul style="list-style-type: none"> • Noodletools Exploration note card # 2 due on Tuesday, October 27th in the afternoon, and # 3 due Thursday, October 29th in the afternoon. • ESC assessment on all roots and affixes on Friday, November 13.
Wednesday October 28	<ul style="list-style-type: none"> • Introduction to Response to Literature <ul style="list-style-type: none"> ◦ “All Summer in a Day” <ul style="list-style-type: none"> ■ Focus: Setting • Reviewing roots and affixes • Continuing response to literature with a new story: <ul style="list-style-type: none"> ◦ “Wine on the Desert” <ul style="list-style-type: none"> ■ Focus: Character 	<ul style="list-style-type: none"> • Exploration # 3 due Thursday, October 29th in the afternoon. • ESC assessment on all roots and affixes on Friday, November 13.
Thursday, October 29	<ul style="list-style-type: none"> • Introduction to Response to Literature <ul style="list-style-type: none"> ◦ “All Summer in a Day” <ul style="list-style-type: none"> ■ Focus: Setting/Conflict • Reviewing prefixes 	<ul style="list-style-type: none"> • Exploration # 3 due Thursday, October 29th in the afternoon. • ESC assessment on all roots and affixes on Friday, November 13.
Friday, October 30	<ul style="list-style-type: none"> • Continuing RTL paragraph • Review prefixes • Review setting and conflict 	<ul style="list-style-type: none"> • Encounter # 1 due Monday, November 2 in the afternoon. • ESC assessment on all prefixes on Friday, November 6. • ESC assessment on all roots and suffixes on Friday, November 13.

Monday, October 19 - Friday, October 23

<u>Day</u>	<u>Classwork</u>	<u>Homework</u>
Monday, October 19	<ul style="list-style-type: none"> • Spelling/Vocabulary corrections and quix. 	<ul style="list-style-type: none"> • Noodletools Background note cards # 1 and # 2 due

	<ul style="list-style-type: none"> • Turn in workbook pages 156-155, pretest, rewrites, and vocab./root/affix definitions • <u>Roots and Affixes - Supply one related word for each - besides the example. This is due on Monday, October 26. ESC assessment on all roots and affixes on Friday, November 13. You do not have to complete the highlighted roots/affixes as we have already covered them through our spelling/vocabulary.</u> 	<p>Thursday, October 22 - no blocking this week.</p> <ul style="list-style-type: none"> • Of course some of you may be completing more than two cards - I would hope so for those who want to be competitive; you can turn these in when they are completed; the extra cards don't have to be completed on this date. You may run across information that fits into your background in the middle of your research for exploration - for example, and you might create a background card at that point, and that is fine. This may be the same for those who are not competing. • Whichever category you fall under, you are turning in at least two notecards for background on Thursday. • Root/Affix worksheet - due Monday, October 26
Tuesday, October 20	<ul style="list-style-type: none"> • <u>Spelling/Vocabulary Pretest Lesson 27: Prefixes</u> • Working in the library and computer lab on research for NHD. 	<ul style="list-style-type: none"> • Spelling pages 126 - 127(You do not have to complete the "Write" section.), rewrites, prefix definitions, vocabulary definitions and parts of speech • Flashcards • Root/Affix worksheet - due Monday, October 26 • Noodletools Background notes cards # 1 and # 2 due Thursday, October 22 - no blocking this week.
Wednesday October 21	<ul style="list-style-type: none"> • Academy Academic Celebration Day <ul style="list-style-type: none"> ○ Academy Awards for all A's, all A's and B's and no missing assignments for the first quarter 	<ul style="list-style-type: none"> • Spelling pages 126 - 127(You do not have to complete the "Write" section.), rewrites, prefix definitions, vocabulary

