

**Monday, 03-23-
15**

9th Grade Literature & Composition B.

CCGPS Standards:

writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

ELACC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Bell Ringer: Monday, 03-23-15

In response to the debate we watched on Friday, discuss the following:

1. Should we recognize ancestry and skin color when we identify people, or just one or the other? What holds the most dignity? What is the best way to honor another person?
2. What does the word mean/can it mean different things? Does it create a double-standard?
3. Who should use it (if anyone)?
4. Can words be “owned”?
5. What kind of legacy do you want to leave for your children?

Extra Credit Opportunity

If your parent/guardian emails me at : swanson.joye@mail.fcboe.org (or signs your progress report & you return) it by **this Thursday, 03/26/15**, stating that he/she has seen your **9 ½ week progress report *and* current gradebook**, I will award you with a few extra credit points.

In the email, please have your parent/guardian state the following:

- 1) Student's first and last name (preferably in the "Subject Line"),
- 2) which class period he/she is in, and
- 3) that you have seen the student's progress report *and* current gradebook & ***state what those grades are.***

Important Dates:

- Vocabulary quiz #3 SAT List 15 next Friday, 04/03/15

Agenda: Monday, 03-23-15

- Finish discussing the “Lexicon of Race in America”.
- Begin copying SAT List 15.
- Begin watching Scottsboro Trials documentary, and answer questions in complete sentences.
- Assign novels this week; don't lose or abuse them!