

**SEMESTER 1**

**Weeks 8-11: Oct. 8 – Nov. 2**

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

- STUDENTS MAY READ ANY NOVEL (no comic book titles) THAT THEY HAVE NOT PREVIOUSLY READ.
- COMPLETE THE ACCOMPANYING “STUDENT JOURNAL” THAT YOUR TEACHER WILL DOWNLOAD FOR YOU AT [www.hbedge.net](http://www.hbedge.net) )

**Week 8: Oct. 8 – Oct. 12**

**Benchmark Test 1**

**High School Grammar Packet**

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

**Week 9: Oct. 15 – Oct. 19**

**High School Grammar Packet**

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

**Week 10: Oct. 22 – Oct. 26**

**High School Grammar Packet**

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

**Week 11: Oct. 29 – Nov. 2**

**High School Grammar Packet**

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

## Week 12: Nov. 5 – Nov. 9

Reading Selections	Genre	Objectives	Pages
Ode to My Socks	Poetry	<b>Literary Study:</b> Analyzing free verse <b>Reading Strategy:</b> Monitoring comprehension <b>Vocabulary:</b> Understanding synonyms or antonyms	117-124
The Print of the Paw AND To an Aged Bear	Poetry	<b>Literary Study:</b> Analyzing speaker <b>Reading Strategy:</b> Applying background knowledge <b>Vocabulary:</b> Understanding word origins	125-132
Three Haiku	Poetry	<b>Literary Study:</b> Analyzing haiku <b>Reading Strategy:</b> Interpreting Imagery <b>Vocabulary:</b> None	133-138

## Assignments

### Read and Write Book

__pages 118-119	“Before You Read” Activities	_____ (points/grade)
__pages 120-122	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__pages 123-124	“After You Read” Activities	_____ (points/grade)
__pages 126-127	“Before You Read” Activities	_____ (points/grade)
__pages 128-129	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__pages 130-131	“After You Read” Activities	_____ (points/grade)
__page 132	Venn Diagram	_____ (points/grade)
__pages 134-135	“Before You Read” Activities	_____ (points/grade)
__page 136	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__page 137	“After You Read” Activities	_____ (points/grade)
__page 138	Concept Map	_____ (points/grade)

### Writing

An ode is a poem that celebrates something ordinary and makes it seem special. It is usually written with a serious, formal tone. Haiku, as described on page 135, consists of one three-line stanza. The first and third lines contain 5 syllables each, while the second line has 7 syllables. That makes a total of 17 syllables. This week’s writing task is a

creative one. You will write one **ode** to an object or occasion and one **haiku**. Go out on a limb when choosing the subject of your ode: Ode to Velcro? Ode to My Chair? Ode to Pizza? You get the idea. But keep the tone serious and formal. Write in free verse. Include vivid language and memorable images. For your haiku, have an expanded idea in mind, such as walking across the stage at graduation, smiling and waving your diploma your family. Then follow the format outlined above to write your poem. Using sensory details will result in a poem that is rich with imagery.

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

## **High School Grammar Packet**

\_\_\_ Group 11: “Commas: Geography, Direct Address, Conjunctions, Letters”

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

### Week 13: Nov. 13 – Nov. 16

Reading Selections	Genre	Objectives	Pages
TIME: We Are Family	Personal Essay	<b>Reading Strategy:</b> Analyzing cultural context/Analyzing informational text <b>Vocabulary:</b> Word Origins	169-184

### Assignments

#### Read and Write Book

__ pages 170-171	“Before You Read” Activities	_____ (points/grade)
__ pages 172-183	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__ pages 184	“After You Read” Activities	_____ (points/grade)
__ page 312	Main Idea and Supporting Details	_____ (points/grade)

#### Writing

Before you read the essay “We Are Family,” you spent some time brainstorming your own “culture.” The word culture is in quotation marks because there is no one culture; each person is a unique combination of many cultural influences. Labels are insufficient. For example, we are influenced by race, ethnicity, the language(s) we speak, gender, family structure, religion, pop culture, community, and more.