	<ul style="list-style-type: none"> ○ October 21, 2015 Day - <i>Back to the Future</i> - This is only for those students who completed every aspect of the WCP. Have you? If not, there is still time. 	<p>definitions and parts of speech</p> <ul style="list-style-type: none"> ● Flashcards ● Root/Affix worksheet - due Monday, October 26 ● Noodletools Background notes cards # 1 and # 2 due Thursday, October 22 - no blocking this week.
Thursday, October 22	<ul style="list-style-type: none"> ● Correct spelling pages 126-127. ● Working in the library and computer lab on research for NHD. 	<ul style="list-style-type: none"> ● Spelling pages 128-129; turn in all pages 126-129, the pretest, rewrites, vocab./prefix definitions and parts of speech in on Monday. ● Root/Affix worksheet - due Monday, October 26
Friday, October 23	<ul style="list-style-type: none"> ● Correct spelling pages 128-129. ● Working in the library and computer lab on research for NHD. 	<ul style="list-style-type: none"> ● Spelling/Vocabulary quiz on Monday - study! ● Root/Affix worksheet - due Monday, October 26

Monday, October 12 - Friday, October 16

Day	Classwork	Homework
Monday, October 12	<ul style="list-style-type: none"> ● No School! 	<ul style="list-style-type: none"> ● Work on your narrative/anecdote - final is due on Tuesday; we will turn them in together in class. ● Your exhibit board needs to be completed on Wednesday. You will have no time to work on it on Wednesday, so come prepared to set it up.

<p>Tuesday, October 13</p>	<ul style="list-style-type: none"> • Spelling/Vocabulary Pretest Lesson 34: Prefixes • Turning in your final narrative/anecdote together in class. • 	<ul style="list-style-type: none"> • Spelling pages 156-157(You do not have to complete the “Write” section.), rewrites, prefix definitions, vocabulary definitions and parts of speech • Flashcards • See Monday’s homework for a link to the WCN slideshow for examples.
<p>Block Day Wednesday and Thursday, October 14 and October 15</p>	<ul style="list-style-type: none"> • Correct spelling • History Research for History Day - learning how to use NoodleTools. • NoodleTools Slideshow <p>YouTube Videos to help guide you through NoodleTools:</p> <ul style="list-style-type: none"> • Noodle Tools Part 1 - Create and Share a Project https://youtu.be/rHhrbOJRw6o • Noodle Tools Part 2 - Creating and Making Notecards/Creating an Outline https://youtu.be/R52RTNXKLvo • Noodle Tools Part 3- Create a Notecard from Work Cited Card https://youtu.be/C49laMuWgju • Noodle Tools Part 4 - Creating a Works Cited List https://youtu.be/uP-ww7GKCeE <p>More Resources:</p> <p>National History Day Step One: Note-Taking Basics</p> <p>How Do I access NoodleTools?</p> <p>Here is another way to access NoodleTools once you have created a new account.</p>	<ul style="list-style-type: none"> • Spelling pages 158-159; you do not have to complete the “Write a News Article” section. • Spelling/Vocabulary Quiz on Monday. Turn in workbook pages 156-159, pretest, rewrites, and vocab./root/affix definitions
<p>Friday, October 16</p>	<ul style="list-style-type: none"> • Correct Spelling • More NoodleTools - Periods 1, 2, and 4 <ul style="list-style-type: none"> ○ Do-over for period three’s technology fiasco! 	<ul style="list-style-type: none"> • Spelling/Vocabulary quiz on Monday - study!

Monday, October 5 - Friday, October 9
Reminder - A.R. goals need to be met by Friday.

Day	Classwork	Homework
Monday, October 5	<ul style="list-style-type: none"> Review requirements for World Cultures Night for each class. Checkout the cool World Cultures Night slide show from previous years. Turn in via Google Classroom your narrative/anecdote graphic organizer. Begin your rough draft. 	<ul style="list-style-type: none"> Narrative/Anecdote rough draft is due on Tuesday. All missing work is due by Tuesday, October 13 for credit. Also, for the next quarter, I am strictly following the academy policies regarding late work. No late work may be turned in after the unit or lesson is completed.
Tuesday, October 6	<ul style="list-style-type: none"> Review rough drafts with Mrs. Bean and begin to edit. Use the rubric to help with edits and revisions. <ul style="list-style-type: none"> Also, use the following tools as guides: <ul style="list-style-type: none"> Editing Guide Incorporating Figurative Language/Sensory Language/Descriptive Language into your graphic organizers. Complex Sentence Structures 	<ul style="list-style-type: none"> Continue to edit your rough drafts using the tools from today's class.
Block Day Wednesday and Thursday, October 7 and October 8	<ul style="list-style-type: none"> Conferencing with Mrs. Bean on your rough draft Revising your rough draft based on the Editing Guide. Sharing with a peer for commentary and further ideas on how you can revise. 	<ul style="list-style-type: none"> Final draft due Tuesday by the end of class; continue to make edits and revisions based on my comments, yours and your peer edit. Do not turn it in until you are in class.
Friday, October 9	<ul style="list-style-type: none"> Editing and revising your rough to make it into your final. 	<ul style="list-style-type: none"> Work on your narrative/anecdote and your WCP Trifold! Have a nice day off on Monday!

