

Mr. Thompson

Syllabus and Course Description

English I—2017-2018

(These policies may be updated throughout the year.)

Supplies – 3-ring binder – 3 tabs: bell work (BW), graded work (DW) and handouts (HO), notebook paper, a red pen, and a traditional dark pen – Optional = hi-liters (Y-B-G-O-Pink)

Welcome to Freshman English. We have a great year ahead with many lessons to learn, so it is important to understand what to expect from class, and it is more important to understand what I expect from each student.

English I is a necessary class to pass to earn a diploma, and anyone failing to earn a passing grade for the semester will complete the class at a later date, a waste of time for everyone. To earn a passing grade, attend class (more than 10 unexcused absences results in automatic failure for the semester), arrive with the proper materials (binder, paper, and pen – **ALWAYS FOLLOW DIRECTIONS AND USE PEN UNLESS OTHERWISE STATED, or up to 20% may be deducted.** Obtain a passing grade for bell work, in-class assignments, and any homework, research, quizzes, and tests.

Grades calculate on a total points scale inside of two categories: “Daily Grades” in the online grade book will break down with 70% to assignments and assessments and 30% to writing. The “Final Exam” will be worth 10% overall. Assignments earn a point value based upon length, difficulty, skill being assessed, and type of assessment. Students and parents should track weekly progress through Parent Online. Find how to gain access at www.outoftoiletpaper.com.

Responsibility to make up work – Locate missed work on the website; if it cannot be found online, text or email an inquiry. I coach in the afternoons in the gym until mid-October; after volleyball season, I may be found in the gym immediately following school. If a student plans on stopping by after school, arranging a meeting ahead of time guarantees we can meet.

The student holds the responsibility to view the website for the assignments missed while absent. Do not count on time in class to retrieve missed assignments. If we do not have a chance to actually sit down and discuss what happened while absent, do not expect to receive makeup work during the teaching of a lesson. After reviewing the assignment online and if questions still exist, contact Mr. Thompson via email, text, or stop by before school.

The same number of days to complete the work and submit it will be provided as the number of days absent. Work not completed on time earns a ZERO. No late work will be accepted without an “Oops” pass, and “Oops” passes will not be accepted for assignments completed in class if present.

The student handbook will guide discipline. FOOD AND DRINKS WILL NOT BE ALLOWED. To avoid being tardy, arrive in the classroom before the bell ***begins*** ringing. Keep the classroom clean and the desks in order. **Cell phone usage for any reason without permission = PM detention.**

If a need ever arises, do not hesitate to call, text, or email.

918-357-7720 or thompson.darin@unionps.org

By Text – Reply through Remind or any text string sent earlier.

www.outoftoiletpaper.com

Parents ensuring success---Email teachers regularly. Sign up for text alerts. Access and view grades at Parent Online through a link available on the class website.

Thompson's English Class

Rules and Curriculum

My students can expect to do a variety of lessons throughout the year in English. Most of our attention focuses on grammar, writing, and literature. Grammar studies occur through bell work and in conjunction with the literature and writing. A major portion of our curriculum will be the writing and extensive peer analysis and evaluation of three anchor papers and up to six technical writing assessments; a research paper occurs in February as well. We will complete units on novel(s), short stories, poetry, archetypes, a research paper, *The Odyssey*, and *Romeo and Juliet* to list a few. This will be a busy year comprising of up to 75 assignments in first semester and up to 60 second semester. Homework will be assigned regularly.

To discuss the curriculum in greater detail, don't hesitate to call, text, or email. Check the website; last year's lesson plans and documents still exist on the website to help gain a better understanding of the day to day rigor in class.

Please gain access to grades online through Infinite Campus, aka Campus Portal. It is beneficial to review grades as often and as soon as possible. An app exists that notifies parents when grades are entered or attendance is updated. It is a glance directly into the grade book showing every assignment; in addition, it also provides a link back to our website for each individual assignment.

Student, to ensure success, stick to these three guidelines: Never fail to turn in an assignment, sign up for text alerts, and access grades online regularly.

Parent, please put forth the following efforts to help ensure success: Access grades online, sign up for text alerts, and speak with the student about classes regularly.

I look forward to working closely throughout the year; always remember a teacher has 30-38 kids in a class; a student finds greater success with a parent staying on offense. Keep in touch throughout the year for the best possible outcome.

