

SEMESTER 1

Aug. 13 – Aug. 17

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

Week 1: Aug. 20 – Aug. 24

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

Assignments

Read and Write Book

__ pages 2-3	“Before You Read” Activities	_____ (points/grade)
__ pages 4-5	Read (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	Read (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. Goal: 10 Sentences

High School Grammar Packet

___ Group 1: “Proper Nouns and Pronouns” _____(points/grade)

Week 2: Aug. 27– Aug. 31

Reading Selection	Genre	Objectives	Pages
The Voter	Short Story	Literary Study: Analyzing motivation Reading Strategy: Activating prior knowledge Vocabulary: 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. 4– Sept. 7

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

Assignments

Read and Write Book

__ pages 32-33	“Before You Read” Activities	_____ (points/grade)
__ pages 34-44	Read (notes & margin activities)	_____ (points/grade)
__ pages 45-46	“After You Read” Activities	_____ (points/grade)
__ page 344	Plot Diagram	_____ (points/grade)

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. 10 – Sept. 14

Reading Selection	Genre	Objectives	Pages
Lyric Poems: Most Beautiful of All the Stars / In My Eyes He Matches the Gods / For My Mother Said / Some Say Thronging Cavalry	Poetry	Literary Study: Analyzing imagery Reading Strategy: Paraphrasing Vocabulary: 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 12 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. 17 – Sept. 21

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

Assignments

Read and Write Book

- ___ pages 56-57 “Before You Read” Activities _____ (points/grade)
- ___ next page in this packet → Read “Why Should I Care?”
- ___ 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 12 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)

Why Should I Care?

Stop us if you've heard this one before: guy walks into a bar, meets Han Solo, almost macks on his sister, steps up to save a galaxy, and finds out by the end of the second movie that his greatest enemy is *gasp* his *father!* Well, it's a familiar tale, not just for all moviegoers post-1977 – but also for all theatergoers after, say, 429 B.C.

Take out that bit about Han Solo (and also, maybe the bar), and change sister to mother and you've got the bare bones of Sophocles's *Oedipus the King*: guy gets chosen as the One to battle evil (sadly, not a host of stormtroopers; Sophocles goes with a plague caused by the evil presence of a murderer in Thebes), macks on his mother, and finds out that he himself was his father's killer without even knowing it.

The point is: it seems kind of bizarre to us now to believe absolutely in fate. But all of Sophocles's characters believe in it, to the point where the father of this truly dysfunctional family (King Laius) is willing to order his infant son (Oedipus) killed when a prophecy tells him that his son will be his murderer. And all of the father's efforts to prevent his own death don't work. Why? Because it's *fate*: these characters have no real control over their own lives. Just like it's *fate* that Luke meets Leia and then Darth Vader.

The neat thing about fate in both *Oedipus the King* and *Star Wars* works is that, really, these guys *don't* have any control over their own lives – because they're fictional. After all, what kind of character development would there be if Darth Vader was defeated without knowing he was Luke's father? Would Darth Vader ever have ****spoiler alert**** been redeemed at the end? The relationship has to come out, or else there'd be no narrative after the first movie.

Oedipus marries his mother by accident, and if they were allowed to just hang around *staying married* and living in blissful ignorance, what would Sophocles be telling his audience? Nothing anyone would want to hear outside of *Jerry Springer*. So fate comes in to make sure we learn a lesson: marrying your mother and killing your father is *so wrong* that it will bring plague to your city and make you tear your own eyes out in horror. And in a way, maybe all fiction is about fate, even today: after all, fictional characters can't avoid what their authors lay out for them.

from Shmoop.com (We Speak Student!)

Week 6: Sept. 24 – Sept. 28

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

Assignments

Read and Write Book

__pages 102-103	“Before You Read” Activities	_____ (points/grade)
__pages 104-105	Read (notes & margin activities)	_____ (points/grade)
__pages 106-108	“After You Read” Activities	_____ (points/grade)
__pages 130-131	“Before You Read” Activities	_____ (points/grade)
__page 132	Read (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:

- Check for complete sentences. 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; its/it’s; 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)

continued on next page!

High School Grammar Packet

___ Group 5: “Identifying Fragments and Revising Fragments”

_____ (points/grade)

Week 7: Oct. 1 – Oct. 5

Reading Selections	Genre	Objectives	Pages
The Second Voyage of Sinbad the Sailor <i>from</i> The Thousand and One Nights	Folktale	Literary Study: Analyzing point of view Reading Strategy: Identifying problem and solution Vocabulary: 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 two or more specific details fully described (what happened and why), and a closing. Goal: 10 sentences.

_____ (points/grade)

High School Grammar Packet

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

