Christina School District Learning Choice Board
for grades 9-10  grade ELA and Social Studies - Optional - Approaching grade level

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<td><strong>Choose one poem (or the one below) that you haven’t read in class and focus on one element of the author’s style. In the writing piece be sure to provide in-text citation and analysis that explains how the evidence supports the elements you are discussing.</strong></td>
<td><strong>This activity ties in with the Social Studies Activity: Historical Person.</strong></td>
<td><strong>Argumentative Writing Assignment</strong></td>
<td><strong>Using the TPCASTT Guide provided, students will choose one of the texts on oppression and complete the TPCASTT analysis in order to understand how the author uses language, words, phrases, and structure to convey the overall theme of the text.</strong></td>
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| **Fire and Ice**  
BY ROBERT FROST  
Some say the world will end in fire,  
Some say in ice.  
From what I’ve tasted of desire  
I hold with those who favor fire.  
But if it had to perish twice,  
I think I know enough of hate  
To say that for destruction ice  
Is also great  
And would suffice. | **Historical Person Activity**  
Think of a person (may use one of the below names if you are not able to come up with one yourself.) from history that you have studied recently. Using your empathy skills, put yourself in their shoes. Would you have taken the same course of action? Reflect on why they made the decision they did, and whether or not you would have done the same thing? As you are completing the writing piece, give one example to support your answer to each question. | **Choose a topic from the list below and write an Argumentative Essay which includes your claim, evidence, counterclaim, rebuttal, and conclusion on the topic. Use the Planning Worksheet to assist in organizing your thoughts and ensuring that all parts of the Argumentative Essay are included.** | Using the TPCASTT Guide provided, students will choose one of the texts on oppression and complete the TPCASTT analysis in order to understand how the author uses language, words, phrases, and structure to convey the overall theme of the text. |
| **Anne Frank**  
**Muhammad**  
**Florence Nightingale**  
**Martin Luther King**  
**Gautama Buddha**  
**Mark Twain**  
**Edgar Allan Poe**  
**Mohandas Karamchand Gandhi**  
**Johann Sebastian Bach**  
**Galileo Galilei**  
**Winston Churchill**  
**Genghis Khan**  
**Rosa Parks**  
**Walt Disney**  
**Jesse Owens**  
**Malala Yousafazi**  
**Marie Curie** | Link to Worksheet and Poems: [https://tinyurl.com/ujtgfwh](https://tinyurl.com/ujtgfwh) | Link to Worksheet: [https://tinyurl.com/rwulpad](https://tinyurl.com/rwulpad) | Link to Worksheet and Poems: [https://tinyurl.com/ujtgfwh](https://tinyurl.com/ujtgfwh) |
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<td>Current Event through any news feed. (T.V., Social Media, Internet)</td>
<td><em>This activity ties in with the ELA Activity: Historical Person.</em></td>
<td>All media have an author—and an agenda. It's important to know how to analyze and critique any type of media, from social media posts and online articles to books, TV shows, advertisements, works of art, and beyond. Use this sheet to help you think critically about how current media are made and consumed.</td>
<td>U. S. Census Activity for 9th and 10th grade.</td>
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<td>Imagine that social media existed throughout history. How would historical figures talk to each other? Who would they be friends with? What would their favorite hashtag be? Create a social media account for a famous historical figure. Use the historical figure from the Social Studies activity. Use your imagination and remember to include text in your posts.</td>
<td>Choosing 2 of the 4 groups of questions and come up with one of your own to answer that focuses on a current event/media.</td>
<td>U. S. Census Activity for 9th and 10th grade.</td>
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<td>Who created this message? Which techniques are used to attract the attendance of the audience? How might different people interpret this message? Which lifestyles, values, and points of view are represented or missing? Why is this message being sent?</td>
<td>Who created this message? Was it created by an individual, a group, an organization, or a company? Why was the message made? Is the message's purpose to inform? To entertain? To persuade? (Or some combination?) Who's the message's intended audience? Who paid (or is paying) for this message? Money motivates a lot of media—who paid to have this message made? What else have they paid for? What other agendas might they have? How</td>
<td>U. S. Census Activity for 9th and 10th grade.</td>
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<td><a href="https://www2.census.gov/programs-surveys/sis/activities/history/hh-10_student.pdf">Grade 9 Work Sheet</a></td>
<td><a href="https://www2.census.gov/programs-surveys/sis/activities/math/hm-6_student.pdf">Grade 10 Work Sheet</a></td>
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<td><strong>Stair Steps.</strong> Do you have stairs in your home or on your stoop? Take time to do step-ups. Step up, step down, and repeat. COUNT as many reps as you can, and you will find you can do more over time.</td>
<td><strong>Planks.</strong> Planking is a wonderful way to strengthen your core, arms, and shoulders. With your stomach facing the floor, plant your hands on the ground shoulder-width apart, ground your toes into the floor, and lift your body into a straight line. Try holding/ COUNTING for 30 seconds and increase as you can.</td>
<td><strong>Burpees.</strong> Burpees are a great way to get a full-body exercise. Start with your feet shoulder-width apart, bend at your hips and knees to go into a squat position. Place your hands on the floor in front of you and kick your feet back into a plank position. Drop down to the floor in a push-up, and press back up into the plank position. Kick your feet inward and press your body up into a jump.</td>
<td><strong>Jumping Jacks.</strong> Jumping Jacks are a great full-body activity. Start with the amount that works best for you and work your way up.</td>
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- Links are case sensitive, please type exactly how they appear.