Thanks,

Mr. D. Thompson

I have read and understand the "Syllabus and Course Description" and "...Rules and Curriculum" of Mr. Thompson's English class. Sign below and return for credit.

Parent Signature

Student Signature

No Excuses...It's Time to Master These Concepts

1. **Your** and **you're** are not the same. **Your** indicates it belongs to you. **You're** means you are.
2. **There, their,** and **they're** are not the same. **There** is a place. **Their** indicates it belongs to them. **They're** means they are.
3. **To, two,** and **too** are not the same. **To** indicates motion. **Two** is a number. **Too** means also or excessively.
4. **Our** and **are** are not the same. **Our** indicates it belongs to us. **Are** is a verb.
5. **Affect** is a verb and **effect** is a noun.
6. Your pants are **loose**. You **lose** your keys.
7. **We're** means we are. **Were** is a verb.
8. **Then** shows a sequence of events. **Than** is used to compare.
9. **Its** is the possessive form of it. **It's** is it is.
10. Apostrophes do not create plural nouns. Apostrophes show possession.
11. **Could've** = **could have**...not could of.
12. **A lot** = two words. But, do not use a lot. Find another way to express an amount. 😊
13. Numbers less than 10, all single digit numbers, should be spelled out (nine, not 9).
14. No contractions
15. Limit the use of auxiliary verbs when possible to strengthen the tone and word choice.
16. Avoid forms of **come, go, get, make, take,** and **want**. Use a stronger action verb.



Come(s), came, coming, become(s), became
go, goes, going, went
get, got, getting, gotten

make(s), making, made
take(s), taking, took
want(s), wanted



Prepared by
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modified by
D. Thompson

Commonly Used Auxiliary Verbs - Memorize

Am	Be	Do(ing)	Will	Might
Is	Being	Does	Would	Must
Are	Been	Did		
Was			Shall	Ought
Were	Have(ing)	Can	Should	
	Has	Could		
	Had		May	

Commonly Used Prepositions

1. Definition of preposition: A preposition is a word that shows a relationship between its object and some other word in the sentence. Every preposition **must** have an object to complete the phrase. The object will be either a **noun** or a **pronoun**. If there is no object, the word in question is **not** a preposition or is used improperly.

2. **Memorize** these prepositions well enough to recognize in a sentence; **each column** will be on a future quiz:

- aboard
- about
- above
- across
- after
- against
- along
- alongside
- amid
- amidst
- among
- amongst
- around
- as
- at
- atop
- before
- behind
- below
- beneath
- beside(s)
- between
- beyond
- by
- despite
- down
- during
- except
- for
- from
- in
- inside
- into
- like
- near
- next
- of
- off
- on
- onto
- out
- outside
- over
- past
- plus
- since
- than
- through
- throughout
- to
- toward
- under
- underneath
- unlike
- until
- up
- upon
- with
- within
- without
- according to
- because of
- by way of
- due to
- in addition to
- in front of
- in place of
- in spite of
- instead of
- on account of
- out of

Coordinating Conjunctions

What Are Coordinate (Coordinating) Conjunctions?

You can remember them using the mnemonic F.A.N.B.O.Y.S. (For-And-Nor-But-Or-Yet-So)

When to Use a Comma before a Coordinate Conjunction

There is often confusion over when to use a comma before a coordinate conjunction.

When your coordinate conjunction joins two items, do not use a comma. For example:

- Cheese and biscuits

When you have three or more items, use a comma. For example:

- Cheese, pickle, and biscuits

When your coordinate conjunction joins two (or more) independent clauses (i.e., ones that could stand alone as individual sentences), then use a comma. For example:

- I like sweet things, but I prefer savory dishes.

(In this example, the individual clauses can stand alone. They are independent clauses. That's why there is a comma before *but*.)

Subordinating Conjunctions

A subordinating conjunction is used to link a subordinate clause (also known as a dependent clause) to the main clause (also known as an independent clause).

In each example below, the main clause is in bold, and the subordinating conjunction is italicized and underlined. IMPORTANT – subordinating conjunctions must introduce a clause; otherwise, it is likely a word that can be a subordinating conjunction but is not functioning as one.

- **She left early** *because* Mike arrived with his new girlfriend.
- **Keep your hand on the wound** *until* the nurse asks you to take it off.

