

<b>SEMESTER 1</b>
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**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
Egyptian Poetry: <i>from</i> The Immortality of Writers / So small are the flowers of Seamu	Poetry	<b>Literary Study:</b> Analyzing imagery <b>Reading Strategy:</b> Analyzing diction <b>Vocabulary:</b> Understanding word origins	1-8
<i>from</i> The Lion's Awakening <i>from</i> Sundiata	Epic	<b>Literary Study:</b> Analyzing epic <b>Reading Strategy:</b> Making inferences about characters <b>Vocabulary:</b> Understanding word parts	9-18

<b>Assignments</b>
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**Read and Write Book**

__ pages 2-3	“Before You Read” Activities	_____ (points/grade)
__ pages 4-5	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__ pages 6-7	“After You Read” Activities	_____ (points/grade)
__ page 8	Main Idea Organizer	_____ (points/grade)
__ pages 10-11	“Before You Read” Activities	_____ (points/grade)
__ pages 12-15	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__ pages 17-18	“After You Read” Activities	_____ (points/grade)
__ page 342	Main Idea Organizer	_____ (points/grade)

**Writing**

Look back at the hero cluster you filled in on page 10 of your Read and Write book. Choose one of the heroes that you listed and write an **explanatory paragraph** that tells about your hero and his/her characteristics. Be sure to identify your hero in the opening (topic) sentence. Name and explain each of the characteristics that he/she demonstrates.

Give examples when appropriate. Assume your reader knows NOTHING about your hero unless you provide detailed information. Using precise language will help you to develop your topic. End with a concluding statement that supports your explanation of a hero.

## High School Grammar Packet

\_\_\_ Group 1: “Proper Nouns and Pronouns” \_\_\_\_\_ (points/grade)

### Week 2: Aug. 29– Sept. 2

Reading Selection	Genre	Objectives	Pages
The Voter	Short Story	<b>Literary Study:</b> Analyzing motivation <b>Reading Strategy:</b> Activating prior knowledge <b>Vocabulary:</b> Understanding word parts	19-30

## Assignments

### Read and Write Book

\_\_\_ pages 20-21      “Before You Read” Activities      \_\_\_\_\_ (points/grade)  
 \_\_\_ pages 22-28      **Read** (notes & margin activities)      \_\_\_\_\_ (points/grade)  
 \_\_\_ pages 29-30      “After You Read” Activities      \_\_\_\_\_ (points/grade)  
 \_\_\_ page 343      Thinking Tree      \_\_\_\_\_ (points/grade)

## High School Grammar Packet

\_\_\_ Group 2: “ Adjectives and Adverbs” \_\_\_\_\_ (points/grade)

### Vocabulary (in supplement)

\_\_\_ pages 185-187      “Patterns of Word Changes, part 1”      \_\_\_\_\_ (points/grade)

**Week 3: Sept. 6 – Sept. 9**

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
The Rain Came	Short Story	<b>Literary Study:</b> Analyzing setting and plot <b>Reading Strategy:</b> Analyzing cultural context <b>Vocabulary:</b> Understanding word analogies	31-46

**Assignments**

**Read and Write Book**

__pages 32-33	“Before You Read” Activities	_____ (points/grade)
__pages 34-44	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__pages 45-46	“After You Read” Activities	_____ (points/grade)
__page 344	Plot Diagram	_____ <b>(points/grade)</b>

**Writing**

For the past two weeks, you have read and studied two short stories. Authors of short stories effectively use narrative writing methods and techniques. You will now write your own short story using as many of the following methods and techniques as you can to:

- Engage and orient the reader
- Sequence events
- Employ Storytelling Techniques
- Provide a Conclusion

See COMMON CORE STANDARDS PRACTICE “WRITING WORKSHOP: SHORT STORY” (English 12 Supplement) for details.

Begin by brainstorming possible subjects for your short story. Choose a cultural context that you are familiar with. Also think about what motivates your character(s). This will help you develop a plot that is reasonable and engaging. Fill out the “Story Map” completely (in English 12 Supplement) once you have narrowed in on a topic for your short story.

