HIGH SCHOOL ENGLISH LEVEL 9

Fall 2014-Spring 2015 Syllabus

Instructor: Celia Crotteau, B.A., M.A.

**Please bring relevant texts and handouts each week. Also bring a pen, pencil, and notebook paper.**

**THIS SYLLABUS IS SUBJECT TO CHANGE. I PLAN AHEAD BUT ADJUST ACCORDING TO STUDENT NEEDS. PLEASE REFER TO WEEKLY ASSIGNMENT SHEETS HANDED OUT IN CLASS AND PLACED ON TEACHEREASE UNDER DIGTAL LOCKERS FOR THE MOST ACCURATE INFORMATION.**

Week 1-Introduction to the course/review syllabus, class policies

Discuss rules for class participation

Writing: Review the following sections in *Writing with the Masters…*: Defining the Steps (pp. 15-16); paragraph writing (pp. 37-42); essay maps (pg. 35); rubrics (pp. 135-137); Active Language and BE VERBS! (pp. 121-122); The No-No List (pp 125-126); Are You Stylish? (pp. 127-128); avoidance of first person (list pronouns) and contractions; number of sentences expected per paragraph. Institute Be Verb Contract. Discuss rough drafts and final drafts, including expected format (hand out example).

Reading Comprehension: Work Selection 1 in class (pp. 1-3, except USING THE WORDS [2] and WRITING ABOUT IT).

Vocabulary: Review Lesson 1 in class (pp. 3-9).

Literature: Discuss elements of a short story. Review literature terms (plot, characters, point of view, setting, theme) and guidelines for close reading of a short story. NOTE: THIS YEAR I WILL BE REFERRING YOU TO REPUTABLE WEB SITES TO ACCESS SOME OF YOUR STORIES. MANY CLASSIC SHORT STORIES ARE AVAILABLE ONLINE. PLEASE ACCESS ANY SHORT STORIES ON THE INTERNET WITH PARENTAL SUPERVISION OR PERMISSION. OTHER SHORT STORIES I PULL FROM A TEXTBOOK THAT I CONSIDER EXCELLENT BUT EXORBITANTLY PRICED. OBVIOUSLY, THOSE THAT COME FROM THE TEXTBOOK I WILL COPY AND HAND OUT.

 **Homework-Writing: Definition Paragraph (assigned word) of at least nine sentences. Review pp. 75 on The Definition Essay if needed. Remember to avoid first person and contractions, and to follow the Be Verb Contract. Rough Draft (RD) due next class period (RD’s must be typed in requested format).**

 **Reading Comprehension: Finish Selection 1. Remember, you do not need to complete USING THE WORDS (2) or WRITING ABOUT IT. I will give periodic pop quizzes on the passages assigned the previous week.**

 **Vocabulary: Finish Lesson 1 Exercises 1A-1C. You will have a weekly vocabulary quiz, for which you may receive 5 points extra credit if you do flash cards and bring them to class to show me.**

 **Literature: Read “The Lady, or the Tiger?” by Frank Stockton and “A Horseman in the Sky” by Ambrose Bierce. Focus on plot. Both of these short stories may be accessed online at www.eastoftheweb.com/short stories.**

Week 2-Writing: Hand in Definition Paragraph. Discuss The Five-Paragraph Essay, pp. 55-61 of *Writing with the Masters*.... We will concentrate on pg. 56, as there will be a quiz next week on this diagram and its information. If time permits, in class writing.

Reading Comprehension: Correct Selection 1.

Vocabulary: Quiz. Correct Selection 1 Exercises 1A-1C.

Literature: Discuss assigned reading and related literature terms.

**Homework-Writing: Reread pp. 55-61 of *Writing with the Masters...*. Concentrate on pg. 56, as next week I will give you a quiz on this information.**

 **Reading Comprehension: Selection 2, pp. 4-6. You do not need to complete USING THE WORDS (2) or WRITING ABOUT IT. Remember, a pop quiz is always an option.**

**Vocabulary: Lesson 2 Exercises 2A-2C. There will be a quiz next week. Don’t forget that you may do flash cards for extra credit.**

**Literature: Read “The Secret Life of Walter Mitty” by James Thurber, and “Secrets” by Judy Troy. Focus on characterization. Since these two stories are not available on the web site I recommended, I will provide a paper copy for each of you. Do not lose it – I will not provide another.**

Week 3-Writing: Quiz over 5 Paragraph Essay Diagram. Return RD of Definition Paragraphs; discuss results. Return in class writing; discuss results.