A List of Common Subordinating Conjunctions

after	every time	provided that	whenever
although	if	rather than	where
as	in case	since	whereas
as soon as	in order that	so that	whenever
because	in the event that	than	whether
before	just in case	that	whether or not
by the time	now that	though	while
even if	once	until	why
even though	only if	when	

The Function of a Subordinating Conjunction

When a sentence has an independent clause (main clause) and at least one dependent clause, it is known as a complex sentence. In a complex sentence when the subordinating conjunction's clause occurs before the independent (main) clause, it must be followed by a comma. If the subordinating conjunction's clause occurs after the independent (main) clause, no comma is necessary.

Transitional Expressions

Transitional words and phrases help to indicate relationships between sentences. The relationships they can indicate are: cause or effect, contrast, addition, example, comparison, and conclusion.

<p style="text-align: center;">Cause or Effect as a result because consequently hence since so therefore thus</p>	<p style="text-align: center;">Contrast nevertheless however in contrast nonetheless on the contrary on the other still yet</p>	<p style="text-align: center;">Addition also besides furthermore in addition moreover next</p>
<p style="text-align: center;">Example or Intensity for example, in fact, for instance, of course, specifically, overall, after all, to illustrate, truly</p>	<p style="text-align: center;">Comparison in the same likewise similarly also</p>	<p style="text-align: center;">Conclusion in conclusion in short to conclude to sum up</p>
<p>To ADD or SHOW SEQUENCE: again, also, then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still</p>		<p style="text-align: center;">To INDICATE PLACE: above, adjacent to, below, elsewhere, farther on, here, near, nearby, on the other side, opposite to, there, to the east, to the left</p>
<p style="text-align: center;">To CONTRAST: although, but at the same time, even so, even though, for all that, however, notwithstanding, regardless, yet</p>		<p style="text-align: center;">To INDICATE TIME: after awhile, afterward, at last, at length, at that time, earlier, formerly, immediately, in the meantime, in the past, lately, later, meanwhile, now, presently, simultaneously, so far, soon, subsequently, then, thereafter</p>

HOMework

DUE: Thursday, August 24

Me in a Bag Project Mr. Thompson – Freshman English

PURPOSE

During this project we will learn more about our classmates' lives and discover the similarities and differences between us.

LEARNING OBJECTIVES

Students will practice the following skills:

basic writing process
-beginning, middle, and end
listening and note-taking
speaking and presenting
time management

GRADING

You will be graded on the following:

- Completion of Me in a Bag
- Quality of rationales
- Presentation of Personal Me in a Bag items

REQUIREMENTS

Inside a paper bag, place five items that reflect who you are and what is important. Exclude electronic devices, money, and multi-media; let's dig deeper than a phone, music, and cash.

1. IN CLASS - On a piece of paper, write a rationale identifying the object and an explanation of its significance; this represents a concrete detail (item) and commentary (significance). This will help during the presentation.
2. Present "Me in a Bag" to the class.
3. Notes will be written from other classmates' presentations during class.

Example:

If golf is in your life, you might put a golf ball in your bag to represent your love of the sport, time spent playing, or perhaps how it provides a wonderful TV experience Sunday afternoons for the family. You could also place a golf tee, a ball marker, or perhaps a divot repair tool. Any of these items reveal a connection to golf.

Memorize the following auxiliary verbs:

Quiz #1 Wednesday – Am, is, are, was, were

Quiz #2 Thursday – be, being, been, has, have, had, do, does, did

Quiz #3 Friday – can, could, shall, should, will, would, may, might, must, ought

Quiz #4 Monday – all 24 auxiliary verbs listed above

Student _____ Hour _____

“Remind” Text or Email Alert Registration

Please sign up and provide the necessary information requested below.

Parent Registration Needed – Check which applies.

- I have signed up now as a parent with the registered name of _____
- As a parent, I am opting out of reminders which may help keep my child on track in English.
- As a parent, I am unable at this time to sign up for either text or email alerts.

Student Registration Needed – Check which applies.

- I have signed up now as a student.
- As a student, I am unable to sign up because receiving texts or emails is not a possibility.

Student Signature

Parent Signature

How To Register

After texting the message below for a particular class, a message will return asking for your name or saying thanks if your cell number is already a part of the program from another class.

If asked for a name, parents should include, “parent of” with the student’s name. Students may simply enter one’s name.

