

Reading/ ELA

Grade 9



Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons are designed to take approximately one hour each day to complete and each lesson has a direct instruction video that is intended to offer a modeling or example of the learning activity and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on www.detroitk12.org/youtube. Within this packet there are directions for fluency practice that should be followed each week and a reading log to record daily independent reading. Each week is designed for students to watch a video, read a text daily and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed, and follow a consistent daily structure of read, think, talk, write. After your child has gone through the routine a few times they will become more independent in their learning.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,

A handwritten signature in black ink, appearing to read 'April Imperio', with a stylized, cursive script.

April Imperio
Executive Director K-12 Literacy & Early Learning

Oral Reading Fluency Directions

Directions for high school students:

- Time yourself for the first minute reading the first page of each week's passage. Record the number of words read in a minute.
 - Mark # of words read _____
- Then do the following subtraction formula to see how many words you read correct in a minute.
- # of words read in a minute - # of errors = correct words read per minute
- The number of words read correctly in a minute is your base score.
- Time yourself for the duration of the passage that you read.
- Length of time it took to read the whole passage _____
- Put a circle around any words you could not read and/or you had trouble with.
- How many words do you need support with or not know at all? _____

Write up to ten of those words here (if any):

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Weekly Advice

Monday	Use a timer (cell phone timer is fine) to practice using the directions above	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Tuesday	Try reading the passage twice (time yourself both times).	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Wednesday	Practice reading the passage with fluency and expression at least two times.	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Thursday	Read the passage again, just like you did the first time. Count the number of words you read correctly and record your time. You can mark	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Friday	Celebrate your growth this week. Read the passage aloud one last time to see if you can beat previous times.	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____

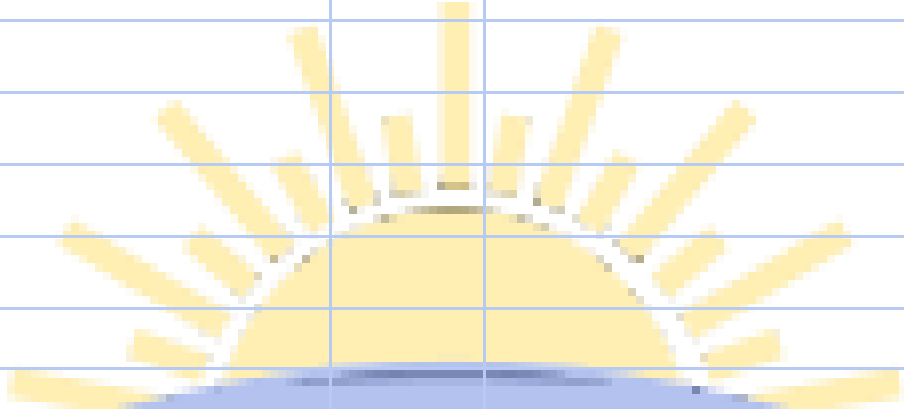
Use a notebook to recreate and record your additional weeks' words and notes

Name _____

Distance Learning Reading Log



Book Title & Author	Date & # of Pages Read	Reading Notes & Questions
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**DETROIT
PUBLIC SCHOOLS
COMMUNITY DISTRICT**

Students Rise. We All Rise.

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**DETROIT
PUBLIC SCHOOLS
COMMUNITY DISTRICT**

Students Rise. We All Rise.

Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 4/14/20 to 4/17/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	This week you will complete Unit Launch activities and read the Launch Text entitled <i>Authors: William Shakespeare</i> . Known throughout the world, the works of William Shakespeare have been performed countless times for more than 400 years. Shakespeare was a respected man of the dramatic arts who wrote plays, and acted in some, in the late 16th and early 17th centuries. Yet his reputation as a dramatic genius was not recognized until the 19th century. Today, his plays are very popular, constantly studied and reinterpreted. Essential Question: <i>Do we determine our own destinies?</i>
Guiding Question #1	Is our future pre-destined or based upon personal choice?
Guiding Question #2	Shakespeare's plays were written more than 400 years ago. Why do they continue to be popular today?
Materials Needed	Learning Packet, Pencil, Device/Smartphone (optional)

	Watch	Read	Do
<u>Day 1</u>	ELA_G9_W1_L1	<i>Authors: William Shakespeare</i>	Jumpstart, Academic Vocabulary, Unit Launch Activity
<u>Day 2</u>	ELA_G9_W1_L2	<i>Authors: William Shakespeare</i>	Quick Write, First Read, Comprehend the Text
<u>Day 3</u>	ELA_G9_W1_L3	<i>Authors: William Shakespeare</i>	Close Read, Annotate for Word Choice, Analyze the Text
<u>Day 4</u>	ELA_G9_W1_L4	<i>Authors: William Shakespeare</i>	Jumpstart, Make a Connection, Analyze the Craft & Structure

Weekly Text

Arts & Culture

Authors: William Shakespeare



William Shakespeare 'Chandos portrait' after a previous owner, James Brydges, 1st Duke of Chandos

1 **Synopsis:** William Shakespeare was *baptized* on April 26, 1564, in Stratford-upon-Avon, England. He was an important member of the Lord Chamberlain's Men company of theatrical players.

Mysterious Origins

2 Over the course of 20 years, Shakespeare wrote plays that capture the complete range of human feelings. Known throughout the world, the works of William Shakespeare have been performed countless times for more than 400 years. And yet, **the personal history of William Shakespeare is somewhat of a mystery. Historians know about his life from his work and church and court records. However, these only provide brief sketches of specific events in his life and provide little information about the actual person.**

How is Shakespeare's mysterious personal history relevant to skepticism revealed later in the biography?

<https://detroitk12.org>

Early Life

3 No birth records exist for Shakespeare. However, church records indicate that a William Shakespeare was baptized at Holy Trinity Church in England on April 26, 1564. Based on this, scholars believe his birthday is April 23, 1564.

4 William was the third child of John Shakespeare, a leather merchant, and Mary Arden, a local heiress. He had two older sisters and three younger brothers.

How does this biographical information contribute to insight of Shakespeare's social status?

5 There is very little information about Shakespeare's childhood and virtually none about his education. Scholars say he most likely attended the King's New School in his hometown of Stratford. This school taught reading and writing, as well as Greek and Latin languages.

Married Life

6 William Shakespeare married Anne Hathaway on November 28, 1582. Their first child, a daughter, was born in 1583. Two years later, they had twins.

7 After the birth of the twins, there are seven years of Shakespeare's life where no records exist. Scholars call this period the "lost years." There is much speculation about what he was doing during this time, but no one is sure.

Highlight examples of figurative language in green.

Theatrical Beginnings

8 By 1592, there is evidence that Shakespeare was working as an actor and a playwright in London. By the early 1590s, he was managing an acting company in London called the Lord Chamberlain's Men, which later became known as the King's Men. From all accounts, the King's Men was very popular.

Establishing Himself

9 By 1597, 15 of the 37 plays written by William Shakespeare were published. By 1599, Shakespeare and his business partners built their own theater, which they called the Globe. He also purchased real estate that earned him a lot of money. This money gave him the time to write his plays without having to do other work.

What does this suggest about the connection between wealth and the ability to follow one's destiny?

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Writing Style

10 Shakespeare's early plays were written in the typical style of the day. However, Shakespeare was very *innovative*, adapting this style to his own purposes. He primarily used a metrical pattern consisting of lines of unrhymed iambic pentameter. That meant that each line had five pairs of syllables, the first one short and the second one longer.

Early Works: Histories And Comedies

11 With the exception of "Romeo and Juliet," William Shakespeare's first plays were mostly histories written in the early 1590s. "Richard II," "Henry VI" and "Henry V" dramatize the destructive results of weak rulers.

What do Shakespeare's early works say about his beliefs?

12 During his early period, Shakespeare also wrote several comedies that were witty, romantic and charming. Some examples are "A Midsummer Night's Dream," "The Merchant of Venice" and "Much Ado About Nothing."

Later Works: Tragedies And Tragicomedies

13 It was in Shakespeare's later period, after 1600, that he wrote the tragedies "Hamlet," "King Lear," "Othello" and "Macbeth." Tragedies are plays with unhappy endings. Possibly the best known of these is "Hamlet," which explores betrayal, punishment and moral failure.

14 In Shakespeare's final period, he wrote several tragicomedies. These were graver than the comedies, but unlike tragedies they ended with *reconciliation*.

15 Tradition has it that Shakespeare died on his birthday, April 23, 1616, though many scholars believe this is a myth. Church records show he was buried at Trinity Church on April 25, 1616.

Controversy And Literary Legacy

16 About 150 years after his death, questions arose about the authorship of William Shakespeare's plays. Scholars began to claim someone else had written them. Much of this doubt stemmed from the sketchy details of Shakespeare's life. Official records indicate the existence of a William Shakespeare, but none of these mention him being an actor or a playwright.

<https://detroitk12.org>

17 *Skeptics* also questioned how someone could write so well with so little education.

18 The most serious and intense skepticism began in the 19th century when adoration for Shakespeare was at its greatest. Some said that a man named Edward de Vere was the true author, pointing to his extensive knowledge of aristocratic society, his education and the similarities between his poetry and the works attributed to Shakespeare.

Why was skepticism more intense when Shakespeare's popularity was at its height?

19 However, the majority of Shakespearean scholars say that William Shakespeare wrote all his own plays. They point out that other playwrights of the time also had sketchy histories and came from modest backgrounds. They argue that the King's New School in Stratford could have provided a good foundation for writers.

20 What seems to be true is that William Shakespeare was a respected man of the dramatic arts who wrote plays, and acted in some, in the late 16th and early 17th centuries. Yet his reputation as a dramatic genius was not recognized until the 19th century.

In the concluding paragraphs (between paragraphs 19-21), underline the single sentence that best represents the **Main Idea** of the entire biography?

21 Today, his plays are very popular and constantly studied and reinterpreted. The genius of Shakespeare's characters and plots are that they present real people with a wide range of feelings who experience conflicts that go beyond their origins in Elizabethan England.

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Lesson 1

Target	I can form an opinion on whether our personal destinies are determined by our own decisions or by other people's opinions of us.
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W1_L1
Read	Independently, or with a family member, caregiver, or friend, preview the text <i>Authors: William Shakespeare</i>
Think	<i>Are the paths we take in life affected by our own choices or determined by the opinions of others?</i>
Talk	With your family member, caregiver, or friend, talk about the following question: <i>How do I allow other people's opinions of me to affect the way I feel about myself?</i>
Write	Jumpstart: Write your 3-4 sentence answer to the following question: <i>Should the opinion of others affect our own choices and destinies? Why or why not?</i> Academic Vocabulary: Create a word network. Launch Activity: Choose between Destiny or Choice.
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 1

DAY 1

Jump Start: Should the opinion of others affect our own choices and destinies (Definition: already determined course of events)? Why or why not?

Academic Vocabulary: Create a Word Network

Identify interesting words from the text that relate to the theme of **Destiny** and write them here:

WORD NETWORK FOR DESTINY

Vocabulary A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the idea of destiny and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *inevitable*, *fortune*, and *influence*. Continue to add words as you complete this unit.

Tool Kit
Word Network Model

```
graph TD; D[DESTINY] --- I[inevitable]; D --- F[fortune]; D --- IN[influence]; D --- B1[ ]; D --- B2[ ]; D --- B3[ ]; D --- B4[ ]; D --- B5[ ];
```

1. _____
2. _____
3. _____
4. _____
5. _____

Launch Activity

Destiny or Choice? Consider these statements. Check the one that most closely aligns to your point of view. Then, explain your reasoning.

- The paths we take in life are driven largely by fate.
- The paths we take in life are determined mostly by others.
- The paths we take in life are primarily the results of our choices.

Lesson 2

Target	I can complete a First Read of <i>Authors: William Shakespeare</i> and answer comprehension questions about the text.
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W1_L2
Read	Independently, or with a family member, caregiver, or friend, read the text aloud for understanding <i>Authors: William Shakespeare</i>
Think	Think about your general understanding of the article.
Talk	With your family member, caregiver, or friend, talk about what you now know about William Shakespeare's life, after completing your first reading of his biography.
Write	Quick Write: Write your first impression of the article's <i>Authors: William Shakespeare</i> in your Quick Write activity. First Read: Record notes in your First Read guide. Comprehension Question: <i>Though Shakespeare's life is largely a mystery, how did historians learn the facts to write his biography?</i>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 2

DAY 2

Quick Write: Following a First Read of the text, this is my general understanding of the article:

First Read Guide: Use this organizer to capture your ideas as you engage in a First Read.

NOTICE NOTICE new information or ideas you learned about the unit topic as you first read this text.

ANNOTATE ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT CONNECT ideas within the selection to other knowledge and other selections you have read.

RESPOND RESPOND by writing a brief summary of the selection.

First Read

NOTICE ANNOTATE
CONNECT RESPOND

NOTICE – New information
Annotate – Key vocabulary, passages
Connect – To previous knowledge
Respond – Write a brief summary

STANDARD Anchor Reading Standard 10 Read and comprehend complex literary and

Comprehension Question #1: Though Shakespeare’s life is largely a mystery, how did historians learn the facts to draft his biography (Definition: A story about the life of a person)? Remember to cite text evidence in your answers.

Lesson 3

Target	I can analyze the text for unfamiliar words and use a Close Read guide to answer analysis questions about complex texts.
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W1_L3
Read	Independently, or with a family member, caregiver, or friend Close Read <i>Authors: William Shakespeare</i> and pay attention to the teacher's annotations to be able to answer analysis questions about the text <i>Authors: William Shakespeare</i>
Think	Think about the following question: <i>In what ways can historians (definition: An expert in or student of history) gather biographical information about a person's life?</i>
Talk	With your family member, caregiver, or friend, talk about what you already know about Shakespeare's background, education and history.
Write	Annotate for Word Choice: By watching this video or following the instructions on p. 11. Analyze the Text: Write your 3-4 sentence answer to the following question: <i>Though Shakespeare's life is largely a mystery, how did historians learn the facts to write his biography?</i>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 3

DAY 3

Annotate for Word Choice Media: Watch this video, which models how to annotate for word choice. <https://learn.newsela.com/item/video/2018-word-choice-video>

OR

Follow the instructions below, which outline how to annotate for word choice:

Annotate for Word Choice Instructions: Annotate for word choice by rereading the text. **Highlight** unfamiliar words **in red** (remember to use the margins to annotate for the predicted meaning of the words). **Highlight** the words the author used to make you feel a certain way **in green** (and use the margins to annotate how these words made you feel).

Unfamiliar Words:

1. _____
2. _____
3. _____

Feeling Words:

1. _____
2. _____
3. _____

Analyze the Text #1: In 3-4 sentences, write your answer to the following question: *How is Shakespeare's mysterious personal history relevant to skepticism revealed later in the biography?* **Remember to cite text evidence in your answer.**

Lesson 4

Target	I can analyze the text for Craft & Structure and <i>fully explain the controversy surrounding Shakespeare's literary legacy using evidence from the text.</i>
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W1_L4
Read	Independently, or with a family member, caregiver, or friend, re-read the text and annotate for the doubts expressed about the authorship of Shakespeare's plays. <i>Authors: William Shakespeare</i>
Think	Think of the reasons for the skepticism (<i>Definition: doubts</i>) surrounding the authenticity of Shakespeare's work?
Talk	With your family member, caregiver, or friend, talk about whether you believe Shakespeare's work to be original or copied from another source/person. Explain?
Write	Jumpstart: Draw a conclusion about Shakespeare's portrait on p. 2. Make a Connection: To how the author uses sketchy biographical details to foreshadow public skepticism. Analyze the Craft & Structure: Write 3-4 sentences to fully describe the controversy surrounding Shakespeare's literary legacy using evidence from the text.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 4

DAY 4

Jump Start: Based on the portrait of Shakespeare (on p. 2), what conclusions can you draw about him as a person? Does he appear to have determined his own destiny?