You are about to begin your last major essay for the semester in which you will write an **analysis of your own cultural identity**. This week you will complete the **prewriting** and **rough draft** of your essay. Following is an outline of the requirements for the essay.

**In your essay, you will address the following question pertaining to cultural identity:**

- *Who am I? What forms my identity?*
  - According to yourself, according to your family, according to your culture...
  - Do you consider yourself to be a typical American or to be more influenced by another cultural group?
  - When have you felt a sense of “inclusion” due to your cultural identity?
  - When have you felt a sense of “exclusion due to your cultural identity?
  - How have you learned or been taught your cultural identity?
  - Is your cultural identity “fixed” or is it constantly evolving?
  - When, where and with whom do you experience the greatest sense of belonging?

## PREWRITING

On a blank piece of paper, create an identity collage that includes a minimum of one entry from each of the following categories. More than one is encouraged. Fill the paper! Use art/drawings/color as well as words.

1. ancestry and family background
2. childhood memories
3. cultural traditions
4. family and important people in your life
5. family traditions
6. favorites (hobbies, food, etc.)
7. important events in your life
8. places you've traveled to/lived
9. favorite quotations/sayings
10. specific memories
11. values that are important to you

## PLANNING

Spend some time looking at your collage and trying to figure out what stands out the most for you. Pick the top 3 and fit them into your thesis statement below.

### **Step 1: Write a thesis statement: My cultural identity stems from**

\_\_\_\_\_ ,

\_\_\_\_\_ ,

**and** \_\_\_\_\_ .

*P.S. (You can always reword your thesis statement later!)*

### **Step 2: Complete the essay planner that follows.**

- Leave "Title" blank for now unless you already have a great idea.
- Write your thesis statement from above on the two bottom lines in the space given for "Introductory Paragraph."
- In the box labeled "Block out your essay or report" write your three key ideas from your thesis statement above in this fashion:

IDEA 1 → IDEA 2 → IDEA 3

Refer back to this overhead view of your essay when you are planning and writing so you don't get lost!

- Take the first "idea" from your thesis statement and write it next to the first star (★).
- Think of a transition that you will use to begin this paragraph, such as "First of all," "To begin with," etc.
- In the right hand column, there are two dashes (—). Next to each, write an example that supports the key idea to the left (★). For example, if you listed "my grandparents" as one of the factors that defines your cultural identity, you would

now write down two specific ways in which your grandparents have contributed to your cultural identity (i.e., teach me Spanish, share traditions from Mexico, etc.)

- Last you will see dots (•) below the dashes. This is where you write your thoughts, comments and explanations of the examples you have listed under the dashes (—). For example, if you have written “learn Spanish from them,” you would now write two phrases that will **analyze**, or, show how and/or why this has an impact on your cultural identity. You might write: •proud of my beautiful native language AND •makes me feel comfortable.
- Repeat with your second idea ☆ and then your third ☆. There are four ☆’s on the Informal Outline, so you will leave the last chunk blank, unless you have blocked out your essay to include 4 key elements to your cultural identity.
- In the space for conclusion, re-write your thesis statement using slightly different wording. Leave the rest of the lines blank.

Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

# Practice Guide for an Informal Outline

Title \_\_\_\_\_

Introductory Paragraph \_\_\_\_\_

---

---

---

---

---

---

---

---

**Block out your essay or report.**



(Transition \_\_\_\_\_)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*(continued)*

Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

# Practice Guide for an Informal Outline *(continued)*



\_\_\_\_\_ )  
(Transition \_\_\_\_\_ )



\_\_\_\_\_ )  
(Transition \_\_\_\_\_ )



\_\_\_\_\_ )  
(Transition \_\_\_\_\_ )