Reading Comprehension: Correct Selection 2.

Vocabulary: Quiz. Correct Lesson 2.

Literature: Discuss assigned reading and related literature terms.

**Homework-Writing: Revise Definition Paragraphs. FD for a grade due next week. (You must turn in the RD I marked up with your FD.)**

 **Reading Comprehension: Selection 3.**

**Vocabulary: Lesson 3. There will be a quiz next week. Don’t forget that you may do flash cards for extra credit.**

**Literature: Read “The Cask of Amontillado" by Edgar Allan Poe and “The Landlady” by Roald Dahl. Focus on point of view. Again, this week I will supply one paper copy for each student. They will not be placed on TeacherEase.**

Week 4-Writing: Return quiz over 5 Paragraph Essay Diagram. Turn in FD (also RD) of Definition Paragraphs. In *Writing with the Masters...*, read pp. 43-46 about the Sub-topic Sentence Paragraph. Also review pp. 27-28. (Not all pointers may apply to this assignment, but these are good checklists.) After reviewing The Literary Essay in the writing text, discuss homework assignment below. If time permits, in class writing.

Reading Comprehension: Correct Selection 3.

Vocabulary: Quiz. Correct Lesson 3.

Literature: Discuss assigned reading and related literature terms.

**Homework-Writing: Pick any one of the short stories read and analyzed in class thus far and discuss the use of plot, characterization, and point of view in this one story in a sub-topic sentence paragraph. Refer to your handouts on these literary terms and our class discussions. Warning: do not make this analysis too broad; do not try to incorporate all the definitions related to plot, characterization, and viewpoint in this paper. Rather, discuss how effectively the author uses these literary elements in this one story. However, do comment on each of the three major points. Length? One paragraph, modeled on the sub-topic sentence paragraph, and it may be a long one. It should be at least 14 sentences. Refer back to pp. 43-46 of writing text. RD due next week.**

**Reading Comprehension: Selection 4.**

**Vocabulary: Lesson 4. There will be a quiz next week. Don’t forget that you may do flash cards for extra credit.**

**Literature: Read “The Portable Phonograph" by Walter Van Tilburg Clark and “A Christmas Memory” by Truman Capote. Focus on setting. I will supply each student with one paper copy of both stories, since they are not available on the recommended web site.**

Week 5-Writing: Turn in RD of sub-topic sentence paragraph on the use of plot, characterization, and viewpoint in selected story. Discuss returned assignments.

Reading Comprehension: Correct Selection 4.

Vocabulary: Quiz after we correct Lesson 4. Discuss next week's test over Lessons 1-4.

Literature: Discuss assigned reading and related literature terms.

**Homework-Writing: Choose any of the short stories we have read and discussed thus far and write a sub-topic sentence paragraph in which you analyze that story in terms of characterization alone. You may refer to the handout I gave you in Week 2. Which are dynamic characters? static characters? flat? round? Does the author use indirect or direct characterization or a combination to reveal the characters' personalities? Support your answers. RD due next week.**

**Reading Comprehension: Selection 5.**

**Vocabulary: Test on Lessons 1-4 next week. It will consist of 25 sentences taken from the book, and you will have to choose one of two choices in parentheses. Review roots since extra credit will be offered on them.**

**Literature: Read "The Lottery" by Shirley Jackson and “The Water Ghost of Harrowby Hall," by John Kendrick Bangs. Focus on theme. Both stories can be accessed via Digital Lockers at TeacherEase.**

Week 6-Writing: Turn in RD of sub-topic sentence paragraph on characterization. Get back RD of sub-topic sentence paragraph on the use of plot, characterization, and viewpoint in selected story.

Reading Comprehension: Correct Selection 5.

Vocabulary: Test over Lessons 1-4. Review Lesson 5.

Literature: Discuss assigned reading and related literary terms. Review for next week's Short Story Unit Test. Team game, with chance to win extra credit points for next week's test.

**Homework-Writing: Revise RD of sub-topic sentence paragraph on the use of plot, characterization, and viewpoint in selected story. FD due next week.**

**Reading Comprehension: Selection 6. Reading check quiz next week.**

**Vocabulary: Lesson 5. Quiz next week.**

**Literature: Study for next week's Short Story Unit Test. It will consist of multiple choice, fill-in-the-blank, short answer, and T/F questions.**

Week 7-Writing: Turn in FD of sub-topic paragraph on the use of plot, characterization, and viewpoint in selected story. Get back RD of sub-topic sentence paragraph on characterization. Review and discuss further strategies for writing sub-topic sentence paragraphs.