Monday, September 28 - Friday, October 2

Day	Classwork	Homework
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<p>Monday, September 28</p>	<ul style="list-style-type: none"> • Spelling/Vocab./Root/Affix Quiz • Finish the E.L.G.O for Plot; you may use “The Monsters are Due on Maple Street or “Dust Storm” Ancestral Narrative: complete the “foreshadowing” section and the “literary analysis.” • Finish the annotations for the “Dust Storm” anecdote. • Turn in your brainstorm. 	<ul style="list-style-type: none"> • Review your E.L.G.O.s for “After Twenty Years,” “Zoo,” and “The Monsters are Due on Maple Street”/”Dust Storm” focusing on the elements of literature: plot, foreshadowing, theme, and tone. You have a quiz on these elements on your block day. • If you did not finish your annotations for “Dust Storm” the anecdote, please do so for homework. • Brainstorming - here is the brainstorm for your narrative/anecdote just in case you didn't do it over the weekend.
<p>Tuesday, September 29</p>	<ul style="list-style-type: none"> • Spelling has been cancelled this week! • Elements of Literature Review <ul style="list-style-type: none"> ◦ review E.L.G.O ◦ review annotations • Narrative/Anecdote idea approvals 	<ul style="list-style-type: none"> • Study for the elements of literature quiz. • The narrow down the topic assignment is only for those who do have a broad topic and need to “explode” a few more moments to find a manageable story topic. • Here is the brainstorm assignment - again, for those of you who have not completed it!
<p>Block Day Wednesday and Thursday, September 30 and October 1</p>	<ul style="list-style-type: none"> • Elements of Literature Quiz • Working on your narratives/anecdotes; here are some resources: <ul style="list-style-type: none"> ◦ Requirements and Description of the Assignment; Narrative/Anecdote Graphic Organizer ◦ Stages of an Anecdote ◦ Rubric 	<ul style="list-style-type: none"> • Finish your graphic organizer and highlight areas that you could use sensory language, descriptive details or figurative language.
<p>Friday, October 2</p>	<ul style="list-style-type: none"> • Incorporating Figurative Language/Sensory Language/Descriptive Language into your graphic organizers. • Begin typing your narrative/anecdote. 	<ul style="list-style-type: none"> • Your graphic organizer is due on Monday. • Your rough draft narrative/anecdote is due on Tuesday.

	<p>Here is another anecdote example by a real author.</p> <p>“Fish Cheeks”</p>	
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You still need to scroll down to see the previous week’s agenda.

Day	Classwork	Homework
Monday, September 21	<ul style="list-style-type: none"> Review Root Quiz # 1 Introduction to the World Cultures Project (W.C.P.) (Annotate the document.) Discussion - denouement (the ending) for “The Monsters Are Due on Maple Street” 	<ul style="list-style-type: none"> Finish the World Cultures Assignment Annotations. You must have twenty annotations, and ten must be commentary or questions. Fill out the brainstorming graphic organizer in your World Cultures Project (W.C.P.) packet.
Tuesday, September 22	<ul style="list-style-type: none"> Spelling Pretest - Lesson 15 (Greek Word Parts) Review (W.C.P.) annotations and brainstorming “The Monsters Are Due on Maple Street” graphic organizer - Elements of Literature focus - plot 	<ul style="list-style-type: none"> Spelling pages 74 - 75 (You do not have to complete the “Write” section.), rewrites, root/affix definitions, vocabulary and parts of speech Flashcards
Block Day Wednesday and Thursday, September 23/24	<ul style="list-style-type: none"> Correct spelling/vocab./roots/affixes Continue “The Monsters Are Due on Maple Street” graphic organizer - Elements of Literature focus - plot Review examples of anecdotes and narratives for the W.C.P. Compare a narrative to an anecdote. Annotate the anecdote, labeling its elements (See the narrative example as guidance.). 	<ul style="list-style-type: none"> Spelling pages 76-77; you do not have to complete the “Write a Comparison” section. Look over your original Heritage paragraph. Is there the beginnings of a possible anecdote or narrative that you could expand upon for your W.C.P.? Highlight the ideas.