Make a Connection: Re-read paragraph #2 to answer the following question: *How is Shakespeare's mysterious personal history relevant to skepticism revealed later in the biography?*

Analyze the Craft & Structure #1: In 3-4 sentences fully describe the controversy surrounding Shakespeare's literary legacy. Remember to cite text evidence in your answer.

Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 4/20/20 to 4/24/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	This week you will expand your existing knowledge of <i>Authors: William Shakespeare</i> . This week's activities challenge us to consider how Shakespeare had an impact on culture, prepare us to make inferences about the text, outline how to gather research and how to write a concise summary of a complex text. Use Week 1's text this week. Essential Question: <i>Do we determine our own destinies?</i>
Guiding Question #1	Is our future predestined or based upon personal choice?
Guiding Question #2	Shakespeare's plays were written more than 400 years ago. Why do they continue to be popular today?
Materials Needed	Learning Packet, Pencil, Device/Smartphone (optional)

	Watch	Read	Do
<u>Day 1</u>	ELA_G9_W2_L5	<i>Authors: William Shakespeare</i>	Jumpstart, Academic Vocabulary
<u>Day 2</u>	ELA_G9_W2_L6	<i>Authors: William Shakespeare</i>	Quick Write, Close Read, Comprehend the Text
<u>Day 3</u>	ELA_G9_W2_L7	<i>Authors: William Shakespeare</i>	Author's Word Choice, Analyze the Craft and Structure
<u>Day 4</u>	ELA_G9_W2_L8	<i>Authors: William Shakespeare</i>	Think About It - Main Idea, Summary
<u>Day 5</u>	ELA_G9_W2_L9	<i>Authors: William Shakespeare</i>	Make a Connection, Post-Research Conclusion

Lesson 5

Target	I can determine the ways that Shakespeare had an impact on culture and use figurative language in its proper context.
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W2_L5
Read	Independently, or with a family member, caregiver, or friend, re-read the text and annotate for any/all use of figurative language (a word or phrase that does not have its normal, everyday meaning) in <i>Authors: William Shakespeare</i> .
Think	Think about this fact & question: During Shakespeare's time, the English language was not standardized (part of a formal system), and grammar textbooks did not exist yet. This allowed authors and playwrights to have fun with and expand the language. <i>How many words and expressions did Shakespeare add to the English language?</i>
Talk	With your family member, caregiver, or friend, talk about: <i>Which of Shakespeare's expressions of figurative language (see definition above), do we use when speaking every day?</i>
Write	Jumpstart: <i>How has Shakespeare had an impact upon American culture?</i> Academic Vocabulary: <i>Choose 3 of Shakespeare's expressions and use them properly in a sentence.</i>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 5

DAY 1

Jump Start: How has Shakespeare had an impact upon American culture?

Academic Vocabulary: Analyze the Figurative Language (a word or phrase that does not have its normal, everyday meaning): Shakespeare Says . . .

Choose 3 of Shakespeare's expressions and use them properly in a sentence.

1. _____.
2. _____.
3. _____.

Shakespeare Says . . .

Shakespeare's impact on the English language has been enormous. Not only did he coin new words and new meanings for old words, but he also used many expressions that have become part of our everyday speech. Here are a few examples.

EXPRESSION AND SOURCE	MEANING
Eat out of house and home (<i>Henry VI, Part 2</i>)	Eat so much that it makes the provider poor
For ever and a day (<i>The Taming of the Shrew</i>)	Indefinitely; with no end in sight
Give the devil his due (<i>Henry IV, Part 1</i>)	Recognize an opponent's achievement
Greek to me (<i>Julius Caesar</i>)	Completely unintelligible to me
Green-eyed monster (<i>Othello</i>)	Jealousy
In a pickle (<i>The Tempest</i>)	In trouble
In stitches (<i>Twelfth Night</i>)	Laughing so hard it hurts
Lay it on with a trowel (<i>As You Like It</i>)	Flatter excessively
Makes your hair stand on end (<i>Hamlet</i>)	Really frightens you
The milk of human kindness (<i>Macbeth</i>)	Compassion
A plague on both your houses (<i>Romeo and Juliet</i>)	I'm fed up with both sides (in an argument)
Salad days (<i>Antony and Cleopatra</i>)	Green, or naïve, youth
Star-crossed lovers (<i>Romeo and Juliet</i>)	Ill-fated lovers
Wear your heart upon your sleeve (<i>Othello</i>)	Show your love to all
Won't budge an inch (<i>The Taming of the Shrew</i>)	Will not give in; stands firm

Lesson 6

Target	I can analyze and develop a deep understanding of the text by making an inference about what the author <i>left out</i> of the writing.
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W2_L6
Read	Independently, or with a family member, caregiver, or friend, closely re-read the text for a deeper understanding of what the author infers (concludes from evidence). <i>Authors: William Shakespeare</i>
Think	Consider the ways that the details the author <i>leaves out of the text</i> can also contribute to our depth of understanding about what we read.
Talk	With your family member, caregiver, or friend, talk about this question: <i>What you can assume about William Shakespeare's life, even though it wasn't explicitly stated in his biography?</i>
Write	Quick Write: Review the text to determine: <i>Why was skepticism (doubt) so intense when Shakespeare's popularity was at its height?</i> Close Reading Activity: Complete the graphic organizer to make inferences about Shakespeare's life and times. Comprehension Question: Thoughtfully answer a comprehension question about the text.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 6

DAY 2

Quick Write: *Why was skepticism so intense when Shakespeare's popularity was at its height?*

Remember to cite text evidence in your answers.

Close Reading Activity: *I can make an inference (conclusion from evidence), based on what the author left out of the text. An example of what the text says and some inferences have already been completed.*

The Text Says...	I Can Infer...
Paragraph 7 states that <i>"there are seven years of Shakespeare's life where no records exist"</i> .	I can infer that Shakespeare began developing his talent as an actor, because he later worked as an actor and playwright.
	I can infer that Shakespeare enjoyed a wealthy social status.
Paragraph 9 states that Shakespeare had a lot of time to write plays without doing any other work.	I can infer that

Comprehension Question #2: *What you can assume about William Shakespeare's life, even though it wasn't explicitly stated in his biography?*

Lesson 7

Target	I can determine word meaning in context and cite text evidence to support my answers to questions about complex texts.
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W2_L7
Read	Independently, or with a family member, caregiver, or friend Closely Read <i>Authors: William Shakespeare</i> and pay attention to the teacher's annotations to be able to answer analysis questions about the text.
Think	Think about the following question: <i>What do Shakespeare's early works suggest about his beliefs?</i>
Talk	With your family member, caregiver, or friend, talk about what you already know about Shakespeare's education.
Write	Author's Word Choice: Determine the meaning of 4 words as they are used in a text (<i>choices include: merchant, heiress, speculation, innovative, reconciliation, skeptic, aristocratic</i>). Analyze the Craft & Structure: Write your thoughtful response to these questions: <i>What do Shakespeare's early works say about his beliefs? What does the text suggest about a connection between wealth and the ability to follow one's chosen career path or destiny?</i>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 7

DAY 3

Author's Word Choice: Determine the meaning of at least 4 words as they are used in the text.

1. Merchant -
2. Heiress -
3. Speculation -
4. Innovative -
5. Reconciliation -
6. Skeptic -
7. Aristocratic -

Analyze the Craft & Structure #1: What do Shakespeare's early works say about his beliefs?

Remember to cite text evidence in your answers.

Analyze the Craft & Structure #2: What does the text suggest about a connection between wealth and the ability to follow one's chosen career path or destiny?

Lesson 8

Target	I can use annotation and analysis skills, to determine the Main Idea and to write a complete summary of a complex, biographical text.
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W2_L8
Read	Independently, or with a family member, caregiver, or friend, re-read the article for a final time, to determine how to best determine the Main Idea and summarize the text: <i>Authors: William Shakespeare</i>
Think	A summary is a concise, complete and accurate overview of a text. It should not include a statement of your opinion or an analysis. Think about how you might summarize this text.
Talk	With your family member, caregiver, or friend, talk about how to brainstorm writing a summary while citing text evidence.
Write	Think About It: Scan the concluding paragraphs of the text to write the single sentence that captures the Main Idea . Summary: Write a concise 4-5 sentence summary of <i>Authors: William Shakespeare</i>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 8

DAY 4

Think About It: Scan paragraphs 19-21 of the text, to determine the single sentence that captures the Main Idea. Write the **Main Idea** below:

Main Idea: _____

_____.

Summary: Write a complete summary (4-5 sentences), of Authors: William Shakespeare **Remember to cite text evidence in your answer.**

Reminder: A summary is a concise, complete and accurate overview of a text. It should not include a statement of your opinion or an analysis. Think about how you might summarize this text.

Lesson 9

Target	I can make a connection using research skills to expand my prior knowledge of a text.
Text, Materials, Video Name	<i>Authors: William Shakespeare</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W2_L9
Read	Independently, or with a family member, caregiver, or friend, re-read the text and annotate for summary details to write final thoughts about the text. <i>Authors: William Shakespeare</i>
Think	Think of a time when you had to conduct research. What process did you use to locate information? Was it effective?
Talk	With your family member, caregiver, or friend, talk about the additional facts and information you discovered after researching the life of William Shakespeare.
Write	Make a Connection (Media): Using the provided Video Name (or your own optional sources), research the life of William Shakespeare to expand your existing knowledge. Post-Research Conclusion: <i>What are your final thoughts about William Shakespeare's destiny in life, now that you have additional information beyond this biography?</i>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 9

DAY 5

Make a Connection (Media): Watch and take notes on a [short video](#), or conduct your own research to add additional facts to your existing knowledge of Shakespeare's biography to expand the text

Author: William Shakespeare:

Additional Research (Facts):

1. _____ 2. _____ 3. _____

Additional Research (Summary):

Post Research Conclusion: *What are your final thoughts about William Shakespeare's destiny in life, now that you have additional information beyond this biography?*

Grade 9 ELA/Reading

Daily 9-12 Videos

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 4/27/20 to 5/1/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	This week you will Closely Read and complete analysis activities using the text, <i>Musical Genius: Is it talent or practice?</i> This week our lessons explore whether it is natural talent, extra practice or something else that makes one sibling better than the other at piano. Is musical ability an <i>innate</i> talent, or is it just the result of practice and determination? Scientists and musicians love to revisit this question. Essential Question: <i>Do we determine our own destinies?</i>
Guiding Question #1	Is musical ability an <i>innate</i> talent, or is it just the result of practice and determination?
Guiding Question #2	Is our destiny determined by “nurture vs. nature” or something else?
Materials Needed	Learning Packet, Pencil, Device/Smartphone (optional)

	Watch	Read	Do
<u>Day 1</u>	ELA_G9_W3_L10	<i>Musical Genius: Is it talent or practice?</i>	Jumpstart, Concept Vocabulary
<u>Day 2</u>	ELA_G9_W3_L11	<i>Musical Genius: Is it talent or practice?</i>	Academic vocabulary, First Read Activity
<u>Day 3</u>	ELA_G9_W3_L12	<i>Musical Genius: Is it talent or practice?</i>	Close Read, Comprehension, Analyze the Text
<u>Day 4</u>	ELA_G9_W3_L13	<i>Musical Genius: Is it talent or practice?</i>	Analyze the Media, Think About It, Analyze the Text
<u>Day 5</u>	ELA_G9_W3_L14	<i>Musical Genius: Is it talent or practice?</i>	Jumpstart, Author's Purpose, Summary

Weekly Text

Arts & Culture

Musical Genius: Is it talent or practice?



Image 1. Is it natural talent, extra practice or something else that makes one sibling better than the other at piano? Scientists and musicians love to revisit this question. Photo from: Helen H. Richardson/The Denver Post via Getty Images.
By Marcia Amidon Lusted, Cricket Media, adapted by Newsela staff

1 **So your mom made both you and your brother take piano lessons.** After just a few months, your brother is playing really hard pieces of music. You, on the other hand, can't seem to get out of the beginner music book. You decide that your brother just has musical talent and you do not. **You tell yourself that no matter how hard you practice, you'll never be as good as he is.** But is that really true? Or are you just looking for an excuse to stop playing the piano?

What difference would it have made if this choice came from the children, instead of the parent?

2 This is an argument that musicians and scientists love to revisit: **Is musical ability an innate talent, or is it just the result of practice and determination?** "When someone is very good at a given thing, what is it that actually makes him good?" asks Dr. K. Anders Ericsson. He is a psychology professor at Florida State University. Ericsson led a group of researchers in one of the most important studies about talent versus practice. Ericsson believes that two people can have the same ability to do something. For example, two people can play the piano. The best player will be the one who engages in something called deliberate practice.

Does our own self-doubt limit our life choices?

What does research suggest to be the answer to this question?

3 **Deliberate practice isn't just about logging in so many hours of practice time.** The practice involves setting specific goals of skills the person needs to work on, getting immediate feedback and concentrating on technique.

What is meant by the use of the phrase "talent is overrated"?

What is the importance of deliberate practice?

4 Ericsson and his **colleagues** published a 900-page book called the "Cambridge Handbook of Expertise and Expert Performance." In the book, they say that **talent is overrated.** They write that **expert performers are made through practice and hard work**, not simply born with amazing talent. They also suggest that if people **pursue** something that they love, they are more likely to work hard at it and be successful.

What are the claims in the argument about how "expert performers are made"?

5 Many people avoid doing things that they don't think they're "good" at. They give up and tell themselves that they just don't have the talent. Instead, what they really don't have is the desire to be really good. They do not dedicate the time to regularly practice to reach their goal.

Outline the reasons that people avoid things they don't think they're good at.

Define myth as used in context. Why would one expect a scientist to question myths?



Image 2. Jazz bassist and singer Esperanza Spalding playing in Florence, Italy, in 2009. Her talent landed her a spot in the Chamber Music Society of Oregon at only 5 years old. Photo: Andrea Mancini/Flickr. [click to enlarge]

6 Author Malcolm Gladwell summed up Ericsson's work. He repeatedly stated that anyone could become proficient and successful in his or her field — including music — if he or she practiced for 10,000 hours. Gladwell calls this **the 10,000 Hour Rule**. He writes that practice isn't "the thing you do once you're good," but rather, "the thing you do that makes you good." Even for those people who seem to have talent to start with, this amount of practice can make the difference between being average and being **elite**.

Based on the logic of the "10,000 hour rule", should we focus on what we're successful in or not? Explain.

7 Many scientists are questioning the entire idea of talent. **They are calling it a myth**. Folk psychology is the beliefs that people have about human behavior.

What have scientists learned by studying musicians?

They are usually handed down over generations as well as coming from individual experience. The beliefs teach us that talents are present at birth and only certain people are born with these special abilities. **But scientists have studied successful musicians**. They discovered that many of them did not show any particular signs of talent at a very early age. Those who did were usually a part of a household where a parent was musical or encouraged musical activities. A child might show interest in music. Then, the parent provides the musical training that helps the child become a good musician.

8 **The argument over musical talent and the role played by intensive practicing is another version of "nature vs. nurture."** This is an old argument in science. Are we what we are because we are born that way, or because our environment and upbringing made us that way? If we believe that something such as musical ability is a talent that only certain people are born with and that only those young children should receive encouragement to perfect that talent, will we do the same thing when it comes to something like math or reading skills?

Explain the claims of the "nature vs. nurture" argument.