Reading Comprehension: Reading Check Quiz. Correct Selection 6.

Vocabulary: Return Test over Lessons 1-4. Quiz on Lesson 5. Review Lesson 6.

Literature: Short Story Unit Test. Begin Poetry Unit. Discuss guidelines for close reading of a poem and related literature terms (speaker, diction, imagery, figurative language, sound patterns, structures, tone).

**Homework-Writing: Revise RD of sub-topic sentence paragraph on characterization. FD due next week.**

**Reading Comprehension: Selection 7.**

**Vocabulary: Lesson 6. Quiz next week.**

**Literature: Read “The Face in the Mirror” by Robert Graves, “The Cloud” by Percy Bysshe Shelley, “To Satch” by Samuel Allen (Paul Vesey), and “Dream Deferred” by Langston Hughes, with emphasis on identifying the speaker and effectiveness of the diction used.**

Week 8-Writing: Turn in FD of sub-topic sentence paragraph on characterization. Get back FD of sub-topic paragraph on the use of plot, characterization, and viewpoint in selected story. In class writing, if time permits.

Reading Comprehension: Correct Selection 7.

Vocabulary: Quiz on Lesson 6; check Lesson 6 and review Lesson 7.

Literature: Discuss assigned poems.

**Homework-Writing: Choose any of the poems we have read and discussed in class or those which you are assigned to read for homework this week and write a sub-topic sentence paragraph in which you discuss the use of three poetic devices in that poem (use those devices as your sub-topics). So far, we have covered speaker and diction, and we are starting on imagery and figurative language, so you may feel more comfortable discussing three of those devices.**

**Reading Comprehension: Selection 8.**

**Vocabulary: Lesson 7. Quiz next week.**

 **Literature: Read “Our House in Hadong” by Wendy Wilder Larsen and Tran Thi Nga and “The Fawn” by Edna St. Vincent Millay, with emphasis on effective use of imagery, and “I’ll Tell You How the Sun Rose” by Emily Dickinson and “Moon Tiger” by Denise Levertov, with emphasis on figurative language used to make the poems come alive.**

**ALSO: Start thinking about this end-of-the-semester project. To develop your oral presentation skills, you will be required to pick a poem of at least twenty (20) lines that you memorize and present in front of the class the week after the test on the Poetry Unit. You must tell me what poem you have selected so that I can approve your choice. You must be costumed as either the poet who wrote the poem or as one of the characters in the poem. You must also illustrate your poem with a poster that you will discuss in front of the class.**

Week 9-Writing: Get back FD of sub-topic sentence paragraph on characterization. Turn in RD of sub-topic sentence paragraph on poetic devices. Return and discuss in class writing.

Reading Comprehension: Correct Selection 8.

Vocabulary: Quiz on Lesson 7; check Lesson 7 and review Lesson 8.

Literature: Discuss assigned poems and 2nd set of poetry terms on handout.

**Homework-Writing: After reading the assigned poetry, write a shape poem. Use your imagination to do this creative piece. Type if the shape allows; you may also illustrate. (If you cannot type the poem, write it neatly in black ink using your best handwriting.) RD due next week.**

**Reading Comprehension: Selection 9.**

**Vocabulary: Lesson 8. Quiz next week.**

 **Literature: Read “Jazz Fantasia” by Carl Sandburg and “Eldorado” by Edgar Allan Poe, with emphasis on sound patterns, “The Sound of the Sea” by Henry Wadsworth Longfellow and “The Time We Climbed Snake Mountain” by Leslie Marmon Silko, with emphasis on structure.**

**ALSO: Remember this end-of-the-semester project. To develop your oral presentation skills, you will be required to pick a poem of at least twenty (20) lines that you memorize and present in front of the class the week after the test on the Poetry Unit. You must tell me what poem you have selected so that I can approve your choice. You must be costumed as either the poet who wrote the poem or as one of the characters in the poem. You must also illustrate your poem with a poster that you will discuss in front of the class. This will count as a test grade.**

Week 10-Writing: Turn in shape poem. Review 4 Paragraph Essays in *Writing with the Masters...*, pp. 51-54 to prepare for homework assignment below.

Reading Comprehension: Check Selection 9.

Vocabulary: Check Lesson 8, then take quiz. Discuss next week's Vocabulary Test over Lesson 5-8.

