

March 2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>24</p> <p>UNIT 4 SKILLS TEST</p>	<p>25</p> <p>RL2 RL3 W1 -Introduce <i>Fahrenheit 451</i> Literary Argumentative Essay -Begin outline</p>	<p>26</p> <p>RL2 RL3 W1 -Complete outline -Begin rough draft (body paragraphs)</p>	<p>27</p> <p>RL2 RL3 W1 -Continue rough draft (body paragraphs)</p> <p>ML: Conclusion</p>	<p>28</p> <p>RL2 RL3 W1 -Complete rough draft</p>
<p>2</p> <p>RL2 RL3 W1 -Peer editing -Editing and revising essay</p>	<p>3</p> <p>RL2 RL3 W1 -Editing and revising essay</p>	<p>4</p> <p>W7 W8 RI8 RI5 -Introduce Research Project -Article analysis ML: MackinVIA and Credible Sources <i>ARGUMENTATIVE ESSAY DUE TO SCHOOLGY @ THE BEGINNING OF CLASS</i></p>	<p>5</p> <p>W7 W8 RI8 RI5 -Begin research -Begin source cards -Complete article analysis</p> <p>ML: Source Cards ML: Paraphrasing</p>	<p>6</p> <p>W7 W8 RI6 -Continue research -Continue source cards -Rhetorical appeals</p> <p>ML: Works Cited Page</p>
<p>9</p> <p>W7 W8 RI6 -Continue research -Continue source cards -Rhetorical appeals -Writing conferences</p>	<p>10</p> <p>W7 W8 RI6 -Continue research -Continue source cards -Writing conferences</p>	<p>11</p> <p>W7 W8 RI6 FLEX DAY -Continue research/source cards -Begin Extensive Outline ML: Review Thesis Statement <i>WORKS CITED ROUGH DRAFT DUE</i></p>	<p>12</p> <p>W7 W8 W2b -Begin/continue Extensive Outline</p> <p><i>SOURCE CARDS DUE THESIS STATEMENT CHECK</i></p>	<p>13</p> <p>TEACHER WORKDAY</p>
<p>16</p> <p>W2b W2c -Continue Extensive Outline</p>	<p>17</p> <p>W2a W2b W2c FLEX DAY -Complete Extensive Outline -Begin rough draft -Begin creating infographic</p> <p>ML: Review Introduction</p>	<p>18</p> <p>W2b W2c W2f -Begin/continue rough draft -Work on infographic</p> <p>ML: Review Conclusion <i>EXTENSIVE OUTLINE DUE @ BEGINNING OF CLASS</i></p>	<p>19</p> <p>W2 W5 W6 -Continue rough draft -Work on infographic</p> <p><i>INTRODUCTION AND CONCLUSION CHECK</i></p>	<p>20</p> <p>W2 W5 W6 -Complete rough draft -Writing conferences -Work on infographic</p> <p><i>ROUGH DRAFT DUE @ END OF CLASS</i></p>

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<p>23 W2 W5 W6 -Begin final draft -Review infographic -Writing conferences</p>	<p>24 TEACHER WORKDAY</p>	<p>25 W2 W5 W6 -Work on final draft -Work on infographic -Writing conferences</p>	<p>26 W2 W5 W6 -Peer editing</p>	<p>27 W2 W5 W6 -Work on final draft -Work on infographic -Writing conferences</p>
<p>30 W2 W5 W6 -Work on final draft -Work on infographic -Writing conferences</p> <p style="text-align: center; color: #2e8b57; font-style: italic;">INFOGRAPHIC DUE TO SCHOOLGY@ END OF CLASS</p>	<p>31 SL3 SL4 SL5 -Infographic Presentations</p>	<p>1 SL3 SL4 SL5 -Infographic Presentations</p> <p style="text-align: center; color: #2e8b57; font-style: italic;">RESEARCH PAPER DUE TO SCHOOLGY@ BEGINNING OF CLASS</p>	<p>2 -EOC Review</p>	<p>3 -EOC Review</p>

This calendar is tentative and subject to change. It is the student's responsibility to mark any changes accordingly when informed by Ms. Ng

ELAGSE9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELAGSE9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELAGSE9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain an appropriate style and objective tone.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain an appropriate style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELAGSE9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

ELAGSE9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELAGSE9-10SL3: Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

ELAGSE9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELAGSE9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.