Friday, September 25	<ul style="list-style-type: none"> Annotate the “Dust Storm” ancestral anecdote using the “Stages of an Anecdote” to guide you. Correct spelling Review spelling/vocab./roots/affixes 	<ul style="list-style-type: none"> Spelling/Vocabulary quiz on Monday - study! Brainstorming
Enrichment	World Cultures Project - writing an anecdote or narrative	You are working on your graphic organizer for your anecdote or narrative.

You still need to scroll down to see the previous week's agenda.

Day	Classwork	Homework
Monday, September 14	<ul style="list-style-type: none"> Elements of Literature practice for “Zoo” Correct spelling pages 154-153 Review spelling and vocabulary Lesson 33 Etymology Art due today. Make sure to turn in the etymology research paper with it, stapled to the back. 	<ul style="list-style-type: none"> Spelling/Vocabulary Test on Tuesday Turn in spelling pages, rewrites, vocabulary/root definitions and P.O.S. Complete Box # 1 (Author's Message) on the “Zoo” E.L.G.O Finding the TONE and an example is extra credit.
Tuesday, September 15	<ul style="list-style-type: none"> Spelling/Vocabulary Test - Lesson 33 No spelling this week. Finish the E.L.G.O. for “Zoo.” 	<ul style="list-style-type: none"> Vocabulary/Root Review Quiz on Friday - Study your flashcards. Finish your E.L.G.O. for “Zoo.”
Block Day Wednesday/Thursday, September 16/17	<ul style="list-style-type: none"> <i>Read the “Monsters are Due on Maple Street.”</i> Begin “The Monsters are Due on Maple Street.” Latin Root review 	<ul style="list-style-type: none"> Vocabulary/Root Review Quiz on Friday - Study your flashcards.
Friday, September 18	<ul style="list-style-type: none"> Latin Root Review Quiz Finish reading “The Monsters are Due on Maple Street.” 	<ul style="list-style-type: none"> Finish reading “The Monsters are Due on Maple Street” if you did not finish in class.
Enrichment	<p>Reading Tools and Strategies</p> <ul style="list-style-type: none"> Scribe 	<ul style="list-style-type: none"> Make sure to be reading your A.R. books for fifteen minutes each evening.

	<ul style="list-style-type: none"> • Annotation/Text Codes • SOAPStone • Use Scribe to annotate the following news article: “South African Cave Yields Strange Bones Of Early Human-Like Species” 	
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Tuesday, September 8

Classwork:

1. Spelling Test - You are being tested on the spelling of the words and the five vocabulary word definitions: **contradict, provision, verdict, audible, and spectacle**; you'll also need to know the following root definitions: **vis, dict, spect, and aud.**
2. Turn in your spelling pretest with the rewrites (if you did not receive a 100% on the pretest), the vocabulary and root definitions, and lastly, spelling workbook pages 130- 132 - do NOT turn in 133; you will get credit for this when you complete Lesson 29. Just like last week!
3. Etymology Research

Homework:

1. Finish the etymology research and bring supplies (markers, crayons, colored pencils, et cetera) for the art aspect of this assignment; this is if you chose to complete the artistic section by hand. You may use Google Draw if you would rather complete it using technology. **Periods 3 and 4, you only have to complete ten. You will finish the rest in class on Wednesday during your block period.**

Wednesday, September 9 and Thursday, September 10

Block Schedule

Classwork:

1. [Spelling Pretest for Lesson 33 and Vocabulary](#)
2. Spelling pages 152-153 - You do not have to do the “Write” section.
3. [Etymology Artwork](#) - due Monday

Homework:

1. Finish Spelling pages 152-153 - You do not have to do the “Write” section.
2. Rewrites, vocabulary definitions/parts of speech and root definitions
3. Finish your etymology artwork - due Monday.