Text Alerts (fastest)

- 1st Hour – Text 81010 This Message: @dt001
- 2nd Hour – Text 81010 This message: @dt002
- 3rd hour – Text 81010 This Message: @dt003
- 4th Hour – Text 81010 This Message: @dt004

Email Alerts

- email dt001@mail.remind.com
- email dt002@mail.remind.com
- email dt003@mail.remind.com
- email dt004@mail.remind.com

**Return this no later
than tomorrow!**

<p style="text-align: center;">Quarter 1</p> <p>Reading: Literature and Informational Text Study works of literature and nonfiction to:</p> <ul style="list-style-type: none"> Identify Terms: foreshadowing, flashback, simile, metaphor, and personification Analyze Character Development Analyze text structures <p>OAS: RL.9-10.1, 3, 4, 5, 10; RI.9-10.1, 3, 4, 5, 6, 9, 10; L.9-10.5</p> <p>Language: Usage, Vocabulary, and Fluency</p> <ul style="list-style-type: none"> Use correct subject-verb agreement in difficult constructions. Identify words in context. Use commonly confused words correctly. <p>OAS: L.9-10.1, 2, 4, 6</p> <p>Writing</p> <ul style="list-style-type: none"> Structure and Organization Common Writing Assessment 1: Structure/Character Common Writing Assessment 2: Text Evidence and Detail/Structure <p>OAS: RL.9-10.1, 3 RI.9-10.3, 4, 7; W.9-10.3, 4, 5, 7, 9, 10</p>	<p style="text-align: center;">Quarter 2</p> <p>Reading: Literature and Informational Text Study works of literature and nonfiction to:</p> <ul style="list-style-type: none"> Recognize implied thesis or theme. Identify salient points and summarize effectively. Recognize directly stated thesis or theme. Demonstrate literal understanding of the text. <p>OAS: RL.9-10.1, 2, 3, 10; RI.9-10.1, 2, 3, 6, 9, 10;</p> <p>Language: Usage, Vocabulary, and Fluency</p> <ul style="list-style-type: none"> Identify and correct comma splices and run-ons Identify and correct sentence fragments <p>OAS: L.9-10.1, 2</p> <p>Writing Process</p> <ul style="list-style-type: none"> District Timed Writing 1: Personal Narrative Common Writing Assessment 3: Word choice Conventions and sentence fluency <p>OAS: RI.9-10.5; W.9-10.1, 2, 5, 10; L.9-10.1, 2</p>
<p style="text-align: center;">Quarter 3</p> <p>Reading: Literature and Informational Text Study works of literature and nonfiction and poetry to:</p> <ul style="list-style-type: none"> Identify Terms: pun, oxymoron, hyperbole, rhyme scheme, alliteration, and onomatopoeia Recognize implied thesis or theme. Identify salient points and summarize effectively. <p>OAS: RL.9-10.1, 2, 5, 6, 10; RI.9-10.1, 3, 5, 9, 10;</p> <p>Language: Usage, Vocabulary, and Fluency</p> <ul style="list-style-type: none"> Demonstrate command of standard English usage when writing and speaking Determine word meaning through use of prefixes, suffixes, and Greek and Latin roots. <p>OAS: L.9-10.1, 3, 4</p> <p>Writing</p> <ul style="list-style-type: none"> Common Writing Assessment 4: Sentence Fluency Common Writing Assessment 5: Informational District Timed Writing 2: Informational Use word choice, transition words, phrases, and sentences effectively. <p>OAS: W.9-10.2, 4, 5, 10</p> <p>Research and Information</p> <ul style="list-style-type: none"> Synthesize multiple sources Narrow/broaden inquiry as necessary Use correct in-text parenthetical documentation. <p>OAS: RI.9-10.1, 6, 8; W.9-10.1, 4, 6, 7, 8, 9; L.9-10.1, 2, 3, 6; SL.9-10.2, 5, 6</p>	<p style="text-align: center;">Quarter 4</p> <p>Reading: Literature and Informational Text Study works of literature and nonfiction to:</p> <ul style="list-style-type: none"> Analyze and discuss character, theme, and text structures in works as a whole <p>OAS: RL.9-10.1, 2, 3, 5, 10; RI.9-10.1, 2, 3, 5, 6, 9, 10; SL.9-10.1, 2, 3, 4</p> <p>Writing Process</p> <ul style="list-style-type: none"> Voice District Timed Writing 3: Informational Common Writing Assessment 6: Argument <p>OAS: RL.9-10.4; RI.9-10.4,8; W.9-10.1, 2, 4, 5, 6; L.9-10.1, 2</p> <p>Language: Usage, Vocabulary, and Fluency</p> <ul style="list-style-type: none"> Demonstrate command of standard English usage when writing and speaking <p>OAS: L.9-10.1, 2, 3</p> <p>*Throughout the Year: Novel Studies with various supporting literary nonfiction for discussion and written analysis: RL.9-10.10; W.9-10.9; SL.9-10.1, 6</p> <ul style="list-style-type: none"> <i>Anthem</i> RL.9-10.7 <i>Romeo and Juliet</i> RL.9-10.7, 9 <i>The Odyssey</i> RL.9-10.6, 9