9 Some psychologists believe that, while practice is extremely important, there is a **component** of intellectual ability that helps determine whether someone will be good at something such as playing the piano. Psychologists David Hambrick and Elizabeth Meinz did a study in the journal *Current Directions in Psychological Science* on "working memory capacity." It is a core part of the overall intellectual ability and it can predict success in something like playing an instrument. They measured the sight-reading ability of pianists, which is the ability to successfully play a piece of music they have never seen before. They studied two pianists who had accumulated the same number of practice hours but had different levels of working memory capacity. The pianist with the higher working memory capacity performed better on the sight-reading task.

How is a person's memory a component of musical success?

10 So what does this all mean? As yet, no one can say for sure what's more important to musical ability: innate talent or practice and hard work. But successful musicians will most likely have both: the ability or a strong interest in music, and the determination for hours of dedicated practice. So maybe the truth is that your brother is just more interested in playing the piano than you are. But, there is something you are equally good at because you love it and want to spend time practicing that skill. **So get started on those 10,000 hours!**

Which sentence best represents the Main Idea of the article?

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Lesson 10

Target	I can make a text-to-self connection to form an opinion on whether musical ability is determined by nature (natural, innate ability) or nurture (care for, conditioning or practice)?
Text, Materials, Video Name	<i>Musical Genius: Is it talent or practice?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W3_L10
Read	Independently, or with a family member, caregiver, or friend, prepare for reading the Text: <i>Musical Genius: Is it talent or practice?</i> by previewing the text's title and photos.
Think	Think about how even before reading a text, you can use the title, photo and clues to make a self to text connection.
Talk	With your family member, caregiver, or friend, talk about: <i>What each of you feel to be your natural ability in life.</i>
Write	Jumpstart: <i>Describe an ability you were born with (it comes naturally to you) and consider whether practice will help you become even better at the skill.</i> Concept Vocabulary: <i>Before reading, note how familiar you are with each vocabulary word. Then rank the words in order from most familiar (1) to least familiar (5) using the graphic organizer provided.</i>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 10

DAY 1

Jump Start: Describe an ability you were born with (it comes naturally to you) and consider whether practice will help you become even better at the skill.

Concept Vocabulary: Before reading, note how familiar you are with each vocabulary word. Then rank the words in order from most familiar (1) to least familiar (5) using the graphic organizer provided. Add other words as we read and you encounter unfamiliar terms.

Concept Vocabulary Word:	Your Ranking (1-5):
Innate	
Colleagues	
Pursue	
Elite	
Component	

After completing the First Read, you will revisit the Concept Vocabulary to review your rankings and make changes to your original rankings as needed.

Lesson 11

Target	I can gain a general understanding of a complex text by applying the best practices of a First Read routine.
Text, Materials, Video Name	<i>Musical Genius: Is it talent or practice?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W3_L11
Read	With a family member, caregiver, or friend, engage in a First Read of the text for a general understanding of <i>Musical Genius: Is it talent or practice?</i>
Think	Think about the best practice of completing a First Read (including reading aloud) and how this helps to strengthen our understanding of what we read.
Talk	With your family member, caregiver, or friend, talk about how you are able to use the words in context (those words before and after unfamiliar words), in order to figure out word meaning.
Write	Academic Vocabulary: Revisit the concept vocabulary from week 1 to review your rankings. Use each word in a sentence. First Read Activity: Complete the graphic organizer to capture your First Read annotations and thoughts.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 11

DAY 2

Academic Vocabulary: Revisit the concept vocabulary from week 1 to review your rankings. *Confirm your understanding of the text's vocabulary words, by using each one in a sentence:*

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

First Read Guide: Complete the first read guide to capture the annotations for what you **Notice – Annotate – Connect – Respond** as you engage in the first read of *Musical Genius: Is it talent or practice?*

NOTICE NOTICE new information or ideas you learned about the unit topic as you first read this text.

ANNOTATE ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT CONNECT ideas within the selection to other knowledge and other selections you have read.

RESPOND RESPOND by writing a brief summary of the selection.

First Read

STANDARD Anchor Reading Standard 10 Read and comprehend complex literary and

Lesson 12

Target	I can outline the claims in the argument of Nature vs. Nurture using details from the text and my own note taking skills.
Text, Materials, Video Name	<i>Musical Genius: Is it talent or practice?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W3_L12
Read	Independently, or with a family member, caregiver, or friend re-read <i>Musical Genius: Is it talent or practice?</i> To pay attention to the teacher's annotations to be able to answer analysis questions about the text.
Think	Think about how you should prepare to take notes as you write down the claims of the Nature vs. Nurture argument.
Talk	With your family member, caregiver, or friend, talk about whether you feel that talent exists because we are born that way, or because our environment and upbringing made us that way.
Write	Jumpstart Activity: Analyze the claims in the Nature vs. Nurture argument and watch a short YouTube video or re-read paragraph 8, to capture notes while reading the text. Comprehension/Analyze the Text Question: Thoughtfully answer a comprehension and analysis question about the text.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 12

DAY 3

Jumpstart: Nature vs. Nurture? Watch a brief [YouTube video](#) to describe the difference between Nature vs. Nurture and then write a brief statement that best summarizes each of the two **OR** re-read paragraph 8 to detail the claims of each argument.

- Nature –
- Nurture –

Comprehension Question #1: Would it have made a difference if the children had chosen to take piano lessons on their own (instead of their mom making them do so)? Please support your answer.

Analyze the Text Question #1: According to the article, how are “expert performers” made?
Remember to cite text evidence in your answers.

Lesson 13

Target	I can analyze the media and the text to draw conclusions and determine the Main Idea of a complex text
Text, Materials, Video Name	<i>Musical Genius: Is it talent or practice?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W3_L13
Read	Independently, or with a family member, caregiver, or friend, re-read the concluding paragraphs of the article <i>Musical Genius: Is it talent or practice?</i> to determine the Main Idea of the article.
Think	Consider how the Main Idea is actually a short statement of summary about the entire text <i>Musical Genius: Is it talent or practice?</i>
Talk	With your family member, caregiver, or friend, talk about the context clues that help you find the one sentence summary of an article.
Write	<p>Analyze the Media #1: Look at this photo of identical twin girls, which of their traits are inherited (nature) or acquired (nurture)? What similarities or differences are they likely to have?</p> <p>Think About It: Re-read paragraphs 9-10 of the text, to determine the single sentence that captures the Main Idea. Write the Main Idea below:</p> <p>Analyze the Text #1: Thoughtfully answer an analysis question about the text.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 13

DAY 4

Analyze the Media #1: Look at this photo of identical twin girls, which of their traits are inherited (nature) or acquired (nurture)? What similarities or differences are they likely to have?



Think About It: Re-read paragraphs 9-10 of the text, to determine the single sentence that captures the Main Idea. Write the **Main Idea** below:

Main Idea: _____

Analyze the Text #1: In paragraph 6, what is meant by the term the “10,000 hour rule”? **Remember to cite text evidence in your answers.**

Lesson 14

Target	I can analyze the text for new concepts learned while reading and write a complete summary <i>using evidence from the text</i> .
Text, Materials, Video Name	<i>Musical Genius: Is it talent or practice?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W3_L14
Read	Independently, or with a family member, caregiver, or friend, re-read the text and annotate for the meaning of the concept of deliberate practice.
Think	A summary is a concise, complete and accurate overview of a text. It should not include a statement of your opinion or an analysis. Think about how you might summarize this text.
Talk	With your family member, caregiver, or friend, talk about whether you believe in the article's concept that people have a working memory capacity. Why?
Write	<p>Jumpstart: Outline the three components of "deliberate practice" as outlined in our text.</p> <p>Author's Purpose: Determine what is meant by the concept of "working memory capacity"?</p> <p>Summary: In 3-4 sentences write a complete summary of <i>Musical Genius: Is it talent or practice?</i></p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 14

DAY 5

Jump Start: Outline the 3 steps needed to engage in “deliberate practice” according to our text?

1. _____

2. _____

3. _____

Author’s Purpose: Re-read paragraph 9, to describe what is meant by the term “working memory capacity”? Is this a component to success as a musician?

Summary: In 3-4 sentences write a complete summary of *Musical Genius: Is it talent or practice?*
Remember to cite text evidence in your answer.



Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 5/4/20 to 5/8/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	This week we will launch and complete comprehension activities using the text, <i>Quality of Life Indicators</i> . Our lessons will explore quality of life, or how comfortable, safe, happy and healthy people are. Measuring quality life is not easy, though. It requires much careful thought and research. Essential Question: <i>Do we determine our own destinies?</i>
Guiding Question #1	What is needed in order for each of us to have a good quality of life?
Guiding Question #2	How is our life's destiny determined by the quality of our lives?
Materials Needed	Learning Packet, Pencil, Device/Smartphone (optional)

	Watch	Read	Do
<u>Day 1</u>	ELA_G9_W4_L15	<i>Quality of Life Indicators</i>	Think About It, Concept Vocabulary
<u>Day 2</u>	ELA_G9_W4_L16	<i>Quality of Life Indicators</i>	Jumpstart, First Read Activity
<u>Day 3</u>	ELA_G9_W4_L17	<i>Quality of Life Indicators</i>	Jumpstart, Close Read, Comprehend the Text
<u>Day 4</u>	ELA_G9_W4_L18	<i>Quality of Life Indicators</i>	Academic Vocabulary, Comprehension the Text
<u>Day 5</u>	ELA_G9_W4_L19	<i>Quality of Life Indicators</i>	Quick Write, Analyze the Text

Weekly Text

Science & Math

Quality of life indicators



Students at the Lukhanyo Primary School, located in the Zwelihle Township in the Western Cape of South Africa. Education, measured in years of schooling, is an important factor in determining the quality of life. Photo: Andrew Shiva / Wikipedia

1 Many societies aim for everyone to have a good "quality of life." *Quality of life* refers to how comfortable, safe, happy and healthy people are.

Is a good "quality of life" determined mostly by individuals or by societies?

2 Measuring quality life is not easy, though. It requires much careful thought and research. A good life depends on many different factors and is difficult to measure. After all, no single number can truly describe all of the factors that make up a good life.

3 **Quality of life indicators** are measurements that can be used to determine the quality of life of a person or group in an area.

What are the unique quality of life indicators (that guarantee your happiness)?

Subjective Versus Objective Indicators

4 Quality of life indicators can be split into two categories: *subjective* and *objective*.

Subjective indicators are what people think or feel about their own lives. They might get asked how they feel about their homes, health or jobs. **Researchers can then compare subjective quality of life** in

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different time periods, groups or in different areas, such as between workers and retirees, or between counties in a state.

5 **Objective evaluations come from data, which are facts,** rather than peoples' opinions. To figure out how safe people feel walking home at night, an objective evaluation might look at the crime rate in that area. A subjective one might put out a survey asking people how safe they feel.

How do researchers compare subjective "quality of life" since its based on people's opinions?

From this sentence I can guess that objective means factual and subjective (opposite) means opinion.

6 Government leaders making policies and laws should use both subjective and objective evaluations. They must ask people in studies if they feel safe and healthy, while also looking at statistics that show whether they actually are safe and healthy. Both affect the quality of the people's lives. However, **subjective evaluations are often given less importance.**

Types Of Quality Of Life Indicators

It seems that government leaders value data over people's opinions. I think that both evaluations should count.

7 Quality of life indicators come in many different forms.

National governments tend to look at economic indicators, such as employment, income, *gross domestic product* (GDP), and cost of living. **GDP is one way to measure the wealth of a country.**

Clearly, even though a country is wealthy (rich), it doesn't mean that all the people are happy or have a good quality of life.

8 Local governments, on the other hand, might be more interested in the public life of residents. **They might look at**

library books being checked out, high school graduation rates, and the percentage of citizens who volunteer regularly. Local governments might also be more interested in

measuring the safety of an area, like crime levels, or the number of vehicle accidents.

Local governments seem focused on people, while national governments seem to care about economics (money).

America seems like a good example of a country that has a high GDP, but all the people are not happy.

Gross Domestic Product

9 *Gross domestic product* (GDP) measures all of a country's goods and services. It calculates how much they all cost. This is an estimate of how wealthy that country is. Goods and services count toward a country's GDP regardless of whether they benefit the health and happiness of the country's residents. As a result, **a higher GDP does not necessarily mean people are happier.** A country's GDP might rise, but the money from things being sold might only go to corporations and the country's richest people, for instance. In this case, the **GDP does not tell the whole story about the quality of life.** In addition, producing things that harm the environment does not really add to the quality of life, only to income.

10 **When comparing quality of life between countries, researchers often look at health indicators.** These include life expectancy, cigarette and alcohol use rates, and rates of death among newborns, among others.

Health indicators seem relevant (important), when considering one's "quality of life".

11 **Researchers also study environmental indicators.** These might include gasoline consumption per person or the percentage of open space and public parks. The quality of

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drinking water and level of air pollution can be measured objectively and are used to rate the quality of life with respect to the environment.

Evaluating Quality Of Life

Environmental indicators seem to be an important indicator too, especially considering global climate change.

12 Evaluating the quality of life is difficult because it varies so much. For example, we can measure how much money people are making in a country. If people are working and cannot meet their basic needs, there is a problem with equality. However, knowing the income of a country does not really tell us how happy people are, just how much money they make.

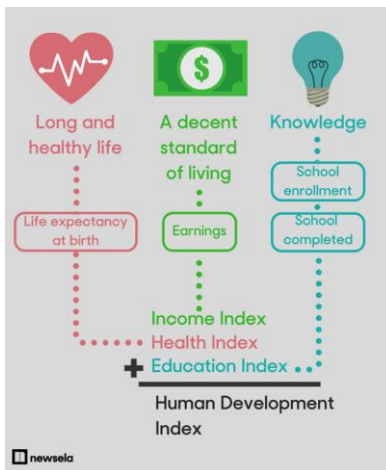
13 Studying income often helps governments plan for problems with health or education. When governments have programs that support the health of their people, it improves quality of life. Examples might be access to safe bike paths and access to medical care and mental health services.

I wonder if minimum wage workers, who have jobs but still cannot pay bills can relate to "equality" being an issue in American society?

U.N. Human

This is proof that government support programs are necessary to improve people's quality of life.

Development Index



The Human Development Index, which takes into account a number of factors, is one way of measuring quality of life. Image: Newsela staff

14 The United Nations Development Programme measures the quality of life. It makes a yearly report to the United Nations using the Human Development Index (HDI). The HDI looks at four measures of quality of life, then combines them to get a total number:

- Life expectancy at birth for children born that year
- Average years of schooling for people older than 25
- Years of schooling expected for a 5-year-old child
- Income per person

It would be interesting to know how the results of the annual (yearly) quality of life measurements are being used.

15 That total number is a decimal somewhere between 0 and 1. This means 0 is the lowest score, .5 is a score right in the middle, and 1.0 would be the highest score. **The highest score in 2013 was 0.944 for the country of Norway.**

16 The United States ranked fifth, with an HDI of 0.914. Of all 187 countries, Macedonia and Belize had the median score HDI of 0.732, meaning half of the countries were above and half were below that number. **The lowest HDI was in Niger, at 0.337. The 18 lowest-scoring countries were all in Africa.**

What does the high “quality of life” score mean for the country of Norway?

What does the 18 lowest “quality of life” scores mean for the continent of Africa?

17 **Energy and the environment also play a role in the quality of life.** People need access to basic, affordable services such as electricity and water, and gas for heating. They also need to know that those services are being provided in such a way that is not destroying the local environment. In richer countries, people may take for granted basic needs such as shelter. However, for people in many countries and for people who are homeless, quality of life is poor when there is no housing.

This ties to an earlier point made about environmental indicators (and the unstated impact of climate change).

18 **Public safety and human rights are also important to the quality of life.** People should feel free to express themselves and practice their religions. They also should feel their country is secure without constantly worrying about violence.