Friday, September 11

Classwork:

1. Correct spelling pages 152 - 153
2. [Elements of Literature - "Zoo"](#)
3. [Words Coined in America!](#)

Homework:

1. Create your flashcards for **Tuesday's** spelling/vocabulary test.
2. On Tuesday, turn in your spelling pretest with the rewrites (if you did not receive a 100% on the pretest), the vocabulary and root definitions, and lastly, **spelling workbook pages 152-154.**
3. Complete spelling pages 154-155
4. Spelling Test on Tuesday - Study by preparing flashcards for your misspelled words, vocabulary meanings and the roots.
 - a. See your Flashcard handout in your Vocabulary/Spelling/Grammar section of your binder for this resource.

Enrichment: September 8-11

We will be using tools and strategies to aid in reading and retention of information.

Here are some tools and strategies:

1. [Scrible](#)
2. [Annotation/Text Codes](#)
3. [SOAPStone](#)
4. Use Scrible to annotate the following news article:
"[South African Cave Yields Strange Bones Of Early Human-Like Species](#)"

Monday, August 31

Classwork:

1. Spelling Test - You are being tested on the spelling of the words and the six vocabulary word definitions: **conjecture, corruption, pendant, impending, deductive, and inductive.** You also need to know the definitions of the roots: **duct, pend, rupt and ject.**
2. Turn in your spelling pretest with the rewrites (if you did not receive a 100% on the pretest), the vocabulary and root definitions, and lastly, spelling workbook pages 96-98 - do NOT turn in 99; you will get credit for this when you complete Lesson 21 as this is on the backside of page 100 which you will need for that lesson. You will get the hang of it - don't worry.

Please staple all spelling/vocabulary items together in this order:

- Pretest with the rewrites/vocabulary definitions/etc. on top
- Pages 96-98 from the workbook follow.

2. Read over the Cornell Notes and annotate this document. Find missing answers to three of the questions from the "summary" section.

- **Think about how this type of note taking could be useful in your learning this year.**

Homework:

1. Read your A.R. book for at least one half hour.
2. Finish the Cornell Note activity from class.

3. If you would like, preview the next spelling unit: Lesson 28 - Latin Roots 2

Tuesday, September 1**Classwork:**

1. [Spelling Pretest Lesson 28](#)
2. Write your own [summary](#) on the backside of the Cornell Notes, not looking at mine. Create a topic sentence to encompass the main idea of the notes and then use the questions and answers as your evidence for your supporting details.
 - a. [A guide to effective summarizing](#)

Homework:

1. Spelling Rewrites 5x's each
2. Vocabulary Definitions and Parts of Speech
 - a. contradict
 - b. provision
 - c. verdict
 - d. audible
 - e. spectacle
3. Root Definitions
 - a. vis
 - b. dict
 - c. spect
 - d. aud

Wednesday, September 2 and Thursday, September 3**Block Schedule****Classwork:**

1. Complete spelling pages 130-131 - Begin
2. Introduction to Short Story
 - [Element of Literature Graphic Organizer](#)
 - Begin Reading "After Twenty Years" by O. Henry.

Homework:

1. Finish Spelling pages 130-131 - You do not have to complete 130 if you passed the pretest!
2. Spelling Test on Monday - Study by preparing flashcards for your misspelled words, vocabulary meanings and the roots.

- a. See your Flashcard handout in your Vocabulary/Spelling/Grammar section of your binder for this resource.
3. Review your graphic organizer notes.
4. Review your flashcards for Monday's spelling/vocabulary test.
5. Finish ELGO from the classwork.

Friday, September 4

Classwork:

1. Spelling pages 132-133.
2. Vocabulary review
3. Begin etymology research.
4. Turn in your Elements of Literature Graphic Organizer for "After Twenty Years."
5. Flash card check

Homework:

1. Review your flashcards for Tuesday's spelling/vocabulary test.
2. Finish spelling pages 132-133 if you didn't finish in class.
3. On Tuesday, turn in your spelling pretest with the rewrites (if you did not receive a 100% on the pretest), the vocabulary and root definitions, and lastly, spelling workbook pages 130- 132 - do NOT turn in 133; you will get credit for this when you complete Lesson 29. Just like last week!

Please staple all spelling/vocabulary items together in this order:

- Pretest with the rewrites/vocabulary definitions/etc. on top
- Pages 130-132 from the workbook follow.

