**Weekly Agenda 8/22 – 8/26**

**Books to purchase 1st Quarter:**

***Ishmael* by Daniel Quinn,**

***Mythology* by Edith Hamilton**

**World Lit and Comp Honors – McBride**

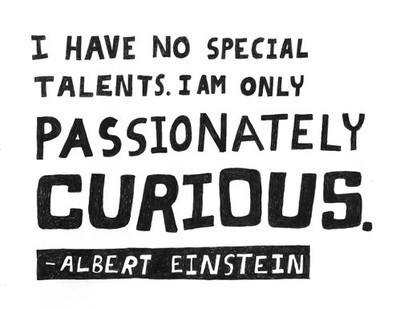
**Mon. 22**

* QW - Entrance Slip – Comparing Passions / Clock Partners
* Group reduction w/ 7MIT
* **HW – Typed, 1-2 page expository/narrative/argument piece summarizing your passion experience**
  + **Find your voice! Choose your genre based on your purpose!**

**Tues. 23 – No 3rd Period – Shelley Pearsall**

* Finish Reductions w/ 7MIT/Tune Tuesday
* Passion Paper Workshop – Structure/Voice
* **HW –- Read and annotate Errors in Thinking Handout**

**Wed. 24 – 2nd and 7th to the Innovation Center – Editing Workshop with Shelley Pearsall**

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* Passion Paper Workshop – Structure/Voice
* **HW – Read and annotate Errors in Thinking Handout, Complete fill in the blank on last page.**

**Thurs. 25**

* Practicing purposeful quetsioning/Errors in Thinking…
* Tag Team Seminar Prep – Explore Essential Ques. And process
* **HW – Bring materials you may need for Tag Team Seminar tomorrow!**

**Fri. 26**

* Tag Team Seminar
* **HW – Need Mythology and Ishmael yet by Tuesday! - On-demand essay Monday! (Argument)**

[CCSS.ELA-LITERACY.SL.9-10.1.A](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/)  
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-LITERACY.SL.9-10.1.B](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/)  
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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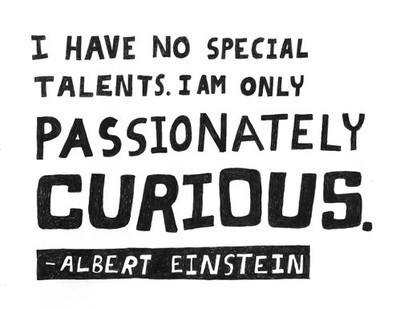
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