Fall Semester 2017 Assignments – Organized by Category and then by Date

Grade Summary

<i>Key: ** Category excluded from grade calculation</i>		Total Points	Final Grade
Term S1 - Daily Grades		1118/1204	
Essential Skills**		22/25	
Grades		725.5/776	
Writing		392.5/428	

Assignment Detail

*Key: *M = Missing *L = Late *I = Incomplete *Ch = Cheated *Dr = Dropped *X = Exempt ** Assignment excluded from grade calculation*

Term S1 - Daily Grades

Assignment	Category	Due Date	Pts	Score
**Subject Verb Agreement Common Assessment #1	Essential Skills	09/08/2016	8	6
**Subject Verb Agreement Common Assessment #2	Essential Skills	09/22/2016	8	7
**CRT 1 - Five Objectives Surveyed	Essential Skills	10/18/2016	5	5
**Identifying Theme Common Assessment #1	Essential Skills	11/14/2016	4	4
Remind Status	Grades	08/23/2016	1	1
Aux Verb Quiz #2, 6-14	Grades	08/24/2016	9	10
Aux Verb Quiz #3, 15-24	Grades	08/25/2016	10	12
Auxiliary Verb Quiz #4	Grades	08/26/2016	24	24
Me in a Bag Oral Presentation	Grades	08/26/2016	10	10
Preposition Practice #1, 1-40	Grades	08/30/2016	10	10
Preposition Column 1 Quiz	Grades	09/01/2016	14	12
Preposition Quiz Column 2	Grades	09/02/2016	17	16
Preposition Quiz Column 3	Grades	09/07/2016	11	11
Preposition Column 4 Quiz	Grades	09/08/2016	14	9
Literary Elements of Fiction 1-10 Quiz	Grades	09/09/2016	10	8
A Most Ambitious Experiment Recall Pop Quiz	Grades	09/12/2016	12	12
Annotations - A Most Ambitious Experiment	Grades	09/12/2016	20	20
Literary Elements of Fiction - 27 terms defined	Grades	09/12/2016	14	14
Literary Elements of Fiction 11-20 Quiz	Grades	09/12/2016	10	10
Preposition Column 5 quiz	Grades	09/12/2016	14	12
"A Most Ambitious Experiment" Written Analysis	Grades	09/16/2016	20	19
Literary Element Quiz Final, 1-27	Grades	09/16/2016	27	25
"They're Made Out of Meat" Homework Recall Quiz	Grades	09/20/2016	7	4
"The Storm" Annotations, First Four	Grades	09/22/2016	20	20
Storm Chronological Order of Key Events	Grades	09/26/2016	10	10
Storm Written Analysis 7 out of 13 Elements	Grades	09/26/2016	7	7
S/V Agreement in Difficult Construction Practice	Grades	09/27/2016	10	10
Storm Written Analysis Last 6 Elements	Grades	09/28/2016	12	12
Bell Work 1-15	Grades	09/29/2016	75	75
Short Story Analysis Test of "The Sniper"	Grades	10/06/2016	96	76
Commonly Confused Review Practice 1-30	Grades	10/12/2016	30	25
Context Clues 1-10	Grades	10/12/2016	10	7
Figurative Language Practice ID 1-30	Grades	10/12/2016	30	23
Figurative Language (Sim, Met, Pers) Rev Quiz	Grades	10/14/2016	20	19
Two Commonly Confused Written Paragraphs(14 words)	Grades	10/14/2016	20	20
Context Clues for Gibberish Words - (1-20)	Grades	10/17/2016	16	17
Context Clues for Gibberish Words - 1-16	Grades	10/18/2016	12	9
"TCOA" 15 Questions - Five Ws + How	Grades	10/27/2016	15	15
The Cask of Amontillado Open Note Vocab Quiz	Grades	10/28/2016	48	44
Run-On Fragment Review	Grades	12/09/2016	36	35
Bell Work 16-27	Grades	12/16/2016	60	60
Me in a Bag Written Rationales	Writing	08/26/2016	10	10
Me in a Bag Paragraph	Writing	08/30/2016	10	10
TWA #1 Draft 1	Writing	09/02/2016	5	5
Tech Writing Assignment #1 - Character Motivation	Writing	09/06/2016	45	41
Technical Writing Draft 2	Writing	09/06/2016	5	5
Bell Work #17 Take Home Assignment	Writing	10/26/2016	10	10
Technical Writing Assignment Draft 1	Writing	11/01/2016	10	10
Technical Writing Assignment Draft 2	Writing	11/02/2016	10	10
Technical Writing Assessment #2 Final	Writing	11/03/2016	50	41
Paragraph Internal Structure Creation Top Half	Writing	11/07/2016	10	10
Paragraph Internal Structure Creation Bottom Half	Writing	11/08/2016	22	20