Literature: Discuss assigned poems. Provide background for the poems to be read for homework and used in writing assignment.

 **Homework-Writing: After reading both of the assigned poems below, use the provided Four-Paragraph Essay Mapping Sheet to plan an essay in which you compare how Tennyson and Southey use tone to display different attitudes towards war in “The Charge of the Light Brigade” and “The Battle of Blenheim.” If needed, refer to the handout discussing tone; remember that a poet often uses devices such as diction and imagery to convey his tone. Then write your RD, which is due next week.**

 **Reading Comprehension: Selection 10.**

 **Vocabulary: Test on Lessons 5-8 next week.**

 **Literature: Read “The Charge of the Light Brigade” by Alfred, Lord Tennyson and “The Battle of Blenheim” by Robert Southey, with emphasis on tone.**

Week 11-Writing: Hand in FD of Poetry Analysis.

Reading Comprehension: Check Selection 10.

Vocabulary: Test on Lessons 5-8.

Literature: Discuss assigned poems. Introduction to lyric, narrative, and dramatic poetry.

 **Homework-Writing: Next week, the RD of your Four-Paragraph Essay in which you compare how Tennyson and Southey use tone to display different attitudes towards war in “The Charge of the Light Brigade” and “The Battle of Blenheim” is due. If needed, refer to the handout discussing tone; remember that a poet often uses devices such as diction and imagery to convey his tone. Remember to hand in the mapping sheet, which is required, not extra credit, and will count towards your grade.**

 **Reading Comprehension: Selections 11.**

 **Vocabulary: None until next semester!**

 **Literature: Read “John Anderson My Jo” by Robert Burns (example of lyric poetry), “Lord Randal” (example of narrative poetry), and “The Erl-King” by Johann Wolfgang Von Goethe, translated by Sir Walter Scott (example of dramatic poetry).**

Week 12-Writing: Get back FD of Poetry Analysis. Hand in RD of Four-Paragraph Essay comparing Tennyson/Southey poems. More in class writing if time permits.

Reading Comprehension: Check Selection 11. Complete 12 and 13 in class.

Vocabulary: Get back Test on Lessons 5-8.

Literature: Discuss assigned poems.

 **Homework-Next week we will not meet due to Thanksgiving Break. Have a safe week off, and I will see you after the break, when we will review for the Poetry Test. Remember to work on memorizing your poem to recite in class Week 14!**

Week 13-Writing: Get back RD of Four-Paragraph Essay comparing Tennyson/Southey poems. Discuss needed changes. More in class writing if time permits.

Reading Comprehension: None – but see homework below.

Vocabulary: None! We are done with vocab for this semester.

Literature: Review for next week’s Poetry Unit Test. And – remember to come to class next week in costume prepared to recite and present your poster!

NEXT WEEK WILL BE OUR LAST CLASS MEETING OF THE FALL SEMESTER. IF YOU OWE ANY WORK, PLEASE TURN IT IN ASAP.

 **Homework-Writing: FD Four-Paragraph Essays comparing assigned poems due next week.**

 **Reading Comprehension: Selection 14.**

 **Literature: Study for test on Poetry Unit next week. And don’t forget that you will be reciting next week (chosen and approved poem; costumed as poet or character from poem; poster illustrating poem).**

Week 14-Writing: Hand in FD of Four-Paragraph Essay comparing Tennyson/Southey poems. Get back in class writing.

Reading Comprehension: Check Selection 14.

Vocabulary: None!

Literature: Poetry Unit Test – followed by Poetry Presentation!

**NEXT SEMESTER WE WILL STUDY DRAMA (*THE DIARY OF ANNE FRANK* [not her actual diary – this is the play] AND *THE MIRACLE WORKER*) AND MYSTERY AS A GENRE (*THE HOUND OF THE BASKERVILLES*). YOU MAY OBTAIN THE THREE WORKS AT HEP BOOKSTORE.**

Week 15-Reading Comprehension: Introduce selection 15.

Vocabulary: Introduce words for Lesson 9.

Writing: Review 5 Paragraph Essay Format (pp. 55-64 of *Writing with the Masters…*). Discuss autobiographies.

Literature: Introduction to drama. Take notes! Introduction to Helen Keller, Anne Sullivan, and *The Miracle Worker*.