3. Organize your binder. "Pop" quiz next week. See the L.A. File Cabinet for more information.

Agenda

Monday, August 24 - Friday, August 28

Monday August 24

Classwork:

1. Turn in your A.R. approval form.
2. Star Test

Homework:

1. A.R. for half an hour

Tuesday, August 25

Classwork:

1. Spelling pretest

2. Spelling pages 96-97
3. Diagnostic Assessment: Using paragraph format and the best writing skills you have learned from elementary school, write me a short paragraph about your ancestry. What do you know about your family's history? The purpose of this assignment is for me to see the level of your writing and determine your strengths as a writer, but it is also an opportunity for you to brainstorm the facts you know about your family. Our first major writing, research, and art project requires you to research your family for our academy's [World Cultures Night](#). At this point, if you know very little, than that is all you can provide. At this point, it should be no more than one page typed; however, shorter is fine. You could go back as far as you can with your ancestry; however, if you only know as far as your parents, that is fine, too.

Prompt: In a typed half to full page personal narrative, show your best paragraph development, grammar, vocabulary, spelling and punctuation skills to tell me about your family's ancestry. Remember to use [MLA format](#) when typing. If you can not type, you may write neatly, but still use those MLA formatting standards that apply.

A sample topic sentence might look like this:

My family's history can be traced back to several generations from relatives who emigrated from Italy, Greece, and Portugal.

Homework:

1. The [heritage paragraph](#) is due on Friday, August 28
2. Spelling Test on Friday/Rewrite misspelled words 5x's each. Study your words for Friday's spelling test.

Wednesday, August 26

Classwork:

Today's lessons were revised.

Here is your official homework:

Spelling rewrites
Vocabulary Definitions/Parts of Speech
Root Definitions
Spelling Page 96
Heritage Paragraph

1. Introduction to your flashcards
2. Spelling pages 98-99
3. Introduction to Cornell Note taking and Etymologies

Homework:

1. Spelling Test on Friday - study/[Create Flashcards to help you remember the spellings of all misspelled words; create flashcards for the following](#) words by adding the definition: **conjecture, corruption, pendant, impending, deductive, and inductive**. Also, create cards for the roots. You may have misspelled the previous words, so you will already have a card to practice the spelling; now just add the definition.

Thursday, August 27

Classwork:

Revised Class Lesson:

Flashcards

Revised Homework:

Spelling page 97

Heritage Paragraph

Finish Flash Cards

Spelling Test on Monday

Friday, August 28

Classwork:

1. Correct spelling page 97
2. Complete spelling pages 98-99
3. Turn in your heritage paragraph.
4. [Cornell Notes](#)
5. [The History of English Podcast](#)

Homework:

1. Study for Monday's spelling/Vocabulary Quiz
 - a. You are responsible to know the spellings, the six vocabulary words and the four roots.

Tuesday, August 18 - Friday, August 21

Tuesday, August 18

Classwork:

1. Index cards - Please supply the following information:

- first and last name L.A. Period
- if you go by a nickname or another name, please specify
- anything you want me to know about you
- list activities you partake in outside of school
- favorite food/drink
- favorite place you have traveled.

2. [Classroom Orientation Hunt](#)

3. [Checking out your books.](#)

<https://goo.gl/uJwNIN>

Homework:

Bring your books home - they stay at home!

Wednesday, August 19

Classwork:

1. Course outline and learning to annotate S.V. style

[Spring View Annotations](#) and [Text Codes](#)

[Annotate this course outline.](#)

2. If possible, obtain a free Q.R. code reader for your phone. This is for a group library activity on Thursday. No phone, or you don't want to obtain the application, no worries; someone else will have one to share.

2. STAR Reading Test

Homework:

1. Finish annotating the course outline.

Thursday, August 20

Classwork:

1. Review annotations and the course outline.
2. Library Orientation
3. A.R Program

Homework:

1. You must have your A.R. book by Monday and also have an [A.R. Approval form completed.](#)

Friday, August 21

Classwork:

1. Introduction to Cornell Notes through learning about etymologies.
2. Summarizing: a strategy to reinforce learning and practice writing
2. Etymology Activity

Homework:

1. You must have your A.R. book by Monday and also have an [A.R. Approval form completed.](#)