**High School Grammar Packet**

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

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Lyric Poems: Most Beautiful of All the Stars / In My Eyes He Matches the Gods / For My Mother Said / Some Say Thronging Cavalry	Poetry	<b>Literary Study:</b> Analyzing imagery <b>Reading Strategy:</b> Paraphrasing <b>Vocabulary:</b> Understanding synonyms	47-54

**Assignments**

**Read and Write Book**

- \_\_\_pages 48-49      “Before You Read” Activities      \_\_\_\_\_(points/grade)
- \_\_\_pages 50-52      **Read** (notes & margin activities)      \_\_\_\_\_(points/grade)
- \_\_\_pages 53-54      “After You Read” Activities      \_\_\_\_\_(points/grade)
- \_\_\_page 345      Theme Chart      \_\_\_\_\_(points/grade)

**Writing**

This week you will be turning the shell of your short story that you worked out on your “Story Map” into a piece of writing. This is drafting week!

**See “Draft” (Short Story) in the English 9 Supplement** for step-by-step instructions for writing the first draft of your short story. Remember that you will want to start a new paragraph every time there is a major shift in the action or the narration of the story. Also, when using dialogue (spoken words by a character), you begin a new paragraph each time there is a change in speakers. In other words, your short story is likely to have a lot more paragraphs than a typical 4-5 paragraph essay.

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

**High School Grammar Packet**

- \_\_\_ Group 4: “ Simple Subject and Compound Subject”      \_\_\_\_\_(points/grade)

**Week 5: Sept. 19 – Sept. 23**

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
<i>from Oedipus the King</i>	Drama	<b>Literary Study:</b> Analyzing irony <b>Reading Strategy:</b> Synthesizing <b>Vocabulary:</b> Understanding word origins	55-78

**Assignments**

**Read and Write Book**

- \_\_\_ pages 56-57      “Before You Read” Activities      \_\_\_\_\_ (points/grade)
- \_\_\_ pages 58-59      Information about the drama,  
Preview, and Note Taking      \_\_\_\_\_ (points/grade)
- \_\_\_ pages 60-75      **Read** (notes & margin activities)      \_\_\_\_\_ (points/grade)
- \_\_\_ pages 76-77      “After You Read” Activities      \_\_\_\_\_ (points/grade)
- \_\_\_ page 78      Cause-and-Effect Diagram      \_\_\_\_\_ (points/grade)

**Writing**

Congratulations on getting your story written last week! Based on teacher feedback and a self-assessment of your first draft, you will apply the revision strategies of add, remove, substitute, and rearrange. Use the questionnaire in the **“Revise” (Short Story) section (in the English 9 Supplement)** to help identify what changes and improvements you should consider making. Revised draft of short story due next week.

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

**Grammar (in English 12 Supplement)**

- \_\_\_ pages 177-178      “Grammar Practice: Parallel Construction”  
Read about parallel construction and then do “Exercise: Correcting  
Errors in Parallel Construction” #'s 1-5

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

**Week 6: Sept. 26 – Sept. 30**

<b>Reading Selections</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Better to Live, Licinius	Poetry	<b>Literary Study:</b> Analyzing ode <b>Reading Strategy:</b> Interpreting imagery <b>Vocabulary:</b> Understanding word usage	101-108
The Sound of Birds at Noon	Poetry	<b>Literary Study:</b> Analyzing enjambment <b>Reading Strategy:</b> Recognizing author’s purpose <b>Vocabulary:</b> Understanding context clues	129-134

**Assignments**

**Read and Write Book**

__pages 102-103	“Before You Read” Activities	_____ (points/grade)
__pages 104-105	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__pages 106-107	“After You Read” Activities	_____ (points/grade)
__page 108	Evidence Organizer	_____ (points/grade)
__pages 130-131	“Before You Read” Activities	_____ (points/grade)
__page 132	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__pages 133-134	“After You Read” Activities	_____ (points/grade)
__page 349	Web	_____ (points/grade)

**Writing**

Based on teacher feedback, edit the **second draft** of your short story to fix any and all spelling plus grammar, mechanics and usage errors. These may include but are not limited to:

- Make sure all sentences are complete. Recognize and correct sentence fragments and run-ons.
- Make sure subjects agree with their verbs and correct unintentional shifts in verb tense (time).
- Correct any misuse of frequently confused words (e.g., there/their/they’re; affect/effect)
- Check for end punctuation.
- Punctuate dialogue with quotation marks.
- Use commas to separate items in a series.
- Correct any deviations from Standard English that are not a part of dialogue.

