

**SEMESTER 1**

**Aug. 15 – Aug. 19**

- Beginning of the Year Writing Assessment
- NWEA Testing
- Start the Personal Reading Program

**Week 1: Aug. 22 – Aug. 26**

Reading Selections	Genre	Objectives	Pages
Comparing Literature: The Sky Tree / How the Leopard Got His Claws / Prayer to the Pacific	Myths and Poetry	<b>Literary Study:</b> Analyzing oral tradition <b>Reading Strategies:</b> Questioning / Comparing works across time and place	1-16

**Assignments**

**Read and Write Book**

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|----------------|---|----------------------|
| __ pages 2-3   | “Before You Read” Activities            | _____ (points/grade) |
| __ pages 4-14  | <b>Read</b> (notes & margin activities) | _____ (points/grade) |
| __ pages 15-16 | “After You Read” Activities             | _____ (points/grade) |

**Writing**

Though your family may not have official “myths” that are told to your so that you may pass them down to your children, no doubt you, too, have some oral traditions of your own. Think of a family story that you have heard several times. It could be a piece of family history, a description about a living or deceased relative, or just an entertaining story that someone likes to tell. Write a paragraph in which you **summarize** this oral tradition. Begin with a topic sentence that gives an overview of the family. Then, in the body of your paragraph relate the main points of the story, without going into much depth on any one of those points. Conclude your paragraph with a sentence that tells why this family story is important and often-told. Minimum 10 sentences.

**High School Grammar Packet**

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|---|----------------------|
| __ Group 1: “Proper Nouns and Pronouns” | _____ (points/grade) |
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**Week 2: Aug. 29– Sept. 2**

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Upon the Burning of Our House / To My Dear and Loving Husband	Poetry	<b>Literary Study:</b> Analyzing metaphor <b>Reading Strategy:</b> Drawing conclusions about author’s beliefs <b>Vocabulary:</b> Understanding synonyms	17-24
Letter to John Adams	Letter	<b>Literary Study:</b> Analyzing description <b>Reading Strategy:</b> Recognizing author’s purpose <b>Vocabulary:</b> Understanding analogies	37-44

**Assignments**

**Read and Write Book**

__ pages 18-19	“Before You Read” Activities	_____ (points/grade)
__ pages 20-22	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__ pages 23-24	“After You Read” Activities	_____ (points/grade)
__ page 306	Conclusion Chart	_____ (points/grade)
__ pages 38-39	“Before You Read” Activities	_____ (points/grade)
__ pages 40-42	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__ pages 43-44	“After You Read” Activities	_____ (points/grade)
__ page 308	Evaluation Chart	_____ (points/grade)

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__ Group 2: “ Adjectives and Adverbs”	_____ (points/grade)
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**Vocabulary (in supplement)**

__ pages 239-240	“Synonyms: Nuances”	_____ (points/grade)
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### Week 3: Sept. 6 – Sept. 9

Reading Selection	Genre	Objectives	Pages
TIME: How They Chose These Words	Historical Essay	<b>Reading Strategy:</b> Analyzing informational text / Determining main idea and supporting details	25-36

### Assignments

#### Read and Write Book

___ pages 26-27	“Before You Read” Activities	_____ (points/grade)
___ pages 28-34	<b>Read</b> (notes & margin activities)	_____ (points/grade)
___ pages 35-36	“After You Read” Activities	_____ (points/grade)
___ page 307	“Outline”	_____ (points/grade)

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___ Group 3: “Prepositions and Conjunctions”	_____ (points/grade)
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## Week 4: Sept. 12 – Sept. 16

Reading Selection	Genre	Objectives	Pages
The Pit and the Pendulum	Short Story	<b>Literary Study:</b> Analyzing suspense <b>Reading Strategy:</b> Identifying sequence <b>Vocabulary:</b> Understanding word origins	79-98

### Assignments

#### Read and Write Book

___pages 80-81	“Before You Read” Activities	_____ (points/grade)
___pages 82-95	<b>Read</b> (notes & margin activities)	_____ (points/grade)
___pages 96-97	“After You Read” Activities	_____ (points/grade)
___page 98	Plot Diagram	_____ (points/grade)

#### Writing

The outline about an historical event that you created on page 307 last week is the basis for your first essay, an informative essay about an event in history with which you are familiar and/or would like to learn more about.

This week you will be in the prewriting phase. If the historical event that you outlined for the assignment on page 307 doesn't interest you enough or if you've changed your mind, flip through your American history book to generate other ideas. Browse the internet. Consult your teacher or other coaches.

Once you have identified the historical event you want to research and write about, conduct some basic research from at least two sources. Spend time on the internet, read your American History book, and/or visit the library. Take notes! Write down all necessary information about any source you take information from (fill out the “Sources Consulted” chart in the English 11 Supplement). Now complete a “real” outline but with three examples for each supporting detail in the same vein as the outline on page 307.

Topic

- I.
  - A.
  - B.
  - C.
- II.
  - A.
  - B.
  - C.

III.

- A.
- B.
- C.

\_\_\_\_\_ (points/grade)