 **Homework: *Reading Comprehension: Complete Selection 15. Remember that pop quizzes are always a possibility.***

 ***Vocabulary: 9A-C. We resume weekly quizzes next week.***

 ***Writing: Write a 5 paragraph essay that is an autobiography in which you discuss the following 3 subtopics: your past, your present, and your envisioned future. RD due next week typed in required format (if needed, review pp. 29-31 of Writing with the Masters…) Remember that each paragraph should have at least 9 sentences. BECAUSE THIS IS AN AUTOBIOGRAPHY, I WILL ALLOW THE USE OF FIRST PERSON PRONOUNS. Also, please note: do not simply list facts about your life; instead, pick some topic that you feel pervades your life and build your essay around that. For example, you may have loved and shown a talent for music or writing or sports since childhood that you can write about.***

***Literature: Read Act I of The Miracle Worker. Quiz next week on introduction to drama and Act I.***

Week 16-Reading Comprehension: Check selection 15.

Vocabulary: Quiz. Review Lesson 10.

Writing: Hand in autobiographies. Discuss homework assignment, including use of embedded quotations.

Literature: Quiz on introduction to drama and Act I of *The Miracle Worker*. Discuss Act I and continue with Act II.

 **Homework: *Reading Comprehension*: *Complete Selection 16.***

 ***Vocabulary: 10A-C.***

 ***Writing: Characterization refers to the characters in a work of literature and also to how the author portrays their personalities, which in a play usually occurs through indirect means that the reader or viewer must assess. Act I of The Miracle Worker introduces the people whose lives will be acted out in this play. Pick three of those characters and BRIEFLY comment on their personalities, using details from the play to support your discussion. Also, use at least one embedded quotation to assist your commentary. Write a well crafted sub-topic paragraph of at least 14 sentences. By well crafted I mean a clear topic sentence listing three sub-topics, well developed body sentences, and comprehensible conclusion. DO REMEMBER TO WRITE IN LITERARY PRESENT TENSE, SINCE YOU ARE ANALYZING LITERATURE. Type in requested format, please. Note that you may write more than 14 sentences if the muse strikes – but do not go into too much detail, as the assignment calls for a sub-topic sentence paragraph. RD due next week. Literature: Finish reading Act II of The Miracle Worker. Quiz next week over Act II.***

Week 17-Reading Comprehension: Check selection 16.

Vocabulary: Quiz. Review Lesson 11.

Writing: Hand in sub-topic sentence paragraphs on characterization. Get back RD of autobiographies.

Literature: Quiz on Act II. Discuss Act II and continue with Act III of in class.

 **Homework: *Reading Comprehension: Selection 17.***

 ***Vocabulary: 11 A-C.***

 ***Writing: Revise autobiographies. Revisions (FD) due next week. Remember that your marked up (by me!) RD must be handed in with your FD, or you lost points.***

***Literature: Finish Act III of The Miracle Worker. Quiz next week over Act III.***

Week 18-Reading Comprehension: Check selection 17.

Vocabulary: Quiz. Review Lesson 12.

Writing: Get back RD of sub-topic sentence paragraph on characterization. Hand in FD of autobiography.

Literature: Quiz on Act III. Discuss themes of *The Miracle Worker*.

 **Homework: *Reading Comprehension: Selection 18.***

 ***Vocabulary: 12 A-C.***

 ***Writing: Revise sub-topic sentence paragraph on characterization. Revision (FD) due next week. Remember that your marked up(by me!) RD must be handed in with your FD, or you lost points.***

***Literature: Next week in class you will have an open book, open note test on The Miracle Worker. It will consist of in class writing. Bring your book and notes to class with you next week.***

Week 19-Reading Comprehension: Check selection 18.

Vocabulary: Drill. Review for test next week.

Writing: Hand in revised paragraphs on characterization. Get back FD of autobiographies.

Literature: Test on *The Miracle Worker*. Introduction to tragedy (take notes!) and *The Diary of Anne Frank.*

**Homework: *Reading Comprehension: Selection 19.***

 ***Vocabulary: Study for next week’s test on Units 9-12.***

 ***Writing: Choose one of the suggested essay topics and write a five paragraph essay, the RD of which you will turn in next week.***

 ***Literature: Read Act I of The Diary of Anne Frank. Quiz next week on tragedy and Act I.***

Week 20-Reading Comprehension: Check selection 19.

Vocabulary: Test on Unit 9-12.

Writing: Hand in 5 paragraph essay (RD) on one of the suggested essay topics.

Literature: Quiz on tragedy and Act I of *The Diary of Anne Frank*. Discuss Act I and begin reading Act II in class.