Final draft of the short story is due next week. \_\_\_\_\_ (points/grade)

## High School Grammar Packet

\_\_\_ Group 5: “Identifying Fragments and Revising Fragments”

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

### Week 7: Oct. 3 – Oct. 7

Reading Selections	Genre	Objectives	Pages
The Second Voyage of Sinbad the Sailor <i>from</i> The Thousand and One Nights	Folktale	<b>Literary Study:</b> Analyzing point of view <b>Reading Strategy:</b> Identifying problem and solution <b>Vocabulary:</b> Understanding word analogies	109-120

### Assignments

#### Read and Write Book

\_\_\_ pages 110-111 “Before You Read” Activities \_\_\_\_\_ (points/grade)

\_\_\_ pages 112-117 **Read** (notes & margin activities) \_\_\_\_\_ (points/grade)

\_\_\_ pages 118-119 “After You Read” Activities \_\_\_\_\_ (points/grade)

#### Writing

On page 118, you were asked to circle the skill that you value most in meeting challenges in your own life. Think about a time in your life when you have applied the skill that you circled (or wish that you had applied it better!) and the outcome of that event or situation. Write a **paragraph in which you analyze** that challenging moment in your life and how the skill of endurance, cleverness or social interaction related to your experience. The paragraph must have an opening (identify the challenge), a body with a number of specific details fully described (what happened and why), and a closing. Minimum 10 sentences.

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

## High School Grammar Packet

\_\_\_ Group 6: “Identifying Run-Ons and Revising Run-Ons” \_\_\_\_\_ (points/grade)

**Weeks 8-11: Oct. 10 – Nov. 4**

**Break from Read and Write Book for Novel Unit**

**Week 8: Oct. 10 – Oct. 14**

**Benchmark Test 1**

**High School Grammar Packet**

\_\_\_ Group 7: “Pronoun-Antecedents and Pronoun-Past Tense Agreement”  
\_\_\_\_\_ (points/grade)

**Week 9: Oct. 17 – Oct. 21**

**High School Grammar Packet**

\_\_\_ Group 8: “Short Comparative Modifiers and Short Superlative Modifiers”  
\_\_\_\_\_ (points/grade)

**Week 10: Oct. 24 – Oct. 28**

**High School Grammar Packet**

\_\_\_ Group 9: “Present Tense Verbs and Voice”  
\_\_\_\_\_ (points/grade)

**Week 11: Oct. 31 – Nov. 4**

**High School Grammar Packet**

\_\_\_ Group 10: “Commas: Speaker Tags, Appositives, Lists, Introductions”  
\_\_\_\_\_ (points/grade)

**Week 12: Nov. 7 – Nov. 10**

<b>Reading Selections</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
The Kabuliwallah	Short Story	<b>Literary Study:</b> Analyzing characterization <b>Reading Strategy:</b> Analyzing cultural context <b>Vocabulary:</b> Understanding word origins	135-148

**Assignments**

**Read and Write Book**

___pages 136-137	“Before You Read” Activities	_____ (points/grade)
___pages 138-146	<b>Read</b> (notes & margin activities)	_____ (points/grade)
___pages 147-148	“After You Read” Activities	_____ (points/grade)
___page 350	Character Web	_____ (points/grade)

**Writing**

In the story “The Kabuliwallah,” the narrator of the story (Mini’s father) and the Kabuliwallah have many differences, but they also share similarities. Look at the web you completed on page 350. Do any of the details you wrote down help you to compare and contrast the two characters? If not, add a few more details to your web (you can draw extra circles/bubbles). Write a **compare-and-contrast paragraph** in which you explain the main differences and similarities between the two fathers in the story. The topic or opening sentence should identify the two characters and then state that they are very similar, or very different or have many important (or interesting) similarities and differences. Then give details about the first character (the narrator) without referring to the second (the Kabuliwallah). Next, transition into talking about the Kabuliwallah with words like “Similar to...,” “Unlike...,” or “On the other hand...” Discuss the details of the Kabuliwallah in relation to the narrator. Use compare/contrast cue words such as *like*, *similar to*, *also*, *unlike*, *on the other hand* for each. End with a statement that is similar to your topic sentence but provides a little more understanding. Minimum 10 sentences. Maximum one page.