Fall Semester 2017 Assignments – Organized by Category and then by Date (cont)

Term S1 - Daily Grades

Writing Commentary Top Half	Writing	11/09/2016	5	5
"Ol Man Mallory" Part 3 HW Check (Sent Analysis)	Writing	11/15/2016	40	36
Ol' Man Mallory Sentence Structure Practice - PT 3	Writing	11/15/2016	10	10
Sentence Structure Analysis Quiz 1	Writing	11/22/2016	20	8
Dev of Main Ideas and Concrete Details - Iresp HS	Writing	11/30/2016	15	15
Thesis Development Guide Sheet 1	Writing	12/01/2016	15	15
Thesis Development Guide Sheet Outline #2	Writing	12/02/2016	5	5
Writing Sample Attention Grabbers	Writing	12/05/2016	10	10
Writing and Punctuating with Transitions	Writing	12/06/2016	16	14
Outline for Anchor Paper #1	Writing	12/07/2016	20	20
5 Paragraph Anchor Paper #1	Writing	12/08/2016	45	44.5
Sentence Structure Analysis Quiz #2	Writing	12/16/2016	40	38

Spring Semester 2017 Assignments – Organized by Category and then by Date

Grade Summary

Key: ** Category excluded from grade calculation	Total Points	Final Grade
Term S2 - Daily Grades	1782.5/1920.75	
Essential Skills**	43.5/45.5	
Grades	1315.5/1427.75	
Writing	467/493	

Assignment Detail

Key: *M = Missing *L = Late *I = Incomplete *Ch = Cheated *Dr = Dropped *X = Exempt ** Assignment excluded from grade calculation

