

SEMESTER 2

Week 1: Jan. 3 – Jan. 6

- NWEA Testing
- Start the Personal Reading Program

Reading Selections	Genre	Objectives	Pages
<i>first two selections</i> Dream Boogie and Motto / Dizzie Gillespie, Explorer of New Sounds <i>from</i> Giants of Jazz /	Poetry Letter	Literary Study: Analyzing rhyme and rhyme scheme Reading Strategy: Making inferences about theme Vocabulary: Understanding usage	185-204

Week 2: Jan. 9 – Jan. 13

Assignments

Read and Write Book

- ___ pages 186-187 “Before You Read” Activities _____ (points/grade)
- ___ pages 188-196 **Read** (notes & margin activities) _____ (points/grade)

Writing

The selections in this group all have to do with jazz, a uniquely American form of music. This week you will do some research on jazz. After reading the first two selections, fill out the KWL chart. In the first “K” column, list what you KNOW about jazz. In the “W” column, write what you WANT to know about jazz. From the second column, circle THREE solid questions about jazz to answer. Once you have three solid questions to pursue, begin your research by consulting at minimum of TWO sources. There is a wealth of information on the Internet. Three good sites to begin with are:

- www.pbskids.org/jazz
- www.smithsonianjazz.org
- www.jalc.org/jazzED/j4yp_curr

There are many other websites, as well as books on the subject at your local library. Take notes in the “L” column. Write on the back if you need to. Record **all the sources** (website and/or book information) that you use in the Sources Consulted chart!

_____ (points/grade)

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- ___ Group 15: “Underlining: Movies, TV, and Titles” _____ (points/grade)

Name: _____ Date: _____

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KWL Chart

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Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

What I Know	What I Want to Know	What I Learned

Sources Consulted Chart • Always get the information before returning the book, encyclopedia, magazine, or clicking off a site!

Author(s) of article, book, or web page ALWAYS try to find this!	Title of article in an encyclopedia, magazine, newspaper or web page	Name of book, magazine or webpage	Publisher of book, magazine, web page (it might be a university or organization)	City of publication for books OR web page URL (the http://www.....) For online encyclopedias, just the main home address.	Date of publication (and today's date, if it's a web page)	Page Numbers of magazine or newspaper articles

Week 3: Jan. 17 – Jan. 20

Reading Selection	Genre	Objectives	Pages
Playing Jazz	Letter	Literary Study: Analyzing rhyme and rhyme scheme Reading Strategy: Making inferences about theme Vocabulary: Usage	189-202

Assignments

Read and Write Book

- ___ pages 197-202 **Read** (notes & margin activities) _____ (points/grade)
- ___ pages 203-204 “After You Read” Activities _____ (points/grade)
- ___ page 313 Comparison and Theme Chart _____ (points/grade)

Writing

After discussing your learning about jazz with your teacher, you will write **three informational paragraphs**: one that answers each of the questions that you asked about jazz. Each paragraph must have a topic sentence and be at least six sentences long. You will need to explain what you learned in response to each question and provide details. Your paragraphs must be in YOUR OWN WORDS. No quotations this time around. Any plagiarized writing (copied from a book or website) will receive zero points.

After writing your paragraphs, use the information you recorded in your “Sources Consulted Chart” to write a “Works Consulted” page following standard MLA bibliographic format. Guidance for citing sources is provided on the next page. Be precise!

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- ___ Group 16: “Quotation Marks vs. Underlining: Titles” _____ (points/grade)

CITING SOURCES

From MLA Handbook for Writers of Research Papers 6th ed.

*Work cited lists are alphabetized by the first element in each entry, i.e. Author, Title, etc.
FOLLOW THE MODELS EXACTLY, right down to the last period!*

BOOK BY SINGLE AUTHOR:

Fukuyama, Francis. Our Revolution. New York: Farrar, 2002.

BOOK BY TWO OR MORE AUTHORS:

Egins, Suzanne, and Diane Slade. Analyzing Casual Conversation. London: Cassell, 1997.

AN ARTICLE IN A REFERENCE BOOK (Dictionary, Encyclopedia, etc.)

"Azimuthal Equidistant Projection." Merriam-Webster's Collegiate Dictionary. 10th ed. 2009.

"Mandarin." The Encyclopedia Americana. 2007 ed.

"China". World Almanac 2002. World Almanac, Inc., 2001. pp 864-865.

Le Patourel, John. "Normans and Normandy." Dictionary of the Middle Ages. Ed. Joseph R. Strayer. 13 vols. New York: Scribner's, 1987.

MAGAZINES:

Metha, Pratap Bhanu. "Exploding Myths." New Republic 6 June 1998: 17-19.

NEWSPAPERS:

Jeromack, Paul. "David of the Art World." New York Times 13 July 2002, late ed.: B7+.

A FILM OR VIDEO RECORDING (VHS, DVD):

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946.

A PERSONAL INTERVIEW (*in person, telephone, email*)

Parker, Alvin F. Telephone interview. 10 Dec. 2010.

A DOCUMENT FROM AN INTERNET SITE:

"City Profile: San Francisco." CNN.com. 2004. Cable News Network. 14 May 2008
<<http://www.cnn.com/TRAVEL/atevo/city/SanFrancisco/intro.html>>.

"Selected Seventeenth-Century Events." Romantic Chronology. Ed. Laura Mandell and Alan Liu. 1999.

U of California, Santa Barbara. 22 Jun 2010 <<http://english.ucsb.edu:591/rchrono/>>.

Jane Austen Information Page. Ed. Henry Churchyard. 6 Sept. 2005. 15 June 2010
<<http://www.pemberley.com/janeinfo/janeinfo.html>>.

Week 4: Jan. 23 – Jan. 27

Reading Selection	Genre	Objectives	Pages
<i>first half of</i> The Tragedy of Julius Caesar, Act II, Scene 1	Tragedy (drama)	Literary Study: Analyzing monologues, soliloquies, and asides Reading Strategy: Analyzing cause-and-effect relationships Vocabulary: Understanding usage	205-221

Assignments

Read and Write Book

___pages 206-207 “Before You Read” Activities _____(points/grade)

Additional Vocabulary

Before reading, find each word below by line number. For each vocabulary word:

- 1) Copy the entire sentence that contains the word (from capital letter to period or semicolon), not just the line.
- 2) Underline the vocabulary word.
- 3) Look up the definition of the word in the dictionary or on dictionary.com and write a definition of the word that means something to you.
- 4) Write your own sentence using the word in a way that demonstrates understanding, or draw a picture or sketch of the word in application (you do not have to choose one or the other; you may do a combination of these two).

- spurn (11)**
- attain (24)**
- mischievous (33)**
- visage (81)**
- kindle (121)**
- valor (122)**
- shrewd (158)**

Read and Write Book

___pages 208-bottom of 221 **Read!** (notes & margin activities) _____(points/grade)

Writing

Write a one-page summary of the main events and characters in the play Julius Caesar as you understand it so far.

_____ (points/grade)

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___Group 17: “Quotation Marks for Titles” _____(points/grade)