Would public safety and human rights be considered subjective (opinion based) or an objective (fact based) form of measuring quality of life?

Measuring Quality Of Life

19 To measure quality of life, researchers often look at averages for an issue being studied. However, **averages can be a very poor representation of a population. They might tell part of a story, but each person's story is unique.**

The fact that researchers recognize that the data is often limited, seems to respect the unique input of each person.

20 So, researchers have developed new ways to look beyond averages and get a full picture of the quality of life. Some measurements consider environmental factors along with some health or wealth indicators. The Happy Planet Index measures the life expectancy, *ecological footprint* and life satisfaction of people in the country. **An ecological footprint is how much a human demands from nature.**

People who demand less from nature, IE vegans/vegetarians, those who monitor use of water & energy have a low ecological footprint.

21 The Living Planet Index measures the diversity of life around the world, as the only way that people can have a high quality of life is to sustain a quality of life for all living beings. In other words, if people become wealthier and happier, but plants, animals and natural resources suffer, they cannot remain wealthy and happy for long. Eventually, the resources will be gone.

22 There is no such thing as a perfect estimate when it comes to measuring the quality of life. Scientists and researchers are still looking for the best ways to measure it.

*Which single sentence, from paragraphs 21-22, best captures the **Main Idea** of this text?*

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Lesson 15

Target	I can make a text-to-self connection to evaluate quality of life in specific scenarios presented as well as my own life.
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L15
Read	Independently, or with a family member, caregiver, or friend, prepare for reading the Text: <i>Quality of Life Indicators</i> by previewing the text using the title, photos and your predictions.
Think	Think about which area in your quality of life you would improve, if given a chance to do so. <i>Note: select an area of choice in your own life, using the article as a guide. Examples include – home life, health, school, social life, relationships, etc.)</i>
Talk	With your family member, caregiver, or friend, talk about: <i>What is the status of my own individual quality of life. If I could improve one area, which area would I want to improve? Why?</i>
Write	<p>Think About It: Consider rating (choose) the quality of life statements that most closely represent how you are feeling in your own life. <i>Note: Later in the week, you will use your Think About It answers to write a more detailed description of your own quality of life.</i></p> <p>Concept Vocabulary: Before reading, note how familiar you are with each vocabulary word. Then rank the words in order from most familiar (1) to least familiar (5) using the graphic organizer provided.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 15

DAY 1

Think About It: Using the statements below, rate your quality of life by checking the box that most closely represents how you feel about your life.

Your individual well-being is based on many things, including:

- Positive mental and physical well-being
- Healthy relationships with other people
- A variety of social, community, and civic activities
- A high level of personal development and fulfillment
- An abundance of recreation and fun

Please check the boxes relating to how you feel about your own quality of life. Later in the week, you will use your answers to write a more detailed description.

Concept Vocabulary: Before reading, note how familiar you are with each vocabulary word. Then rank the words in order from most familiar (1) to least familiar (5) using the graphic organizer provided. **Add other words as we read and you encounter unfamiliar terms.**

Concept Vocabulary Word	Your Ranking (1-5):
Subjective	
Objective	
Gross domestic product (GDP)	
Ecological footprint	

After completing the First Read, you will revisit the Concept Vocabulary to review your rankings and make changes to your original rankings as needed.

Lesson 16

Target	I can develop a general understanding of the text by following the First Read routine of Notice – Annotate – Connect – Respond .
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L16
Read	Independently, or with a family member, caregiver, or friend, read the text aloud to understand the general gist (central point) of the text in <i>Quality of Life Indicators</i> .
Think	Think about what stands out to you most as you read through the text <i>Quality of Life Indicators</i> for the first time.
Talk	With your family member, caregiver, or friend, talk about what you believe to be the meaning of the phrase “quality of life”. <i>Note: During these difficult times in which we live, an analysis of quality of life should reveal how blessed each of us truly are to have many, if not all, of our daily needs met!</i>
Write	Academic Vocabulary: Choose 3 of the concept vocabulary from week 1 to define. You will have the chance to revise these definitions as needed, later in the week. First Read Activity: Complete the graphic organizer to capture your First Read annotations and thoughts.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 16

DAY 2

Academic Vocabulary: Choose 3 of the concept vocabulary words from week 1 (subjective, objective, GDP, ecological footprint), to write a definition of, based upon your early understanding.

These definitions may be revised later as we continue to Closely Read the text.

1. _____.
2. _____.
3. _____.

First Read Guide: Complete the first read guide to capture the annotations for what you **Notice – Annotate – Connect – Respond** as you engage in the first read of *Quality of Life Indicators*:

NOTICE NOTICE new information or ideas you learned about the unit topic as you first read this text.

ANNOTATE ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT CONNECT ideas within the selection to other knowledge and other selections you have read.

RESPOND RESPOND by writing a brief summary of the selection.

First Read

STANDARD Anchor Reading Standard 10 Read and comprehend complex literary and

Lesson 17

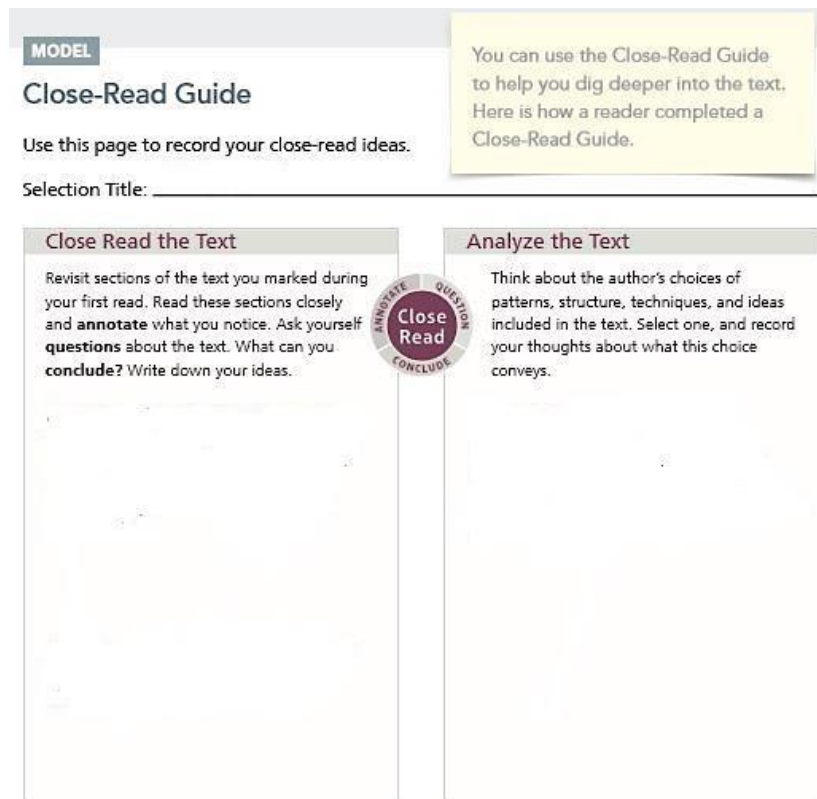
Target	I can create a narrative description of data I collected about my own quality of life to add to an analysis of complex texts.
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L17
Read	Independently, or with a family member, caregiver, or friend practice being a researcher, by asking them to consider the “quality of life” rating scale you responded to in week 1, and then reviewing your data to notice trends.
Think	Think about the following question: <i>Will my quality of life improve now that I realize the area(s) of my life I would like to work on improving?</i>
Talk	With your family member, caregiver, or friend, talk about what you discovered to be your highest area of contentment in your own quality of life. <i>What does this data suggest about you as a person?</i>
Write	<p>Jumpstart: Answer the following question based upon your rating from lesson 1: <i>What are the unique quality of life indicators that you will work to improve (to guarantee your satisfaction and joy)?</i></p> <p>Close Read Activity: Use the Close Reading guide graphic organizer to annotate, question, conclude and capture notes while reading the text.</p> <p>Comprehension Question: Thoughtfully answer a comprehension question about the text.</p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 17

DAY 3

Jumpstart: Answer the following question based upon your rating results from lesson 1: *What are the unique quality of life indicators that I will work on improving (to guarantee more satisfaction and joy)?*

Close Read Activity: Use the Close Reading guide graphic organizer to annotate, question, conclude and capture notes while reading the text.



The graphic organizer is titled "MODEL Close-Read Guide". It includes a yellow callout box stating: "You can use the Close-Read Guide to help you dig deeper into the text. Here is how a reader completed a Close-Read Guide." Below the title, it says "Use this page to record your close-read ideas." and "Selection Title: _____". The main body is divided into two columns: "Close Read the Text" and "Analyze the Text". A central circular icon labeled "Close Read" has "ANNOTATE" on the left, "QUESTION" on the right, and "CONCLUDE" at the bottom. The "Close Read the Text" column contains the instruction: "Revisit sections of the text you marked during your first read. Read these sections closely and **annotate** what you notice. Ask yourself **questions** about the text. What can you **conclude**? Write down your ideas." The "Analyze the Text" column contains the instruction: "Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one, and record your thoughts about what this choice conveys."

Comprehension Question #1: According to the article, is a good "quality of life" determined mostly by individuals or by societies? **Remember to cite text evidence in your answers.**

Lesson 18

Target	I can use Close Reading annotation and analysis skills, to master unfamiliar vocabulary and make the words a part of my personal "word bank" for future use.
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L18
Read	Independently, or with a family member, caregiver, or friend, closely re-read the article to determine how governments feel about quality of life. <i>Quality of Life Indicators</i>
Think	Think about why governments seem to place less value on individual opinions and give more consideration to objective (fact based) data. Is it simply easier or more accurate to rely on facts over opinion?
Talk	With your family member, caregiver, or friend, explain how quality of life is determined by a combination of individuals and societies.
Write	<p>Academic Vocabulary: Revisit the concept vocabulary from week 1 to review your rankings.</p> <p>Comprehension Question #2: Which do governments tend to value more, subjective (opinion based) or objective (fact based) evaluations? Why?</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 18

DAY 4

Academic Vocabulary: Revisit the concept vocabulary from week 1 to review your rankings.
Confirm your understanding of the text's vocabulary words, by using each one in a sentence:

1. _____.
2. _____.
3. _____.

Comprehension Question #2: Which do governments tend to value more, subjective (opinion based) or objective (fact based) evaluations? How is relying on facts over opinions more accurate? Please explain your answer. **Remember to cite text evidence in your answers.**

Lesson 19

Target	I can re-read specific portions of the text to gain a better understanding of new concepts and draw conclusions to analyze complex texts.
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L19
Read	Independently, or with a family member, caregiver, or friend, re-read the text to review the health indicators that are considered in quality of life evaluations. <i>Quality of Life Indicators</i>
Think	Think of the way that the GDP (gross domestic product) is determined by a country's wealth but that it still doesn't translate into happiness for every person living in that country.
Talk	The gross domestic product is a rather difficult concept to understand. With your family member, caregiver, or friend, talk about what you believe to be the best definition of the GDP.
Write	Quick Write: Re-read paragraphs 10-13 to gain a better understanding of the health indicators that contribute to the quality of life evaluation, then complete the Quick Write activity. Analyze the Text: Re-read paragraph 7 of the article to review and gain a better understanding of the GDP (gross domestic product).
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 19

DAY 5

Quick Write: Re-read paragraphs 10-13 to gain a better understanding of the health indicators that contribute to the quality of life evaluation, then complete the Quick Write activity.

What health indicators are considered when determining people's quality of life? Are there other health issues you think should be added to consideration?

Analyze the Text: Re-read paragraph 7 of the article to review and gain a better understanding of the GDP (gross domestic product). *How does the text support the idea that even though a country is wealthy (rich), it doesn't mean that all the people are happy or have a good quality of life?* Remember to cite text evidence in your answer.

Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 5/11/20 to 5/15/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	This week we will continue to engage in Close Reading analysis activities using the text, <i>Quality of Life Indicators</i> . Our lessons will explore quality of life, or how comfortable, safe, happy and healthy people are. Measuring quality life is not easy, though. It requires much careful thought and research. Please Note: You will use the same text as last week. Essential Question: <i>Do we determine our own destinies?</i>
Guiding Question #1	What is needed in order for each of us to have a good quality of life?
Guiding Question #2	How is our life's destiny determined by the quality of our lives?
Materials Needed	Learning Packet, Pencil, Device/Smartphone (optional)

	Watch	Read	Do
<u>Day 1</u>	ELA_G9_W5_L20	<i>Quality of Life Indicators</i>	Jumpstart, Analyze the Media, Analyze the Text
<u>Day 2</u>	ELA_G9_W5_L21	<i>Quality of Life Indicators</i>	Comprehend the Text, Analyze the Text, Cite Examples from the Text
<u>Day 3</u>	ELA_G9_W5_L22	<i>Quality of Life Indicators</i>	Analyze the Media, Analyze the Text
<u>Day 4</u>	ELA_G9_W5_L23	<i>Quality of Life Indicators</i>	Think About It, Author's Purpose, Analyze the Craft & Structure
<u>Day 5</u>	ELA_G9_W5_L24	<i>Quality of Life Indicators</i>	Text-to-Self Connection, Summary

Lesson 20

Target	I can use the author’s details, my own annotations and even photographs to analyze, make inferences and draw conclusions about a text.
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L20
Read	Independently, or with a family member, caregiver, or friend, closely re-read the text: <i>Quality of Life Indicators</i> to prepare yourself to engage in a depth of analysis and study to fully comprehend this complex text.
Think	Think about how analyzing the graphics in and around a text, you can make inferences and draw conclusions that tie to the Main Idea of the text.
Talk	With your family member, caregiver, or friend, talk about how energy and the environment play a role in the quality of life of people around the world.
Write	<p>Jumpstart: <i>How are local governments and national governments unique (different) in their approach to measuring quality of life?</i></p> <p>Analyze the Media: <i>Study the cover photograph of the South African children at school. What can you infer about their quality of life?</i></p> <p>Analyze the Text #1: <i>How do energy and the environment play a role in the quality of life in people from around the world?</i></p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 20

DAY 1

Jump Start: Re-read paragraph 8 to answer the following question: *How are local governments and national governments unique (different) in their approach to measuring quality of life?*

Analyze the Media #1: Study the cover photograph of the South African children at school. What can you infer about their quality of life? Why?

Analyze the Text #1: *How do energy and the environment play a role in the quality of life in people from around the world?* Remember to cite text evidence in your answers.

Lesson 21

Target	I can analyze and develop a deep understanding of the text by drawing conclusions and citing text evidence in my answers to questions about complex texts.
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L21
Read	Independently, or with a family member, caregiver, or friend, closely re-read the text for a deeper understanding of what the author writes to prompt readers to draw conclusions about the text. <i>Quality of Life Indicators</i>
Think	Consider the ways that government programming should be used to support education, health and other people in need.
Talk	With your family member, caregiver, or friend, talk about how you should cite examples from the text and why this method of writing supports your analysis skills.
Write	<p>Comprehension Question #1: Revisit the text to determine the answer to this question. <i>How does the United Nation measure the quality of life of people annually (each year)?</i></p> <p>Analyze the Text #2: According to the text, what impact does government programming have on the quality of life of the people living in a particular area?</p> <p>Cite Examples from the Text: Use a sentence starter to cite an example from the text.</p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 21

DAY 2

Comprehension Question #1: Using the human development index (HDI) what are the four measures of quality of life that the United Nations uses to determine the quality of life each year?

1. _____.
2. _____.
3. _____.
4. _____.