Term S2 - Daily Grades

Assignment	Category	Due Date	Pts	Score
**Poetry Term Analysis - "Lessons of Loss"	Essential Skills	01/19/2017	14	14
**Run-On and Fragment Common Assessment 1	Essential Skills	01/27/2017	8	6
**Anthem Book Returned	Essential Skills	02/17/2017	10	10
**Run-On/Fragment Common Assessment #2	Essential Skills	02/23/2017	8	
**Speak Recall Reading Quiz p9-22	Essential Skills	03/08/2017	9	9
Poetry Terms /ID in Use Quiz #1 - With Word Bank	Grades	01/10/2017	26	21
Poetry Terms Defined	Grades	01/10/2017	16	16
Poetry Terms Quiz #2 - No Word Bank	Grades	01/13/2017	16	16
"Hey Diddle Diddle" Imitations	Grades	01/18/2017	25	25
"I Am" Imitation	Grades	01/23/2017	25	20
HW Prep for Quiz #3 over Exact Poem on Quiz	Grades	01/23/2017	5	5
Poetic Device & Fig Lang ID - Quiz 3	Grades	01/23/2017	6	6
Poetry Terms - Quiz 3	Grades	01/23/2017	16	15.5
Rhythm and Rhyme Scheme - Quiz 3	Grades	01/23/2017	28	20
To the Mercy Killers Rhythm and Rhyme Practice	Grades	01/24/2017	28	28
To the Mercy Killers PD & FL Practice	Grades	01/24/2017	12	9
Letter Address Imitation 4 PD and 3 FL	Grades	01/27/2017	35	35
Letter Address Imitation Poem	Grades	01/27/2017	16	21
Poetry Final Assessment for PDs and FLs	Grades	02/01/2017	100	90
Research Narrowed Topic and Thesis - Day 1Handout	Grades	02/07/2017	20	20
Research - Noodle Tools First Source	Grades	02/08/2017	10	10
Research - 3 Sources Min in Noodle Tools	Grades	02/13/2017	30	30
Research - 9 Note Cards Min in Noodle Tools	Grades	02/13/2017	27	27
Research - Day Two Handout Details for 3 MIs	Grades	02/13/2017	25	25
Research - Works Cited Printout	Grades	02/13/2017	10	10
Anthem Quizzes (3)	Grades	02/16/2017	28	23
Anthem Test	Grades	02/17/2017	100	82
Speak Recall Reading Quiz p.3-9	Grades	03/07/2017	10	7
Speak Recall Reading Quiz p23-41	Grades	03/10/2017	9	8.5
Speak Recall Reading Quiz p41-102	Grades	03/20/2017	24	22
Speak Test Reading Recall Objective Questions	Grades	03/28/2017	70	68
Speak Notes Contrasting the Book w/Movie	Grades	03/30/2017	0	10
Speak Character Trait Reflection	Grades	04/11/2017	64	51
A and E Bio Questions from Documentary Movie	Grades	04/19/2017	50	45
Shakespeare Bio Group Work Library	Grades	04/20/2017	45	45
R and J Personalized License Art	Grades	04/27/2017	25	25
R and J 54 Study Questions	Grades	05/03/2017	54	51
R and J Character Trait Reflection Chart	Grades	05/03/2017	35	33
R and J Final Assessment	Grades	05/03/2017	100	86
The Odyssey - Book 9 - Note Taking Guide	Grades	05/08/2017	37	25
The Odyssey Background, 1088-98, Open Note Quiz	Grades	05/08/2017	40	34
The Odyssey Character Trait Reflection	Grades	05/15/2017	48	48
The Odyssey Note Taking Guide	Grades	05/15/2017	70	70
The Odyssey Test	Grades	05/15/2017	100	95
Technical Writing Assignment #3-Word Choice/IMGRY	Writing	01/10/2017	5	5
TWA 3 Draft 2 - Word Choice and Imagery	Writing	01/11/2017	5	5
TWA 3 Final for Evaluation - Word Choice & Imagery	Writing	01/18/2017	40	33
Research - Intro Paragraph	Writing	02/14/2017	5	5
Research - Body Paragraphs 1 and 2	Writing	02/15/2017	10	10
Technical Writing Assignment #4 Draft 1	Writing	02/15/2017	10	10
Research - Body Paragraph 3 and Conclusion	Writing	02/16/2017	10	10
Sentence Beginning Identification - Prep for TWA4	Writing	02/23/2017	10	10

Spring Semester 2017 Assignments – Organized by Category and then by Date (cont)

Term S2 - Daily Grades

TWA #4 - Sentence Fluency (Beginning Variation)	Writing	02/24/2017	52	56
TWA #5 Expository Writing Draft 1	Writing	02/28/2017	10	10
TWA #5 Expository Writing Draft 2	Writing	03/01/2017	10	10
TWA #5 Expository Writing Draft 2 Self-Evaluation	Writing	03/01/2017	20	20
TWA #5 Expository Writing Draft 3	Writing	03/01/2017	20	20
TWA #5 Final for Evaluation of Format & Mechanics	Writing	03/01/2017	40	36
TWA #5 Final for Idea Development	Writing	03/01/2017	21	15
Addressing the Writing Prompt Fill in the Notes	Writing	03/08/2017	25	25
Anchor Paper Outline Practice #1	Writing	03/08/2017	10	10
Outline Practice #3 - Fire Recovery	Writing	03/22/2017	40	37
Anchor Paper #2 Pre-Writing Outline	Writing	03/23/2017	20	20
Anchor Paper #2	Writing	03/24/2017	100	82
Speak Test Written Response - Symbolism	Writing	03/28/2017	30	28
Speak Notes Contrasting the Book w/Movie	Writing	03/31/2017	0	10