**High School Grammar Packet**

___ Group 11: “Commas: Geography, Direct Address, Conjunctions, Letters”	_____ (points/grade)
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**Week 13: Nov. 14 – Nov. 18**

<b>Reading Selections</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
By Any Other Name	Auto-biography	<b>Literary Study:</b> Analyzing autobiography <b>Reading Strategy:</b> Connecting to contemporary issues <b>Vocabulary:</b> Understanding antonyms	149-160
The Sound of Birds at Noon	Poetry	<b>Literary Study:</b> Analyzing parallelism <b>Reading Strategy:</b> Questioning <b>Vocabulary:</b> Understanding word analogies	161-168

**Assignments**

**Read and Write Book**

__ pages 150-151	“Before You Read” Activities	_____ (points/grade)
__ pages 152-158	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__ pages 159-160	“After You Read” Activities	_____ (points/grade)
__ page 351	5 W’s and H Organizer	_____ (points/grade)
__ pages 162-163	“Before You Read” Activities	_____ (points/grade)
__ page 164-165	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__ pages 166-167	“After You Read” Activities	_____ (points/grade)
__ page 168	Evaluation Diagram	_____ (points/grade)

**High School Grammar Packet**

__ Group 12: “Capitalization: People, Places, Things, Holidays/Dates”	_____ (points/grade)
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**Vocabulary (in supplement)**

__ pages 191-192 “Synonyms: Nuances”	_____ (points/grade)
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**Week 14: Nov. 28 – Dec. 2**

<b>Reading Selections</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Comparing Literature: Jade Flower Palace / Ozymandias / from Istanbul: Memories and the City	Poetry Poetry Memoir	<b>Literary Study:</b> Analyzing imagery <b>Reading Strategy:</b> Making inferences about theme <b>Vocabulary:</b> None	169-178

**Assignments**

**Read and Write Book**

- \_\_\_pages 170-171    “Before You Read” Activities                    \_\_\_\_\_(points/grade)
- \_\_\_pages 172-176    **Read** (notes & margin activities)                    \_\_\_\_\_(points/grade)
- \_\_\_page 177            “After You Read” Activities                    \_\_\_\_\_(points/grade)
- \_\_\_page 178            Comparison Tree                    \_\_\_\_\_(points/grade)

**Writing**

You are about to begin your last major writing project for the semester. In the reading selections this week, authors from different times and places express their feelings about the past through their chosen genre of literature. These voices reveal a sadness about the past—a longing for the glory that is gone and can never be recaptured.

Some changes are welcome and necessary, such as women obtaining the right to vote, flushing toilets, and advances in medicine. Others, however, are a mixed bag. Supermarkets are convenient, but their demand for large quantities of goods has put small farmers and suppliers out of business, as well as small local stores, who just can’t compete. And where would we be without cars and airplanes? Answer: not very far from home! But this advance is not without a consequence. Scientists are warning that our planet is changing forever due to global warming, a result of carbon emissions. Ice is melting, polar bears are dying, and who knows what else is to come.

You will write an **argumentative essay** presenting an opinion about one of the major changes that our world has seen and whether or not you believe the change is ultimately a positive one or a negative one. Turn to your English 12 Supplement to find a graphic organizer for generating and organizing your ideas and specific instructions for writing.

**High School Grammar Packet**

- \_\_\_ Group 13: “Capitalization: Titles, Organizations/Businesses, Languages/People Groups, Events/Historical Periods”  
\_\_\_\_\_ (points/grade)

## Week 15: Dec. 5 – Dec. 9

### Benchmark Test 2

#### Assignments

#### Writing

Based on your teacher’s feedback, continue to work on your argumentative essay. Areas may include but are not limited to:

- Clarify your argument and its significance.
- Develop the claim and the counterclaims fairly.
- Supply more evidence for the claim, the counterclaim, or both.
- Rearrange paragraphs and/or sentences within paragraphs to improve the organization of your argument.
- Add transitional words and expressions to help your ideas flow clearly from beginning to end.
- Eliminate wordiness and unnecessary repetition.
- Choose language that expresses ideas precisely and concisely,
- Choose words and phrases for desired effect.
- Vary sentence patterns for clearer meaning, higher interest and/or better style.

The final draft is due next week. Once you have finished revising the CONTENT of your essay (above), schedule time with your teacher or another coach to get help with correcting your final essay for errors in grammar, mechanics, and spelling. These may include but are not limited to:

- Make sure all sentences are complete. Recognize and correct sentence fragments and run-ons.
- Make sure subjects agree with their verbs and correct unintentional shifts in verb tense (time).
- Correct any misuse of frequently confused words (e.g., there/their/they’re; except/accept)
- Check for end punctuation.
- Punctuate dialogue with quotation marks.
- Use commas to separate items in a series.
- Correct any deviations from Standard English.

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

#### High School Grammar Packet

\_\_\_ Group 14: “Direct Quotation Marks”

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

**Week 16: Dec. 12 – Dec. 16**

**Assignments**

Meet with your teacher to review the results of last week's Benchmark Test. Submit the final draft of your argumentative essay to be graded and placed in your writing portfolio.

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