Analyze the Text #2: According to the text, what impact does government programming have on the quality of life of the people living in a particular area? **Remember to cite text evidence in your answers.**

Cite Examples from the Text: Use the sentence starter below to cite text examples and describe how government programming can improve the quality of life for people. **Don't forget to refer to the paragraph # in your answer:**

1. As stated in paragraph _____, government programming has improved the quality of life for people by

Lesson 22

Target	I can analyze the media to understand suggestions of how to improve my quality of life and answer analysis questions about complex texts.
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L22
Read	Independently, or with a family member, caregiver, or friend re-read selected portions of the article to understand how physical activity improves one's quality of life.
Think	Think about the following question: <i>How much physical exercise do children need every day in order to have a positive, healthy quality of life? How much exercise do adults need?</i>
Talk	With your family member, caregiver, or friend, talk about what you think about the fact that 18 (of the 54) countries on the continent of Africa have the lowest quality of life scores globally. What does this mean for the people living in these countries?
Write	Analyze the Media: Use the link to watch a brief infomercial, or conduct your own research, to understand how regular exercise enhances (improves) the quality of life for children, teens and older adults. <i>Respond to the analysis questions that follow.</i> Analyze the Text Question: Thoughtfully answer an analysis question about the text.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 22

DAY 3

Analyze the Media #2: Watch a brief [YouTube infomercial](#) that describes how physical activity and regular exercise enhances (improves) the quality of life for children, teens and older adults. *Watch the video and respond to the questions that follow:*

OR

Conduct your own research on how our quality of life is enhanced by daily physical exercise and write a 1-paragraph summary of the additional knowledge learned.

1. According to the infomercial, how does the World Health Organization (WHO) define quality of life:
2. During the video, what did the young men do in the background to support their advice about getting enough physical activity?
3. Name 1 other fact you learned from the Analyze the Media, infomercial video activity (you choose 1 other fact to share):

Analyze the Text Question #3: *What does the 18 lowest “quality of life” scores mean for the continent of Africa? Remember to cite text evidence in your answers.*

Lesson 23

Target	I can analyze the text for Craft & Structure and <i>identify the Main Idea in a complex text.</i>
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L23
Read	Independently, or with a family member, caregiver, or friend, re-read the article for a final time, to determine how to best determine the main idea and to summarize the text. <i>Quality of Life Indicators</i>
Think	A summary is a concise, complete and accurate overview of a text. It should not include a statement of your opinion or an analysis. Think about how you might summarize this text.
Talk	With your family member, caregiver, or friend, talk about how to brainstorm writing a summary while citing text evidence.
Write	<p>Think About It: Re-read the assigned paragraphs to determine the Main Idea of the text <i>Quality of Life Indicators</i>.</p> <p>Author's Purpose: Determine the Author's Purpose by reading drawing a conclusion using details from the text.</p> <p>Analyze the Craft & Structure: Analyze the Craft and Structure of the text by using prior knowledge and details from the text to describe how certain lifestyle choices contribute to having a lower ecological footprint.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 23

DAY 4

Think About It: Re-read paragraphs 21-22 of the text, to determine the single sentence that captures the Main Idea. Write the **Main Idea** below:

Main Idea:

Author's Purpose: What statement does the author make about equality that seems to harshly criticize wealthy countries that still have people with a very poor quality of life? **Remember to cite text evidence in your answers.**

Analyze the Craft & Structure #1: How do vegans (non-meat and dairy eaters), and those who conserve (save) water and energy help the environment?

Lesson 24

Target	I can make a text-to-self connection to determine how I can improve my own quality of life and write a detailed summary of complex texts.
Text, Materials, Video Name	<i>Quality of Life Indicators</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L24
Read	Independently, or with a family member, caregiver, or friend, re-read the text and annotate for the ways that each person is advised to follow to improve their own quality of life. <i>Quality of Life Indicators</i>
Think	Think of at least three ways that you would like to improve your own personal level of satisfaction in life.
Talk	With your family member, caregiver, or friend, talk about what you have learned in the past two weeks, about the importance of having a high, positive quality of life.
Write	Text-to-Self Connection: Based upon my reading of this text, and using my prior knowledge and research, these are 3 ways I have chosen to improve my own individual quality of life. Summary: In 3-4 sentences write a complete summary of <i>Quality of Life Indicators</i> .
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 24

DAY 5

Text-to-Self Connection: Based upon my reading of this text, and using my prior knowledge and research, these are 3 ways I have chosen to improve my own individual quality of life.

1. _____

2. _____

3. _____

Summary: In 3-4 sentences write a complete summary of *Quality of Life Indicators*.

Remember to cite text evidence in your answer.

Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 5/18/20 to 5/21/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	<p><i>This week we will launch and complete activities using the text, Does He Who Practices the Most Go Home with the Gold? Our lessons will explore whether or not hours of practice determine who wins and who loses.</i></p> <p><i>Essential Question: Do we determine our own destinies?</i></p>
Guiding Question #1	How does practice affect our success?
Guiding Question #2	What other factors contribute to success?
Materials Needed	<ul style="list-style-type: none"> ✓ Week 6 Work Packet ✓ Pencil or pen ✓ Highlighter or colored pencil

	Watch	Read	Do
<u>Day 1</u>	ELA_G9_W6_L25	<i>Does He Who Practices the Most Go Home with the Gold?</i>	Jumpstart, Academic Vocabulary, Quick Write
<u>Day 2</u>	ELA_G9_W6_L26	<i>Does He Who Practices the Most Go Home with the Gold?</i>	Quick Write, First Read, Comprehend the Text
<u>Day 3</u>	ELA_G9_W6_L27	<i>Does He Who Practices the Most Go Home with the Gold?</i>	Close Read, Annotate, Analyze Central Idea
<u>Day 4</u>	ELA_G9_W6_L28	<i>Does He Who Practices the Most Go Home with the Gold?</i>	Author's Point
<u>Day 5</u>	ELA_G9_W6_L29	<i>Does He Who Practices the Most Go Home with the Gold?</i>	Quick Write

Weekly Text

Does he who practices the most go home with the gold? Not necessarily

By Scientific American, adapted by Newsela staff on 08.17.16



U.S. gymnast Simone Biles practices her balance beam routine during a training session at the Rio Olympic Arena in Rio de Janeiro, Brazil, on August 4, 2016. Mark Reis/Colorado Springs Gazette/TNS.

Is it safe to say that a gold medalist at the Olympics practiced more than a silver medalist? Or that a silver medalist practiced more than a bronze winner? Definitely not, according to a new study, which looked at nearly 3,000 athletes. The study found that becoming world class definitely takes a lot of practice. But the success of elite athletes cannot be predicted based on the number of hours they spend in training. In 1993 a Swedish psychologist named K. Anders Ericsson published an important paper. In it, he claimed that performance differences between good musicians and better ones were the result of how many hours they spent practicing. He later extended his theory to include other hobbies and specialties, including sports, chess and medicine. Ericsson stressed that there was no limit to the effect that practice had on success in these areas. He claimed that the world's best athletes, musicians and doctors were the ones who practiced the most. His work eventually became known as the "10,000-hour rule." This rule claims that top performance in almost any field is simply a matter of putting in 10,000 hours of work.

It's Only One Factor In Athletic Success

<https://detroitk12.org>

But a new study now shows that "deliberate practice," or practice that is done with the goal of improving performance, is just one part of what makes people great at something. Other factors can also contribute, says Brooke Macnamara, a psychologist at Case Western Reserve University. Macnamara is a lead author of the new study. "More or less across the board, practice will improve one's performance," she says. But at a certain level of success, other factors determine who is the absolute best, she added. Macnamara and her peers analyzed 34 studies that had tracked the number of hours 2,765 athletes had practiced. Those studies also recorded the athletes' achievements. Their achievements were sometimes determined by objective measure such as a race time. But for sports like gymnastics that are not rated by a measure such as time, their achievements were determined by other factors. Sometimes this meant looking at expert rating of performance. Other times, their achievements were figured by their membership in elite groups.

Not All Types Of Practice Are Equal

For sports at all levels, they found that practice could explain only some of the differences in achievement between athletes. But when the researchers looked only at the very best competitors, the difference in the number of hours they had practiced explained only a tiny difference in their performance at sporting events. "This suggests that practice is important to a point," Macnamara says. "But it stops differentiating who's good and who's great." Beyond this, other factors were at play. Among other things, a mixture of genetics and psychological traits also influence performance. But Ericsson, the author of the original study, took issue with their new findings. Ericsson feels that the standards used in the new study were not strict enough. In particular, he does not agree with their definition of "deliberate practice." Macnamara and her peers had grouped a variety of different kinds of practice into the category of "deliberate practice." But Ericsson felt that the term could only be used when describing teacher-guided assignments with feedback. "They have a very different idea of what we're talking about with deliberate practice," he says. Ericsson does acknowledge, however, that the kind of practice he has in mind — in which athletes are closely monitored by coaches at all times — is uncommon in sports.

Better Understanding Of Performance

Scientists in the field, however, see the question of "10,000 hours" as an impractical one. Almost everyone would agree that practice is important to the development of any skill. "But at the same time I guess that we accept that other factors would contribute," says Mark Williams, a scientist at Brunel University London. He added that he didn't see how the paper would change what athletes are currently doing. Jeffrey Fairbrother, another scientist at the University of Tennessee, agrees that the new research probably will not change how athletes practice. In fact, he says that the study fails to offer usable information for a coach or athlete. "We know that performance can be profoundly influenced by the right training experiences," Fairbrother said. "Shouldn't we focus on providing those experiences to as many people as possible so that they can reach their potential?" This article is available at 5 reading levels at <https://newsela.com>. Macnamara says the study provides a better understanding of performance. "I don't know if we'll ever be able to 100 percent explain [what makes an elite athlete]," she says. "But I think we can do better than what we're doing now."

Lesson 25

<https://detroitk12.org>

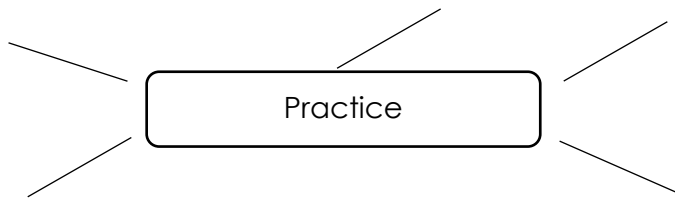
Target	I can make a text-to-self connection to form an opinion on whether or not practice determines your success
Text, Materials, Video Name	<i>Does He Who Practices the Most Go Home with the Gold?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L25
Read	Read <i>Does He Who Practices the Most Go Home with the Gold?</i>
Think	<i>Does practice determine your success?</i>
Talk	With a friend or family member, discuss with them the research presented in the article.
Write	Jumpstart: What is the research presented in the article? Academic Vocabulary: Create a word network. Launch Activity: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.
Closing	Reflect on what you read in <i>Does He Who Practices the Most Go Home with the Gold?</i>

Note-Catcher/Handout/Student Activity Lesson 25

DAY 1

Jump Start: What is the research presented in this article?

Academic Vocabulary: Identify interesting words from the text that connect to the idea of "practice" and write them here:



1. _____
2. _____
3. _____
4. _____
5. _____

Quick Write: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Lesson 26

Target	I can answer comprehension questions about the text.
Text, Materials, Video Name	<i>Does He Who Practices the Most Go Home with the Gold?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L26
Read	Read <i>Does He Who Practices the Most Go Home with the Gold?</i>
Think	Think about your general understanding of the article.
Talk	With your family member, caregiver, or friend, talk about what you now know about <i>He Who Practices the Most Go Home with the Gold?</i> , after completing the first reading of the text.
Write	Quick Write: Write your reactions to the article in your Quick Write activity. First Read: Record notes in your First Read guide. Comprehension the Text: What is the argument some researchers are making against the “10,000 hours” rule?
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book with a family for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 26

DAY 2

Quick Write: Write your reactions to the article.

First Read: Use this organizer to capture your ideas as you engage in a First Read.

- **Notice** – New information
- **Annotate** – Key vocabulary, passages
- **Connect** – To previous knowledge
- **Respond** – Write a brief summary

Comprehension the Text: What is the argument some researchers are making against the “10,000 hours” rule? Remember to cite evidence in your answers.

Lesson 27

Target	I can analyze the text for unfamiliar words and use a Close Read guide to answer analysis questions about complex texts.
Text, Materials, Video Name	<i>Does He Who Practices the Most Go Home with the Gold?</i> Pencil, Note Catcher, Device/Smartphone (optional) ELA_G9_W4_L27
Read	Re-read <i>Does He Who Practices the Most Go Home with the Gold?</i>
Think	Think about the following question: <i>What was the author's purpose for writing this article? What does the author want readers to understand?</i>
Talk	With your family member, caregiver, or friend, talk about how the new research in the article changes the “10,000 hour” rule.
Write	Annotate for Word Choice: See page 10. Analyze the Text: Write a paragraph explaining why the author chose to write the article.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to write what you did. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 27

DAY 3

Annotate for Word Choice Media: Watch this video, which models how to annotate for word choice. <https://learn.newsela.com/item/video/2018-word-choice-video>

OR

Follow the instructions below, which outline how to annotate for word choice:

Annotate for Word Choice Instructions: Annotate for word choice by rereading the text. **Highlight** unfamiliar words **in red** (remember to use the margins to annotate for the predicted meaning of the words). **Highlight** the words the author used to make you feel a certain way **in green** (and use the margins to annotate how these words made you feel).

Unfamiliar Words:

4. _____

5. _____

6. _____

Feeling Words:

4. _____

5. _____

6. _____

Analyze the Text: Write a paragraph explaining why the author chose to write the article. Remember to cite evidence in your answers.

Lesson 28

Target	I can analyze the text for Craft & Structure and fully explain the argument for many factors (reasons) affecting performance and winning.
Text, Materials, Video Name	<i>Does He Who Practices the Most Go Home with the Gold?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L28
Read	Re-read <i>Does He Who Practices the Most Go Home with the Gold?</i> and annotate for the research and arguments being made against the “10,000 hour” rule.
Think	Think of the reasons for the “10,000 hour” rule not being enough to determine success or winning.
Talk	With your family member, caregiver, or friend, talk about whether or not you believe that the “10,000 hour” rule can determine our destiny. Why or why not?
Write	Analyze the Craft & Structure: Write 3-4 sentences to describe the argument against the “10,000 hour” rule.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 28

DAY 4

Talk: Do you believe that the “10,000 hour” rule can determine our destiny. Why or why not?

Analyze the Craft & Structure: Write 3-4 sentences to describe the argument against the “10,000 hour” rule. Remember to cite text evidence in your answer.

Lesson 29

Target	I can make a connection using research skills to expand my knowledge of a text.
Text, Materials, Video Name	<i>Does He Who Practices the Most Go Home with the Gold?</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L29
Read	Re-read <i>Does He Who Practices the Most Go Home with the Gold?</i> and annotate for summary details to write final thoughts about the text.
Think	About how the research from the article can impact the lives of people and communities. Star * information that impacts lives of people and communities
Talk	With your family member, caregiver, or friend, talk about the additional facts and information you discovered after researching the “10,000 hour” rule of practice.
Write	Make a Connection: Research the “10,000 hour” rule of practice. Post-Research Conclusion: What are your final thoughts about the role that the “10,000 hour” rule plays in a person's destiny?
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to write what you did. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 29

DAY 5

Make a Connection: Research the “10,000 hour” rule of practice.

Post-Research Conclusion: What are your final thoughts about the role that the “10,000 hour” rule plays in a person's destiny? Remember to cite text evidence in your answer.



Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 05/25/20 to 05/29/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	Students will read an article by Pat Padua of the Washington Post reviewing the movie, "The Sun is Also a Star". In the text the author considers the universal appeal of movies about love and destiny regardless of the age of the lead characters. While reading students should keep in mind the unit essential question: " Do we determine our destiny? " as well as the text specific guiding question: " How does the popularity of stories focused on destiny reflect human beings common desire to control their own fate? "
Guiding Question #1	"Do we determine our own destiny?"
Guiding Question #2	"How does the popularity of stories focused on destiny reflect human beings' common desire to control their own fate?"
Materials Needed	Learning Packet, Pencil or Pen, Smartphone-Optional

	Watch	Read	Do
<u>Day 1</u>	ELA_G9_W7_L30	The Sun is Also a Star is a Timely Film about Teen Romance	Jumpstart, concept vocabulary
<u>Day 2</u>	ELA_G9_W7_L31	The Sun is Also a Star is a Timely Film about Teen Romance	First read, annotations, summary
<u>Day 3</u>	ELA_G9_W7_L32	The Sun is Also a Star is a Timely Film about Teen Romance	Close read, descriptive word chart, reflection
<u>Day 4</u>	ELA_G9_W7_L33	The Sun is Also a Star is a Timely Film about Teen Romance	Read, questions

Weekly Text



"The Sun Is Also a Star" is a timely film about interracial teen romance

By Pat Padua, Washington Post on 06.04.19

Word Count 560

Level MAX



Yara Shahidi (left) and Charles Melton in a scene from "The Sun Is Also a Star." Photo by: Atsushi Nishijima, Warner Bros. Pictures

With a title that reads like a line of bad teenage love poetry — one whose "I" might as well be dotted with a heart — and a plot that involves a series of improbable coincidences, "The Sun Is Also a Star" seems, on the surface, as if it wouldn't appeal to many beyond the target demographic of its source material: a 2016 young-adult novel by Nicole Yoon, author of "Everything, Everything." But you don't have to be a lovesick adolescent to fall, just a little, for its goofy energy.

The movie's premise is timely, if overheated: 17-year-old Natasha (Yara Shahidi of "Grown-ish") was born in Jamaica but lives with her undocumented immigrant family in Brooklyn, New York. Daniel (Charles Melton of "Riverdale") is a first-generation Korean-American who loves to write poetry. His father, who owns an African-American hair-care shop in Harlem, New York, wants him to go to medical school.

Over the course of a day in New York City, these two beautiful young people from wildly different cultures fall in love. But there's a catch: Natasha's family is to be deported the next day. Can she get the court to reverse the decision? Will Daniel put aside his dream to pursue the profession his

This article is available at 5 reading levels at <https://newsela.com>.

father wants for him? The answers may surprise no one, but they involve what Daniel and Natasha would call destiny.

The lovebirds meet cute: Daniel pulls Natasha out of the way of a speeding car — a maneuver straight out of a soap opera. Like those over-the-top melodramas, this movie's contrivance level is off the charts.

All this may sound ridiculous on paper, but director Ry Russo-Young ("Before I Fall") somehow manages to sell this madness, aided by the convincing visual flair of cinematographer Autumn Durald, whose bird's-eye views of Manhattan convey the delirium of young love. Her camera catches the scope of the big city, a hugeness that not only overwhelms the concerns of these two not-yet-fully-formed adults but also thrills them with a sense of possibility. Lens flares distort the sun's rays — much like love goggles — and sweeping camera movements carry the viewer along for a roller-coaster ride that seems to track with Natasha and Daniel's emotions. (It helps that the leads are so attractive and likable.)

The "great melting pot" setting makes a point: This is Russo-Young's idealized vision of America. A loving close-up of the Statue of Liberty (looking strangely like Sylvester Stallone for some reason) drives it home.

And yet the movie doesn't shy away from racial tensions; Daniel's family makes assumptions about Natasha, based on her skin and hair. (In one of its more curious asides, the film offers an explanation of why Korean-Americans have a lock on the African-American hair-care business in New York.) And the film doesn't exactly have a fairy-tale ending.

"The Sun Is Also a Star" suggests something intriguing: representation matters — but not just so we can see ourselves on-screen. It's also important to see perspectives other than our own.

At the heart of the movie is a love story: one that's universal enough to recall every other one ever told. But there's a specificity to this personal journey to the land of opportunity that suggests the hopefulness of the American Dream. If its heart-pounding romance doesn't make you cry, its sorely needed sense of optimism will surely make you smile.

This article is available at 5 reading levels at <https://newsela.com>.

Lesson 30

Target	<p>I can define the concept vocabulary presented in the text.</p> <p>I can explain the universal appeal of stories about love and destiny.</p>
Text, Materials, Video Name	<p><i>The Sun is Also a Star is a Timely Film about Teen Romance</i></p> <p>Lesson 1 Note-catcher</p> <p>Pencil or Pen</p> <p>Smartphone (optional)</p> <p>Watch Video ELA_G9_W10_L30</p>
Read	<p>Read the title and captions of “<i>The Sun is Also a Star is a Timely Film about Teen Romance</i>”.</p>
Think	<p>What do stories about love and destiny typically have in common? Generate a list and include it below. Provide examples from a text or story that you have read during this unit. Predict what you think the movie, <i>The Sun is Also a Star</i>, is about.</p>
Talk	<p>With a family member, caregiver, or friend, talk about the following question: <i>What do you think makes stories or movies about love and destiny so popular?</i> Provide examples and record your response in the note-catcher.</p>
Write	<p>Define the vocabulary words from the text using the chart in the note-catcher.</p>
Closing	<p>Brainstorm a list of books or movies (aim for at least 5) about love and destiny that feature teenagers as the lead characters. Was it difficult to come up with this list? Why or why not? Record your answer in the note-catcher.</p>

Note-Catcher/Handout/Student Activity Lesson 30

Day 1

Jumpstart: What do you think makes stories or movies about love and destiny so popular? Provide specific examples.

Think: What do stories about love and destiny typically have in common? Generate and list and include it below. Provide examples from a text or story that you have read during this unit.

Write:

Word	Definition
Meet Cute	
Delirium	
Contrivance	
Melodrama	
Demographic	
Optimism	

Closing: Brainstorm a list of books or movies (aim for at least 5) about love and destiny that feature teenagers as the lead characters. Was it difficult to come up with this list? Why or why not? Record your answer in the note-catcher.

Lesson 31

Target	<p>I can read and summarize the information presented in the article</p> <p>I can identify the claim, reasons, and evidence/examples in the text.</p>
Text, Materials, Video Name	<p><i>The Sun is Also a Star is a Timely Film about Teen Romance</i></p> <p>Lesson 1 Note-catcher</p> <p>Pencil or Pen</p> <p>Smartphone (optional)</p> <p>Watch Video ELA_G9_W10_L31</p>
Read	Read “ <i>The Sun is Also a Star is a Timely Film about Teen Romance</i> ”.
Think	<p>As you read:</p> <ul style="list-style-type: none"> ✓ Underline words, phrases, or sentences that identify the author’s main argument. ✓ Circle any reasons the author provides to support the main argument presented in the text. ✓ Draw an arrow from the reason to the relevant example the author includes to prove his/her point.
Talk	With a family member, caregiver, or friend, talk discuss what the texts in the unit have in common.
Write	<p>Use the CRE acronym below to write a summary of the text.</p> <ul style="list-style-type: none"> ✓ Claim- What claim or argument is the author making? ✓ Reason- What reasons does the author provide to support his/her argument? ✓ Evidence/example-What evidence or examples does the author include to prove the overall argument?
Closing	Share your summary with a family member, care-giver, or friend and ask them if they agree or disagree with the author’s claim. Record their responses in the note-catcher.

Note-Catcher/Handout/Student Activity Lesson 31

Day 2

Write: Use the **CRE** acronym below to write a summary of the text.

- ✓ **Claim-** What claim or argument is the author making?
- ✓ **Reason-** What reasons does the author provide to support his/her argument?
- ✓ **Evidence/example-**What evidence or examples does the author include to prove the overall argument?

Summary:

Lesson 32

Target	<p>I can reflect on and respond to the claim, reasons, and evidence/examples presented in the text.</p> <p>I can evaluate the impact of word choice on the tone of the text.</p>
Text, Materials, Video Name	<p><i>“The Sun is Also a Star is a Timely Film about Teen Romance”</i></p> <p>Lesson 2 Note-catcher</p> <p>Pencil or Pen</p> <p>Smartphone (optional)</p> <p>Watch Video ELA_G9_W10_L32</p>
Read	<p>Re-read <i>“The Sun is Also a Star is a Timely Film about Teen Romance”</i></p>
Think	<p>As you read:</p> <ul style="list-style-type: none"> ✓ Circle descriptive words or phrases that identify the attitude and tone (mood) of the author. ✓ Write any thoughts, questions, or responses you have to the author’s ideas in the margins.
Talk	<p>With your family member, caregiver, or friend, talk about this question: <i>Is it possible to communicate attitude, or tone in writing? If so, how? Provide examples from texts or real life.</i> Record your examples in the note-catcher.</p>
Write	<p>Provide examples of how attitudes and tone can be used in writing. Complete the vocabulary chart in the note-catcher.</p>
Closing	<p>How would you describe the overall tone of the text? Read the text out loud to a family member, care-giver, or friend to see if they agree or disagree with you. Provide their responses.</p>

Note-Catcher/Handout/Student Activity Lesson 32

Day 3

Is it possible to communicate attitude, or tone in writing? If so, how? Provide examples from texts or real life.

Complete the chart below by identifying any descriptive words that author uses in the text that communicates a tone or feeling.

Word	Definition	Tone/Feeling

How would you describe the overall tone of the text? Read the text out loud to a family member, care-giver, or friend to see if they agree or disagree with you. Provide their responses.

Lesson 33

Target	I can connect information presented in the text to the essential question and theme of the unit.
Text, Materials, Video Name	<p><i>“The Sun is Also a Star is a Timely Film about Teen Romance”</i>. (text)</p> <p>Lesson 3 Note-catcher</p> <p>Pencil or Pen</p> <p>Smartphone (optional)</p> <p>Watch Video ELA_G9_W10_L33</p>
Read	Re-read <i>“The Sun is Also a Star is a Timely Film about Teen Romance”</i> .
Think	<p>Considering the following quotes below, how does the text connect to the essential question of the unit, “Do we control our own destiny?”</p> <p><i>“At the heart of the movie is a love story; one that’s universal enough to recall every other one ever told.”</i></p> <p><i>“Will Daniel put aside his dream to pursue the profession his father wants for him? The answers may surprise no one, but they involve what Daniel and Natasha would call destiny”</i></p>
Talk	<p>With a family member, care-giver or friend, respond to the following question, <i>“How does the popularity of stories focused on destiny reflect human beings common desire to control their own fate?”</i></p> <p>Record your answers in the note-catcher.</p>
Write	Provide your response to the question in the “think” section in the note-catcher. Include evidence and examples from this text or another text from the unit.
Closing	How does this literary history shed light on the short story’s ability to address the human condition? Provide answer to the text to support you answer.

Note-Catcher/Handout/Student Activity Lesson 33

Day 4

Considering the following quotes below, how does the text connect to the essential question of the unit, "Do we control our own destiny?"

"At the heart of the movie is a love story; one that's universal enough to recall every other one ever told."

"Will Daniel put aside his dream to pursue the profession his father wants for him? The answers may surprise no one, but they involve what Daniel and Natasha would call destiny."



Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 6/1/20 to 6/5/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	This week we will engage in Close Reading analysis activities using the text, <i>The World is Neither Good or Bad</i> . Our lessons will explore how our core beliefs, actions and thinking have the power to help frame our reality in life. Therefore, it's important for us to have a "growth mindset" and to put effort into training our minds to be happy. Essential Question: <i>Do we determine our own destinies?</i>
Guiding Question #1	How can our beliefs about the world affect our minds?
Guiding Question #2	How is our life's destiny determined by our own positive thinking?
Materials Needed	Learning Packet, Pencil, Device/Smartphone (optional)

	Watch	Read	Do
Day 1	ELA_G9_W8_L34	<i>The World is Neither Good or Bad</i>	Jumpstart, Analyze the Media
Day 2	ELA_G9_W8_L35	<i>The World is Neither Good or Bad</i>	Concept Vocabulary, First Read Activity
Day 3	ELA_G9_W8_L36	<i>The World is Neither Good or Bad</i>	Jumpstart, Close Read Activity
Day 4	ELA_G9_W8_L37	<i>The World is Neither Good or Bad</i>	Jumpstart, Analyze the Text
Day 5	ELA_G9_W8_L38	<i>The World is Neither Good or Bad</i>	Think About It, Main Idea (using multiple choice)

Weekly Text

As Shakespeare said, the world is neither "good or bad, but thinking makes it so"



New research, published in the academic journal Psychological Assessment, reveals that the story we tell ourselves about the world can shape us in profound ways. Photo by: Dominika Roseclay/Pexels

1 Psychologists have spent decades studying how our core beliefs about ourselves shape our actions and how we feel about our lives. For example, **if we believe our future is gloomy, we're more likely to be depressed.**

Following this logic, if we believe our future is bright we're more likely to be positive and happy.

2 Depression and feelings of depression are different from feeling sad. *Depression* is a mental illness that can affect mood, thoughts and behavior. **What distinguishes a mental illness, such as depression, from normal feelings such as sadness, is that mental illnesses cause ongoing stress.** It can also severely interfere with a person's ability to function. Most mental illnesses can be treated with medication and therapy.

It's helpful to know there's a difference between mental illness and depression and that mental illness can be treated.

3 If we have a "*growth mindset*," then we're more likely to feel happy and put effort into what we do. **A growth mindset is a view that we can develop our minds and skills with effort and practice.** This mindset encourages confidence in our ability to shape our lives. Until recently, psychologists have not focused on how the beliefs we have about the world we live in can also affect our lives.

Do you have a growth mindset? If not, what can we do to build our own confidence and think positively about the future?

<https://detroitk12.org>

4 Our beliefs about the world can affect our lives in powerful ways, according to new research done by Jeremy Clifton and his research team at the University of Pennsylvania. They call these beliefs "primal world beliefs," or "primals" for short. A report of their findings was recently published in the academic journal Psychological Assessment.

Beliefs About The World

"primals" = Our beliefs about the world

5 Clifton's work is the first attempt to record every primal world belief that people hold. Over the past five years, his team analyzed more than 80,000 tweets. They also studied the literature, religious writings and historical texts of cultures around the world. They researched movies and speeches of the last 100 years that have had a major influence on people, and observed hundreds of people. Their focus was on determining significant primal beliefs about the world.

It's pretty shocking to know that our social media accounts and content are being analyzed by researchers. How does this knowledge affect your future social media use?

6 The team discovered that people can have 26 primals. These include the beliefs that the world is good, safe, growing in positive ways and worth exploring.

This means people have up to 26 world beliefs.

7 These beliefs are automatic and deeply felt, and remain the same over time. They also cluster together. If we think the world is not fair, we're more likely to also believe it's threatening, but if we see the world as good, then we're likely to believe it's a fun and exciting place.

This is evidence of the power of positive thinking.

8 What most surprised the researchers was that these beliefs could predict our joys and sorrows. When we believe the world is safe, we are more likely to be more trusting, to have a growth mindset and to be happier. When we view the world as unsafe, we are more likely to feel sad and less trusting of others.

Our beliefs can actually predict our reality.

9 The most important primal belief discovered from the research is the view of the world as a good place, according to Clifton. People who view the world in a positive way tend to have deeper friendships and feel happy with life.

10 This information suggests that people who are unhappy and see the world as a bad place, might find it helpful to change the way they look at the world.

This is good to know. Maybe I need to try to be a better friend to people, in order to feel happier in life 😊

Changing Outlooks

11 Clifton mentioned cognitive behavioral therapy as a treatment for depression. Someone with depression might struggle with feelings of sadness and hopelessness about life. Cognitive therapy helps people identify and change thinking this way. One approach is to focus on the good things that happen in the world each day.

