

WARM-UP and INTRODUCTORY ACTIVITY
(Skills: Building Vocabulary and Parenthetically Citing Textual Evidence)

DIRECTIONS: Submit this individual assignment for grading by the time posted on the board. First, closely examine the third sheet you received today to learn how to head your assignments that must be submitted for grading. Then, using your electronic device, access the highlighted URL below, and read “**Claims, Claims, Claims.**” You may stop reading after the fourth description under “**What a Claim Is.**” After reading, define the word *claim* in two ways.

<https://depts.washington.edu/owrc/Handouts/Claims%20Claims%20Claims.pdf>

For the first definition---

- Write the first definition word-for-word, and surround this definition with quotation marks; however, do not place a period after the quote yet.
- Instead, after the quote, enclose the name Odegaard in parentheses, and be sure to underline Odegaard.
- Finally, place a period after the closing quotation mark as illustrated below.

“To maintain parallelism, you must list items with equal grammatical structure. An error occurs when the grammatical structure of one or more of the items does not match the other” (GrammarBytes).

For the second definition---

- Prove to me that you understand what a claim is by rephrasing the definition in your own words. Write your reworded definition without quotation marks and parenthesis. Therefore, put the end punctuation after the last word of the definition.

When you finish, proceed to the next Classwork assignment.

CLASSWORK # 1

(Skills: Sequencing and Justifying the Steps of the Research Process)

DIRECTIONS: **Submit this individual assignment by the time posted on the board.** Closely examine the eight steps of the research process that are bulleted below. Then chronologically rearrange the sentences into the most effective step-by-step way to advance through the research process. Plan carefully. Finally, justify the step-by-step layout you've set up. When you finish, read the second Homework assignment (the one after the Classwork / Homework assignment). Then proceed to Classwork #2.

- ❑ Read and write what you have learned.
- ❑ Find background information related to your claim.
- ❑ Locate books that contain information related to your claim.
- ❑ Evaluate the credibility of your sources.
- ❑ Cite the information you find using a standard format (MLA).
- ❑ Locate online or in-print periodicals (newsmagazine, newspaper, and journal articles) related to your claim.
- ❑ Locate video and sound recordings related to your claim.
- ❑ Formulate your claim.

CLASSWORK # 2

(Skills: Ranking Teen Topics of Interest)

DIRECTIONS: **This is an individual assignment.** For this activity, perform the two bulleted tasks below and on the next sheet at the top. After the second activity, proceed to the Classwork / Homework assignment that follows.

- ❑ Rearrange the topics below into a **TOP FIVE LIST** to indicate how the topics below appeal to teens. List the topics from **#1** to **#5** with **#1** being the leading topic.

Teen-centered movies

Fashion week

How teens spend money

Teenage convicts

Positive impacts of having a good dad

- ❑ After that, based on your own knowledge of what interests teens in general, formulate your own **TOP TEN LIST** that illustrates what you actually consider the top hot topics based on teen interests. Again, list the topics from **#1** to **#10** (with the first being the most favored topic).

CLASSWORK / HOMEWORK

(Skills: Ranking Teen Topics of Interest)

DIRECTIONS: These are individual assignments. You will earn a grade for each section. Begin this assignment by closely reading five newsmagazine articles. Therefore, you must point out key passages from each informational text---by highlighting, underlining, or circling---and write brief notes near each marked passage to indicate why you think each is important enough to note. You will earn a grade for each of the bulleted sections below:

- Closely read, point out key passages, and take brief notes in order to formulate a top five list indicating interests to teens. **Submit all five articles and your top five list; complete the list on a separate sheet of paper. Submit both by the beginning of class on Tuesday, September 1.**
- Decide the most interesting topic, and write a brief review that justifies why this is your number one choice. **Submit your typed review no later than the beginning of class on Tuesday, September 8.**
- Orally read your review in class. When you read, I'll grade on the strength of your argument---in other words, how well you support your claim and how well you present to your audience---organization, projection, eye contact, and poise.

HOMEWORK

(Skills: Composing and Upgrading a Persona-Poem)

DIRECTIONS: The final draft of this individual assignment must be submitted for grading. Practice and strengthen your **parallel structure** skills by reading the introductory reading at the first highlighted URL below. After reading, complete the first interactive activity. The site will give you feedback for each response you enter, explaining whether it is correct or incorrect. For grading, print this activity's handout from the second URL below, and bring it to class next Thursday, September 3. Be sure to include the correct answers on the printed handout.

<http://www.chompchomp.com/structure01/structure01.htm>

<http://www.chompchomp.com/handouts/structure01.pdf>

HOMEWORK

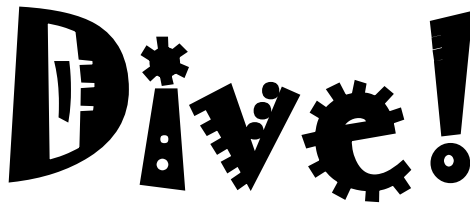
(Skills: Composing and Upgrading a Persona-Poem)

DIRECTIONS: The final draft of this individual assignment must be submitted for grading. Who are you really?

Submit the descriptive, vivid, distinctive, and lively final draft of your persona poem on Wednesday, September 9 (A) / Thursday, September 10 (B).

Review the specific project details from Tuesday's (A) / Wednesday's (B) assignment sheets.

- 📄 Produce a masterpiece! One-of-a-kind! Unique! Offbeat! Outstanding!



UNIT: The First Days: Ensuring Academic, Attendance, and Behavioral Success

OBJECTIVES: Students will --

- 📄 examine the CHFHS format for assignment headings and completion in order to ensure uniformity and understanding. (TG and I)
- 📄 define claim and parenthetically cite textual evidence using MLA format. (I and TG)
- 📄 sequence steps of the research process. (I and TG)
- 📄 demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-12.1)
- 📄 create hot topic lists of teen interests, closely read informational texts, and justify claims orally and in writing. (I)
- 📄 fill in a 4 x 6 index card in order to provide personal information. (I)
- 📄 review class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)