— \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

— \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

— \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

— \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

— \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

— \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

Conclusion \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## High School Grammar Packet

\_\_\_ Group 12: “Capitalization: People, Places, Things, Holidays/Dates”

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

### Week 14: Nov. 26 – Nov. 30

Reading Selections	Genre	Objectives	Pages
After Great Pain, a Formal Feeling Comes AND Heart We Will Forget Him	Poetry	<b>Literary Study:</b> Analyzing personification <b>Reading Strategy:</b> Comparing and contrasting tone <b>Vocabulary:</b> Understanding antonyms	139-146
I Am Offering This Poem	Poetry	<b>Literary Study:</b> Analyzing metaphor and simile <b>Reading Strategy:</b> Previewing and reviewing <b>Vocabulary:</b> Understanding connotation and denotation	147-154

### Assignments

#### Read and Write Book

___pages 140-141	“Before You Read” Activities	_____ (points/grade)
___pages 142-143	<b>Read</b> (notes & margin activities)	_____ (points/grade)
___pages 144-145	“After You Read” Activities	_____ (points/grade)
___page 146	Pro-and-Con Chart	_____ (points/grade)
___pages 148-149	“Before You Read” Activities	_____ (points/grade)
___pages 150-151	<b>Read</b> (notes & margin activities)	_____ (points/grade)
___pages 152-153	“After You Read” Activities	_____ (points/grade)
___page 154	Simile and Metaphor Charts	_____ (points/grade)

## Writing

After you have gone over your writing plan (Informal Outline) with your teacher, it is time to draft, or write, your essay. Once you are sure that your plan is a good one, stick to it as you write. Write on lined paper, double-spaced (skip every other line).

### INTRODUCTION PARAGRAPH

- Begin by getting the audience's attention. You can try: a startling statement, a quick anecdote (story), descriptive language, or facts/background, to name a few. On the page that follows, you can read several sample introduction paragraphs that use this technique. It is called "The Blues," and it jazzes up your writing. It makes readers want to read your essay. If you just start right in with your thesis statement, your writing generally won't be as interesting or engaging. So—read a few and then try it!
- Write a sentence that narrows down to your thesis.
- Write your thesis statement.
- *Introductions should be about 5-7 sentences long.*

### BODY PARAGRAPHS

- Turn ☆ into a Topic Sentence that identifies the first major influence of your cultural identity. Don't forget to begin with an appropriate transition.
- Move to the right of your plan and turn your —'s and •'s into sentences. This is called developing your paragraph. There may not necessarily be a one-to-one correspondence. In other words, something that you listed next to a — or • may require 2 (or more!) sentences to explain clearly and fully. See SAMPLE BODY PARAGRAPH two pages below.
- Write a concluding sentence that wraps up, or gives a finished feeling, to just the body paragraph.
- *Each body paragraph should be about 8-10 sentences long.*

### CONCLUSION PARAGRAPH

- Restate your thesis statement but switch up the words just a little ☺
- Sum up what you learned by writing this essay.
- End with a memorable sentence that refers back to your "Blues" in your opening paragraph.
- *Conclusions should be about 3-4 sentences long.*
- 