Cognitive = thinking, mind

12 Our primal world beliefs can also predict our politics. According to Clifton, Republicans and Democrats are equal in their belief that the world is safe, but Republicans believe the world is a just place. They also believe the world is getting worse, according to Clifton. This belief can lead to resistance to change, the study reported. Liberals tend to think that the world is not as just, but they do believe getting better. Democrats are more change, according to Clifton.

This is interesting. Clearly, the difference between these political parties is also fueled by beliefs.

the world is welcoming to

13 This new research can help us understand others. *When we are having a conflict with someone, the tension could be emerging from two very different stories we are telling ourselves about the world.* If we think that the world is safe, but our friend doesn't, then that may explain why we're constantly fighting about whether to go outside and explore. If we think the world is not fair, we might be quick to resent our sibling for not doing their share of the chores. *We each see the world in different ways and that can cause conflicts and miscommunication.*

Primals Inventory

The words conflict and tension seem to be closely related in meaning. I wonder what the difference is between the two?

14 To ease those stresses, Clifton recommends that people figure out their primals and the primals of loved ones. This can be accomplished by taking a free scientifically validated Primals Inventory. *"The main takeaway for now," Clifton said, is that primals are "a path to empathy."* Though our beliefs live in our minds and we aren't always aware of them, they shape our lives in dramatic ways. As William Shakespeare wrote, the world is neither "good nor bad, but thinking makes it so.

Empathy = the ability to understand and share the feelings of another.

Lesson 34

Target	I can use the title, photographs and my own predictions (guesses) from prior knowledge to make inferences and draw conclusions about a text.
Text, Materials, Video Name	<i>The World is Neither Good or Bad</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L34
Read	With a family member, caregiver, or friend, closely read the text directions to prepare you to engage in a depth of analysis and study to fully comprehend this complex text, <i>The World is Neither Good or Bad</i> .
Think	Think about how the graphics in a text and even the title of an article can help you make inferences and draw conclusions about the text.
Talk	With your family member, caregiver, or friend, talk about how positive thinking has helped you in a past situation in life.
Write	Jumpstart: <i>Based upon our title, and the few details you are able to preview using our directions, what do you believe this article will be about?</i> Analyze the Media: <i>Study the cover photograph, depicting (showing) the beauty of the galaxy and our natural environment, as photographed at night. What can you infer that the author wants the reader to feel using this picture?</i>
Closing	<ul style="list-style-type: none">● Share your writing with someone.● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 34

DAY 34

Jumpstart: Based upon our title, and the few details you are able to preview using our directions, what do you believe this article will be about?

Analyze the Media #1: Study the cover photograph depicting (showing) the beauty of the galaxy and our natural environment, as photographed at night. What can you infer that the author wants the reader to feel using this picture?

Lesson 35

Target	I can use context clues and my First Reading note catcher to annotate my thoughts and predict the meanings of unfamiliar words in the text.
Text, Materials, Video Name	<i>The World is Neither Good or Bad</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L35
Read	With a family member, caregiver, or friend, engage in a First Read of the text aloud for a general understanding of the text, <i>The World is Neither Good or Bad</i> .
Think	Consider what you have learned about the growth mindset being a positive way to think about the future or to practice and develop a skill.
Talk	With your family member, caregiver, or friend, talk about how reading the text aloud has improved your fluency and ability to understand a complex text.
Write	<p>Concept Vocabulary: Before reading, note how familiar you are with each of the concept vocabulary words. Then select your top 5 of the 8 concept vocabulary words to rank the words according to your familiarity with each of them.</p> <p><u>Note:</u> Consider locating each of your 5 chosen words in the text, to see if you can determine word meaning from the context clues (words surrounding the unfamiliar word).</p> <p>First Read Guide: Complete the first read guide to capture the annotations for what you Notice – Annotate – Connect – Respond as you engage in the first read of <i>The World is Neither Good or Bad</i></p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 35

DAY 35

Concept Vocabulary: Before reading, note how familiar you are with each of the following vocabulary words. Then rank the words in order from most familiar (1) to least familiar (7) using the graphic organizer provided.

Concept Vocabulary Word	Your Ranking (#1-5)
Depression	
Growth Mindset	
Primal	
Cognitive	
Conflict	
Tension	
Empathy	

First Read Guide: Complete the first read guide to capture the annotations for what you **Notice – Annotate – Connect – Respond** as you engage in the first read of *The World is Neither Good or Bad*.

NOTICE new information or ideas you learned about the unit topic as you first read this text.

ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT ideas within the selection to other knowledge and other selections you have read.

RESPOND by writing a brief summary of the selection.

First Read

STANDARD Anchor Reading Standard 10 Read and comprehend complex literary and

Lesson 36

Target	I can use the Close Reading guide to annotate, question and conclude while reading the text.
Text, Materials, Video Name	<i>The World is Neither Good or Bad</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L36
Read	With a family member, caregiver, or friend practice annotating (taking notes) while re-reading the text in order to obtain a deeper understanding of what you read.
Think	Think about and answer the following question: <i>How has using a close reading guide improved your analytical reading skills over time?</i>
Talk	With your family member, caregiver, or friend, talk about what you have learned from this article so far, and how this new knowledge applies to our overall theme of destiny.
Write	<p>Jumpstart: Answer the following question: <i>How have our tweets and social media posts helped scientists and researchers learn about our world views? Does this alter (change) how you will use social media in the future? Why or why not?</i></p> <p>Close Read Activity: Use the Close Reading guide graphic organizer to annotate, question, conclude and capture notes while reading the text.</p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 36

DAY 36

Jumpstart: How have our tweets and social media posts helped scientists and researchers learn about our world views? Does this alter (change) how you will use social media in the future? Why or why not?

Close Read Activity: Use the Close Reading guide graphic organizer to annotate, question, conclude and capture notes while reading the text.

MODEL

Close-Read Guide

Use this page to record your close-read ideas.

Selection Title: _____

You can use the Close-Read Guide to help you dig deeper into the text. Here is how a reader completed a Close-Read Guide.

Close Read the Text

Revisit sections of the text you marked during your first read. Read these sections closely and **annotate** what you notice. Ask yourself **questions** about the text. What can you **conclude**? Write down your ideas.



Analyze the Text

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one, and record your thoughts about what this choice conveys.

Lesson 37

Target	I can develop a deep understanding and appreciation for the growth mindset as a positive outlook on life, as introduced in the text.
Text, Materials, Video Name	<i>The World is Neither Good or Bad</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L37
Read	With a family member, caregiver, or friend re-read the introduction (paragraphs #1-3) to decide whether you agree that positive thinking has an influence on destiny (or how our life turns out).
Think	Consider that the Essential Question of whether we determine our own destinies, is tied to the article's claim (argument) that positive thinking influences our life by creating positive results.
Talk	With your family member, caregiver, or friend, talk about whether you agree (or disagree) with the article's claim (argument) that we have the power to influence our own lives for the better, by training ourselves to think positively.
Write	Jumpstart: Please outline 2-3 reasons to explain why you do (or don't), agree with the following statement. Then explain your answer in detail: Do you agree with the article's claim that: <i>If we believe our future is bright, we're more likely to be positive and happy? Why or why not? Please outline 2-3 reasons.</i> Analyze the Text Question: Thoughtfully answer an analysis question about growth mindset as it is presented in the text.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 37

DAY 37

Jumpstart: The **Essential Question** of whether we determine our own destiny is tied to the article's claim that positive thinking influences our life in creating positive results. Do you agree with the article's claim that: *If we believe our future is bright, we're more likely to be positive and happy? Why or why not? Please outline 2-3 reasons below:*

5. _____

6. _____

7. _____

Analyze the Text Question #1: *A growth mindset is the belief that we can develop our minds and skills with growth and practice. In what area(s) of your life will you learn to practice being positive (or practice a skill), in order to become better? Why did you choose this area for development?*

Sentence starters are outlined below to help you focus your thinking as you write:

1. A growth mindset will help me to practice being positive in this area of my life:

_____.

2. I will apply a growth mindset to the following skill in order to become better:

_____.

3. I chose this area/skill in my life because:

_____.

Lesson 38

Target	I can analyze the text for Craft & Structure and <i>identify the Main Idea in a complex text.</i>
Text, Materials, Video Name	<i>The World is Neither Good or Bad</i> Pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L38
Read	With a family member, caregiver, or friend, re-read the article for a final time, to determine how to best select the main idea of the text. <i>Quality of Life Indicators</i>
Think	Knowing that the Main Idea typically appears at the conclusion of a complex text or article helps me to choose the correct answer as I attempt a multiple-choice question to determine the main idea.
Talk	With your family member, caregiver, or friend, explain what you now know the title of our article to be and what Shakespeare must have meant by the phrase " <i>The World is Neither Good or Bad</i> ".
Write	<p>Think About It: Re-read the last several paragraphs of the text to determine the Main Idea of the text <i>The World is Neither Good or Bad</i>.</p> <p>Main Idea: Analyze the Craft and Structure of the text by choosing the main idea from the multiple sentence options provided.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 38

DAY 38

Think About It: In this text, there are at least two (2) sentences that capture the central idea or Main Idea of the article. Circle the **Main Idea** from the choices below:

1 **Which two of the following sentences from the article include central ideas of the article?**

1. This can be accomplished by taking a free scientifically validated Primals Inventory.
2. "The main takeaway for now," Clifton said, is that primals are "a path to empathy."
3. Though our beliefs live in our minds and we aren't always aware of them, they shape our lives in dramatic ways.
4. As William Shakespeare wrote, the world is neither "good nor bad, but thinking makes it so."

(A) **1 and 3**

(B) **1 and 4**

(C) **2 and 3**

(D) **2 and 4**

2 What makes you feel confident about your answer? Explain.

Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 6/8/20 to 6/12/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	Through this poem, you will consider the Essential Question, "Do we determine our own destinies?" In this week's activities, you will consider whether outside forces or the narrator of the poem are truly in control of his destiny and his relationship with "Annabel Lee." Essential Question: <i>Do we determine our own destinies?</i>
Guiding Question #1	Do we determine our own destinies?
Guiding Question #2	Do we have to accept our destinies?
Materials Needed	Week 6/8-12 Packet Pen or pencil Device/Smartphone (optional)

	Watch	Read	Do
Day 1	ELA_G9_W9_L39	"Annabel Lee" by Edgar Allen Poe	First Read Note Catcher
Day 2	ELA_G9_W9_L40	"Annabel Lee" by Edgar Allen Poe	Close Read Note Catcher (Imagery and Mood)
Day 3	ELA_G9_W9_L41	"Annabel Lee" by Edgar Allen Poe	Close Read Note Catcher (Unreliable Narrator)
Day 4	ELA_G9_W9_L42	"Annabel Lee" by Edgar Allen Poe	Analyze the Theme Note-catcher
Day 5	ELA_G9_W9_L43	"Annabel Lee" by Edgar Allen Poe	Analyze the Theme Note Catcher

Weekly Text

Annabel Lee

by Edgar Allen Poe

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;
And this maiden she lived with no other thought
Than to love and be loved by me.

I was a child and *she* was a child,
In this kingdom by the sea,
But we loved with a love that was more than love—
I and my Annabel Lee—
With a love that the wingèd seraphs¹ of Heaven
Coveted² her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her highborn kinsmen³ came
And bore her away from me,
To shut her up in a sepulchre⁴
In this kingdom by the sea.

The angels, not half so happy in Heaven,
Went envying her and me—
Yes!—that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud by night,
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we—
Of many far wiser than we—

¹ seraphs - angels

² covet – to be jealous

³ kinsmen - relatives

⁴ sepulchre – tomb, grave

And neither the angels in Heaven above
Nor the demons down under the sea
Can ever dissever⁵ my soul from the soul
Of the beautiful Annabel Lee;

For the moon never beams, without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise, but I feel the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling—my darling—my life and my bride,
In her sepulchre there by the sea—
In her tomb by the sounding sea.

⁵ dissever – disconnect, separate

Lesson 39

Day 1	
Target	I can read a poem using first-read thinking strategies. I can write a summary of the text using evidence.
Text, Materials, Video Name	“Annabel Lee” Instructional Video Pen or pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L39 Optional: “Annabel Lee” video https://www.youtube.com/watch?v=pEO9HyKfNel
Read	Read and re-read the poem aloud to yourself or to a friend or family member. Optional: Read the poem while listening to a recording posted online.
Think	As you read, try to picture what is happening in the poem as though it were a movie playing in your head. Use the note catcher to keep track of your thinking: <ul style="list-style-type: none"> • <i>Notice: Who is speaking in the poem? What story are they telling?</i> • <i>Annotate: Mark the lines that create the strongest images in your head. Circle words that are unfamiliar to you.</i> • <i>Connect: How does this poem relate to the texts and ideas we’ve already read and written about?</i>
Talk	Talk to a friend or family member and tell them what “Annabel Lee” is about. Share both where you feel clear as well as the places in the poem you were confused.
Write	Write a summary of the poem in the “Respond” box on the Note Catcher.
Closing	Return to your annotations and think about the following question: What was one image that will stick with you? Why?

Note-Catcher Lesson 39

<p>NOTICE <i>who</i> or <i>what</i> is “speaking” the poem and whether the poem tells a story or describes a single moment.</p>	<p>ANNOTATE by marking vocabulary and key passages you want to revisit.</p>
<p>CONNECT ideas within the selection to what you already know and what you have already read.</p>	<p>RESPOND by completing the Comprehension Check and by writing a brief summary of the selection.</p>

First Read
NOTICE ANNOTATE
CONNECT RESPOND

Lesson 40

Target	<p>I can close read a poem.</p> <p>I can infer the mood of a poem from its imagery.</p>
Text, Materials, Video Name	<p>“Annabel Lee”</p> <p>Instructional Video</p> <p>Pen or pencil, Note Catcher, Device/Smartphone (optional)</p> <p>Watch Video ELA_G9_W4_L40</p> <p>Optional: “Annabel Lee” video</p> <p>https://www.youtube.com/watch?v=pEO9HyKfNel</p>
Read	<p>Re-read the poem to yourself and annotate it for any images that are especially strong. You can jot down the images you notice in the Note Catcher.</p>
Think	<p>What feeling do you get from the poem? What are the images that stick out to you?</p> <p>The mood of a poem is the feeling you experience as a reader. The mood may be joyful, grieving, humorous, or any other mood a person feels. Imagery includes all sights, sounds, smells, tastes, and sensations communicated in a text. Imagery is one of the main ways mood is created.</p> <p>Think about the imagery you noticed in the poem. How does that imagery create the mood or feeling you got from the poem?</p>
Talk	<p>Share some examples of the poem's imagery with a friend or family member. Ask them, “What mood or feeling does this create for you?”</p>
Write	<p>Respond in a paragraph: How does imagery in the poem create a strong mood? Include at least two examples of imagery from the poem and be sure to explain how each of them contribute to the poem's mood.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to draw or write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note Catcher Lesson 40

Day 2	
Think: Imagery: description of how something looks, sounds, smells, tastes, or feels <i>ex: a hot wind blew past, rustling leaves and leaving me in a sweat</i>	Mood: the feeling a text creates in the reader <i>ex. sadness, joy, humor, anxiety, suspense</i>
What are the strongest images in the poem? Which ones will stick with you?	What feeling do you get from the poem? What is the mood?
Respond in a paragraph: How does imagery in the poem create a strong mood? Include at least two examples of imagery from the poem and be sure to explain how each of them contribute to the poem's mood.	

