

Wednesday, 03-25-15

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: Wednesday, 03-25-15

None today

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 (only) next Friday, 04/03/15
- Expect pop quizzes over *TKAM* anytime!

Agenda: Wednesday, 03-25-15

- Continue copying SAT Vocabulary list 15.
- Finish watching the Scottsboro Trials documentary, and answer questions in complete sentences; turn these into the tray.
- Assign novels; don't lose or abuse them! Begin reading Chapter 1. *Bring novels to class daily.*
- Distribute packets.

Homework:

Judge Horton said, “Deliberate injustice is more fatal to the one who imposes it than to the one on whom it is imposed. . .” (Horton). Is this an accurate statement? How does this apply to the Scottsboro case? **Answer in one paragraph.**