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



# The Blues—Adding a Lead

<p><b>Without the Blues</b></p> <p><b>With the Blues</b></p> 	<p>If Wishes Came True</p> <p>If I could have anything I wanted, I would make three wishes. My wishes would benefit the world, my family, and, of course, myself.</p> <p>If Wishes Came True</p> <p><b>I've watched movies and read several books that tell stories of individuals, families, and even communities whose lives are changed when a wish comes true. I have enjoyed all of the stories even though they are not always believable.</b> It's unlikely to happen to me, but if I could have anything I wanted, I would make three wishes. My wishes would benefit the world, my family, and, of course, myself.</p>
<p><b>Without the Blues</b></p> <p><b>With the Blues</b></p> 	<p>Enjoying Mythology</p> <p>If you study Greek mythology, be sure to include the stories of Icarus and Phaethon. These myths are interesting because they are about teenagers, about greed, and about death.</p> <p>Enjoying Mythology</p> <p><b>For several weeks my classmates and I have studied the culture of Ancient Greece and read Greek mythology. I found it fascinating—especially the myths.</b> I remember the stories of Icarus and Phaethon the most. These myths are interesting because they are about teenagers, about greed, and about death.</p>
<p><b>Without the Blues</b></p> <p><b>With the Blues</b></p> 	<p>Slow Down</p> <p>By law, drivers must slow down when the light on a traffic signal turns yellow; however, many choose to do just the opposite. If all drivers knew the facts behind “yellow light” accidents, they might be more willing to slow down.</p> <p>Slow Down</p> <p><b>In theory, the yellow light on a traffic signal warns drivers to slow down. Unfortunately, drivers don't always see it that way. Some speed up to avoid having to wait in traffic. Too many are just in a hurry.</b> If all drivers knew the facts behind “yellow light” accidents, they might be more willing to slow down.</p>

Note: Just a little bit of the blues is almost always the right amount.

## Sample Body Paragraph

☆ Another factor that has strongly influenced my cultural identity is my relationship with my grandparents. My grandparents are my connection with my past. —Now, everyone in my family mainly speaks English, but my grandparents still speak Spanish proudly. •I love the way the beautiful r’s and d’s roll off their tongues. •To me it’s musical, comforting, and familiar. —From my abuela, I have learned the mouth-watering recipes for treats like pan dulce and buñuelos that she has brought with her from Mexico. •These recipes are not written down so I need to bake alongside her so I can keep these traditions going and pass them down to my own kids some day. •Not only that, but when we are baking together, my abuela tells stories about when she was a girl in Mexico. •I love learning about my family and about their struggles and their joys and the paths they took that brought us all to where we are today. © Yes—much of my pride in being a Mexican-American is thanks to my grandparents.

### High School Grammar Packet

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

**Week 15: Dec. 3 – Dec. 7**

**Benchmark Test 2**

**Assignments**

<b>Reading Selections</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Horses Graze	Poetry	<b>Literary Study:</b> Analyzing repetition <b>Reading Strategy:</b> Drawing conclusions about meaning <b>Vocabulary:</b> Usage	155-162
Miss Rosie	Poetry	<b>Literary Study:</b> Analyzing alliteration <b>Reading Strategy:</b> Analyzing sensory details	163-168

**Read and Write Book**

__pages 156-157	“Before You Read” Activities	_____ (points/grade)
__pages 158-159	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__pages 160-161	“After You Read” Activities	_____ (points/grade)
__page 162	Word Web	_____ (points/grade)
__pages 164-165	“Before You Read” Activities	_____ (points/grade)
__page 166	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__page 167	“After You Read” Activities	_____ (points/grade)
__page 168	Simile and Metaphor Charts	_____ (points/grade)

**Writing**

Based on teacher feedback, revise first draft of your analysis of your cultural identity from last week with attention to areas identified. Areas may include but are not limited to:

- Elaborate → develop ideas in greater detail by adding explanation, examples, descriptive and/or colorful language, etc.
- Adjust paragraphing.
- Add transitional words and expressions to help your analysis 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.

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

## High School Grammar Packet

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

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

## Week 16: Dec. 10 – Dec. 14

<b>Assignments</b>
--------------------

### Writing

Based on teacher feedback, edit the second draft of your analysis 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; 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.

**Final draft of the analysis is due next week!**

## High School Grammar Packet

\_\_\_ Group 15: Letter writing format and punctuation

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

**Week 17: Dec. 17– Dec. 21**

**Assignments**

Meet with your teacher to review key assignments and your overall performance this semester. Review the results of the second Benchmark Test.

Submit the final draft of your cultural identity analysis to be graded and placed in your writing portfolio.

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