Lesson 41

Target	<p>I can close read a poem for qualities of the narrator. I can support my claims with evidence from the text.</p>
Text, Materials, Video Name	<p>“Annabel Lee” Instructional Video Pen or pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L41 Optional: “Annabel Lee” video https://www.youtube.com/watch?v=pEO9HyKfNel</p>
Read	<p>Re-read the poem. As you read, pay attention to what you learn about the narrator or speaker in the poem.</p>
Think	<p>In real life, we know that sometimes you can believe the story you are told, and other times, we know the person telling the story might not be reliable. An unreliable narrator may not be trying to lie – it might just mean they don't know the whole story or their emotions are getting in the way of them seeing the truth. Sometimes, a person wants something to be true so much that they trick themselves into believing it.</p> <p>Think about the narrator of “Annabel Lee.” Are they a reliable narrator? What makes you think they are telling the real story of what happened to Annabel Lee? What makes you think they may be unreliable?</p>
Talk	<p>Tell your friend or family member what it means to be an unreliable narrator and share your thoughts about the narrator of “Annabel Lee.” Ask them if they can think of a book, movie, or television show where the narrator (or the storyteller) was unreliable? Did the unreliable narrator make them like the story more or less?</p>
Write	<p>Complete the chart with a few sentences sharing evidence that the narrator is reliable and evidence the narrator is unreliable.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher Lesson 41

Day 3

In real life, we know that sometimes you can believe the story you are told, and other times, we know the person telling the story might not be reliable. An unreliable narrator may not be trying to lie – it might just mean they don't know the whole story or their emotions are getting in the way of them seeing the truth. Sometimes, a person wants something to be true so much that they trick themselves into believing it.

Think about the narrator of “Annabel Lee.” Are they a reliable narrator? What makes you think they are telling the real story of what happened to Annabel Lee? What makes you think they may be unreliable?

What makes you think the narrator is reliable? Include evidence from the text.

What makes you think the narrator is unreliable? Include evidence from the text.

Lesson 42

Target	<p>I can analyze a poem for its themes.</p> <p>I can support my claims with evidence from the text.</p>
Text, Materials, Video Name	<p>“Annabel Lee”</p> <p>Instructional Video</p> <p>Pen or pencil, Note Catcher, Device/Smartphone (optional)</p> <p>Watch Video ELA_G9_W4_L42</p> <p>Optional: “Annabel Lee” video</p> <p>https://www.youtube.com/watch?v=pEO9HyKfNel</p>
Read	<p>Re-read the poem. As you read, pay attention to who is in control of what happens in the story.</p>
Think	<p>Consider our questions for the week: Do we determine our own destinies? Do we have to accept our destinies?</p> <p>In the poem, who determines the destiny of Annabel Lee? Of the narrator? How do you know? Does the narrator accept his destiny? How do you know?</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following question: In the poem, who determines the destiny of Annabel Lee? Of the narrator? How do you know? Does the narrator accept his destiny? How do you know?</p>
Write	<p>Now that you've thought about and talked about our guiding questions, write your response in two paragraphs.</p> <p>Paragraph 1: In the poem, who determines the destiny of Annabel Lee and the narrator? How do you know?</p> <p>Paragraph 2: Does the narrator accept his destiny? How do you know?</p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher Lesson 42

DAY 4

Paragraph 1: In the poem, who determines the destiny of Annabel Lee and the narrator? How do you know?

Paragraph 2: Does the narrator accept his destiny? How do you know?

Lesson 43

Target	<p>I can analyze a poem for its theme.</p> <p>I can support my claims with text evidence.</p>
Text, Materials, Video Name	<p>“Annabel Lee”</p> <p>Instructional Video</p> <p>Pen or pencil, Note Catcher, Device/Smartphone (optional)</p> <p>Watch Video ELA_G9_W4_L43</p> <p>Optional: “Annabel Lee” video</p> <p>https://www.youtube.com/watch?v=pEO9HyKfNel</p>
Read	<p>Re-read the poem. As you read, think about how the poem helps you answer our guiding questions: “Do we determine our own destinies? Do we have to accept our destinies?”</p>
Think	<p>In lesson 4, you considered who was in control of destinies in “Annabel Lee” and whether the narrator accepted his destiny. Today, you will decide what message the poem has for its readers.</p> <p>Consider these questions:</p> <ol style="list-style-type: none"> 1. According to the poem, do we have control over our destinies? 2. According to the poem, do we have to accept our destinies? 3. Many readers believe the narrator is unreliable. If they are unreliable, what message should we take from the poem?
Talk	<p>With your family member, caregiver, or friend, talk about the following question: Can unreliable people be wise? How do we understand stories from people who seem unreliable?</p>
Write	<p>What have you learned about destiny from “Annabel Lee?” Now that you’ve read and analyzed the poem, how would you answer our guiding questions: “Do we determine our own destinies? Do we have to accept our destinies?” Use text evidence to support your claim.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher Lesson 43

DAY 5

What have you learned about destiny from “Annabel Lee?” Now that you’ve read and analyzed the poem, how would you answer our guiding questions: “Do we determine our own destinies? Do we have to accept our destinies?” Use text evidence to support your claim.



Grade 9 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 6/15/20 to 6/19/20

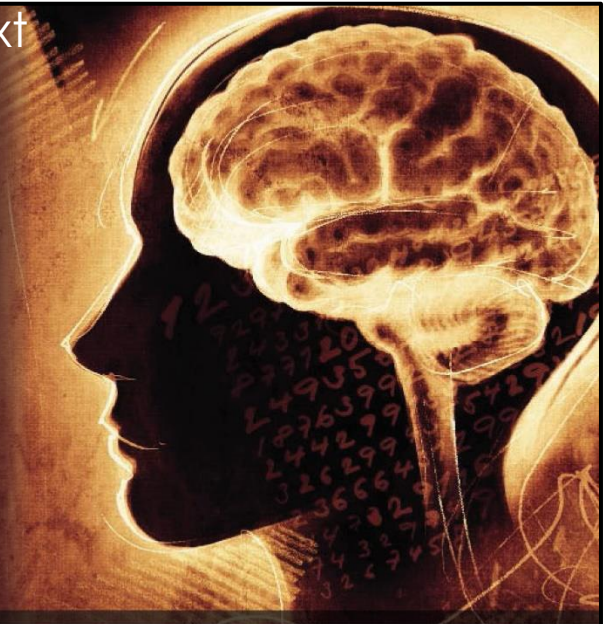
To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	This week's reading is an article about how our brain chemistry may influence our behavior and our destinies. You will read and analyze the article as you prepare to draw conclusions about how the article shapes your understanding of the essential question.
Guiding Question #1	Do we determine our own destinies?
Guiding Question #2	Do we have to accept our destinies?
Materials Needed	Week 6/15-19 Packet Pen or pencil Device/Smartphone (optional)

	Watch	Read	Do
<u>Day 1</u>	ELA_G9_W10_L44	"What's the Rush?" by Lexi Tucker	First Read Note-Catcher
<u>Day 2</u>	ELA_G9_W10_L45	"What's the Rush?" by Lexi Tucker	Author's Purpose
<u>Day 3</u>	ELA_G9_W10_L46	"What's the Rush?" by Lexi Tucker	Evaluate Evidence
<u>Day 4</u>	ELA_G9_W10_L47	"What's the Rush?" by Lexi Tucker	Applying Information
<u>Day 5</u>	ELA_G9_W10_L48	"What's the Rush?" by Lexi Tucker	Cross-Text Analysis

What's the Rush?: Young Brains Cause Doomed Love

Lexi Tucker



SCAN FOR
MULTIMEDIA

About the Author

Lexi Tucker (b. 1976) was born in Georgia. Ever since performing in a high school production of *Romeo and Juliet*, Tucker has been interested in Shakespeare's romances. During her career, she has written about scientific and literary subjects and the ways modern science can shed light on the classics. Tucker has found that her degree in neuropsychology helps her understand the decisions made by Shakespeare's characters, as they were written with a high degree of psychological realism.

BACKGROUND

In modern terms, *Romeo and Juliet*, the young protagonists of Shakespeare's famous drama, would be considered adolescents. Adolescence is the period between childhood and adulthood, beginning around age 10, according to many experts. During this time, young people experience physical and biological changes that affect their behavior and thoughts.

NOTES

- 1 **W**hen teenagers are derided by adults, it is usually because they are "wild," "impulsive," or "rude." Even though adolescence was different in Elizabethan England, the same characterization of youth was mostly true in Shakespeare's day as it is now. So, when viewed with an unromantic eye, all the problems caused in *Romeo and Juliet* could be the results of poor impulse control.
- 2 In the play, the teens decide they are madly in love just after meeting each other. Then they get married in secret. Meanwhile, Juliet's father promises her to another man. Then Juliet's cousin Tybalt kills Romeo's best friend, Mercutio. Romeo then kills Tybalt in a revenge-fueled rage. Potions, poisons, and many miscommunications later, they are dead. Though the story would

suffer, a little forethought, direct communication, and planning probably would have saved their lives.

- 3 What scientists are discovering, however, is that the brain is probably to blame. Place your hand on your forehead. Just behind your hand in a part of the brain called the prefrontal cortex is the area that has an important job: it helps boss around the other parts of your brain so that you can make solid decisions, organize your thoughts, plan ahead, and anticipate consequences. The only problem is that the prefrontal cortex is slow to grow. In fact, it does not seem to be fully developed until about age 25.
- 4 Before that time, young people sometimes take risks that seem silly or dangerous to adults. Some research seems to indicate that this risk-taking is like a dress rehearsal for real danger; since our brains learn from experience, we take risks when we are young to learn how to make good decisions when circumstances get really serious. However, teens sometimes *are* in really serious situations before the prefrontal cortex is good to go, and they might neglect to think about possible consequences before taking action. For example, distracted driving is highest among teenagers—texting, talking on the phone, and adjusting the iPod¹ are just a few examples. Though it may seem safe in the moment, distracted driving can quadruple the chance of a crash. While adults are also guilty of this carelessness, teenagers are less deterred by the terrifying statistics, laws, and danger: the possible consequences don't always rank when that phone starts to buzz. So, even when the life-and-death dangers are very real, the premature prefrontal cortex might explain why the possibility of being hurt or hurting someone else feels very remote.
- 5 Though Romeo and Juliet did not have to contend with the risky mix of cell phones and cars, they did grapple with arranged marriages, family feuds, swords, poison, and underdeveloped prefrontal cortexes, leading to “. . . the County Paris slain; and Romeo dead; and Juliet, dead before, warm and newly kill'd.”

1. iPod electronic digital music-playing device.

Lesson 44

Target	I can write a summary of the text using evidence.
Text, Materials, Video Name	“What’s the Rush? Young Brains Cause Doomed Love” Instructional Video Pen or pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L44
Read	Read the article. If you can, read it with a friend or family member. As you read, pay attention to what the article is saying about how the brains of young people impact their behavior.
Think	Use the first read guide to jot down how you Notice, Annotate, and Connect. Use the questions in the guide to focus your reading and thinking. Think about how you do and do not agree with the article.
Talk	Talk to a friend or family member and tell them what the article is about. Ask them how their decision making has changed as they have gotten older.
Write	Write a summary of the article in the “Respond” box on the Note Catcher.
Closing	Reflect: What additional questions do you have for the author of this article? What else would you like to learn about the science behind how your brain works?

Note-Catcher Lesson 44

NOTICE

NOTICE the general ideas of the text.
What is it about? Who is involved?

ANNOTATE

ANNOTATE by marking vocabulary and key passages you want to revisit.



CONNECT

CONNECT ideas within the selection to what you already know and what you have already read.

RESPOND

RESPOND by completing the Comprehension Check and by writing a brief summary of the selection.

Lesson 45

Target	I can use evidence from the article to explain the author's points
Text, Materials, Video Name	<p>"What's the Rush? Young Brains Cause Doomed Love"</p> <p>Instructional Video</p> <p>Pen or pencil, Note Catcher, Device/Smartphone (optional)</p> <p>Watch Video ELA_G9_W4_L45</p>
Read	With a family member, caregiver, or friend, read " <i>What's the Rush? Young Brains Cause Doomed Love</i> "
Think	Non-fiction texts are typically written to inform or to persuade readers or a claim. As you read, think about: Why did the author write the article? What were they trying to communicate to young readers?
Talk	Talk to a friend or family member about what purpose you believe the author had in writing the article.
Write	Complete the chart noting the purpose you believe the writer had in writing the article and the evidence that supports your conclusion.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher Lesson 45

Day 2

Author's Purpose: What is the author's purpose for writing this article?

Evidence 1:

Evidence 2:

Quick write: Write a paragraph explaining what was the author's purpose for writing this article?

Lesson 46

Target	<p>I can close read a non-fiction text.</p> <p>I can evaluate the claims in a non-fiction text.</p>
Text, Materials, Video Name	<p>“What's the Rush? Young Brains Cause Doomed Love”</p> <p>Instructional Video</p> <p>Pen or pencil, Note Catcher, Device/Smartphone (optional)</p> <p>Watch Video ELA_G9_W4_L46</p>
Read	<p>Re-read the article. As you read, mark the examples and evidence the author uses to prove their points.</p>
Think	<p>Are you convinced by the article's claims? What evidence in the article support those claims? Why is that evidence convincing?</p>
Talk	<p>What is one question that you have as a result of reading this article? Ask a friend or family member that question to get their perspective.</p>
Write	<p>Imagine you are a friend of the author and she has asked you to read the article before it is published. She would like to know what makes the article convincing and where it needs more or stronger evidence. Write her a short note sharing your thoughts.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note Catcher Lesson 46

Day 3

Imagine you are a friend of the author and she has asked you to read the article before it is published. She would like to know what makes the article convincing and where it needs more or stronger evidence. Write her a short note sharing your thoughts.

Lesson 47

Target	I can apply information in a non-fiction text.
Text, Materials, Video Name	<p>“What’s the Rush? Young Brains Cause Doomed Love”</p> <p>Instructional Video</p> <p>Pen or pencil, Note Catcher, Device/Smartphone (optional)</p> <p>Watch Video ELA_G9_W4_L47</p>
Read	Re-read the article.
Think	<p>Today and tomorrow, we will consider how the article addresses our guiding questions: Do we determine our own destinies? Do we have to accept our destinies?</p> <p>For today, we will focus on the article. What evidence do we see that young people can determine their own destinies? What evidence do we see that young people are influenced by forces beyond their control?</p>
Talk	With your family member, caregiver, or friend, tell them about the article and ask them: When a young person makes a decision, who is really in control? Why do you think so?
Write	Now that you've thought about and talked about our guiding questions, write your response to this question: According to the article, “What’s the Rush?”, do young people determine their own destinies? Use evidence to support your claims.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher Lesson 47

DAY 4

According to the article, "What's the Rush?", do young people determine their own destinies? Use evidence to support your claims.

Lesson 48

Target	I can draw conclusions about how an idea is addressed across different texts.
Text, Materials, Video Name	<p>“What’s the Rush? Young Brains Cause Doomed Love” Instructional Video Pen or pencil, Note Catcher, Device/Smartphone (optional) Watch Video ELA_G9_W4_L48</p>
Read	Re-read the article.
Think	<p>In lesson 4, you decided the article’s perspective on our guiding questions. In this lesson, you will consider how “What’s the Rush?” can help us understand other literature we have read during this unit. For example, the author describes how brain science might affect our interpretation of <i>Romeo and Juliet</i>.</p> <p>Think about the other texts we’ve read about young people trying to shape their destiny. How does the information in this article affect our understanding of their stories?</p>
Talk	With your family member, caregiver, or friend, talk about the following question: There are lots of things that make it hard to shape our own destiny. When should we accept our destiny and when should we keep trying to reshape it?
Write	Choose one of the texts we’ve read in this unit. Think about the characters’ actions and what we learned in “What’s the Rush?” How does “What’s the Rush?” impact your understanding of that text?
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Note-Catcher Lesson 48

DAY 5

According to the article, "What's the Rush?", do young people determine their own destinies? Use evidence to support your claims.