 **Homework: *Reading Comprehension: Selection 20.***

 ***Writing: Write a poem from the point of view of any of the characters in The Diary of Anne Frank other than Anne. Typed poem (about one page in length) due next week.***

 ***Vocabulary: 13 A-C.***

 ***Literature: Finish reading Act II of The Diary of Anne Frank. Quiz next week over Act II.***

Week 21-Reading Comprehension: Check selection 20.

Vocabulary: Drill. Review Lesson 14.

Writing: Discuss needed revisions on returned essays. Hand in poem.

 Literature: Quiz on Act II of *The Diary of Anne Frank*. Discuss Act II and themes of play. Discuss next week’s test – see below.

 **Homework: *Reading Comprehension: Selection 21.***

 ***Vocabulary: 14 A-C.***

 ***Writing: Revise essays as indicated. FD due next week.***

 ***Literature: No assigned reading. Next week bring your book The Diary of Anne Frank, paper, and pen/pencil to class and be prepared to do in-class writing that will count as your test grade for this class.***

Week 22-Reading Comprehension: Check Selection 21.

Vocabulary: Drill on Lesson 14.

Writing: Hand in FD 5 paragraph literary essays. Get back poems.

 Literature: Test on *The Diary of Anne Frank*. Introduction to mystery as a genre, Arthur Conan Doyle, and *The Hound of the Baskervilles.*

 **Homework: *Reading Comprehension: None!***

 ***Vocabulary: None!***

 ***Writing: None, unless you have makeup work you owe!***

***Literature: Read Chapters 1-5 of The Hound of the Baskervilles. You will have a reading check quiz when you return to class after spring break.***

 **Remember that we will not meet next week due to HEP’s spring break.**

Week 23-Reading Comprehension: In class reading of Selection 22.

Vocabulary: Review Lesson 15, which you will complete for homework.

Writing: Get back FD 5 paragraph literary essays. Discuss Three Paragraph Essays, pp. 47-50 of *Writing with the Masters…*. Discuss next week’s quiz over visual on pg. 47.

Literature: Get back test on *The Diary of Anne Frank*. Reading check quiz over assigned reading in *The Hound of the Baskervilles*, followed by discussion.

 **Homework: *Reading Comprehension: Complete Selection 23.***

 ***Vocabulary: Complete Lesson 15 and study for next week’s quiz.***

 ***Writing: Study for quiz over visual on pg. 47 of Writing with the Masters….***

***Literature: Read Chapters 6 through 9 of The Hound of the Baskervilles. You will have a reading check quiz next week on assigned reading.***

Week 24-Reading Comprehension: Correct Selection 23.

Vocabulary: Correct Lesson 15, followed by quiz. Preview Lesson 16.

Writing: Quiz over 3 paragraph essay format. Discuss homework assignment.

Literature: Reading check quiz over assigned reading in *The Hound of the Baskervilles*, followed by discussion.

 **Homework: *Reading Comprehension: Complete Selection 24.***

 ***Vocabulary: Complete Lesson 16 and study for next week’s quiz.***

 ***Writing: In Chapter 6 the reader is introduced to Baskerville Hall, the setting for the actual crime. Has the author supplied a sinister enough setting? Analyze Doyle’s use of descriptive writing in a three paragraph essay in which you discuss your answer. Practice judicious use of details and quotations to support your discussion. (As always, use quotations to strengthen your statements; do not use your statements to strengthen the quotations you choose.) Consider not only the description of Baskerville Hall itself, but of the surrounding countryside and its weather and inhabitants and any other pertinent details.***

 ***RD due next week.***

***Literature: Read Chapters 10 through 12 of The Hound of the Baskervilles. You will have a reading check quiz next week on assigned reading.***

Week 25-Reading Comprehension: Correct Selection 24.

Vocabulary: Correct Lesson 16, followed by quiz. Discuss next week’s test.

Writing: Get back quiz over 3 paragraph essay format. Hand in RD 3 paragraph essay on setting atmosphere. Discuss homework assignment and sign up for one of the topics listed (one person per topic, please).

Literature: Reading check quiz over assigned reading in *The Hound of the Baskervilles*, followed by discussion.

 **Homework: *Reading Comprehension: Complete Selection 25.***

 ***Vocabulary: Study for next week’s test over Lessons 13-16.***

 ***Writing: On the last day of class (Week 28) you will present a presentation in front of the class on your selected topic. Start your research now! Make a poster to illustrate some aspect of your topic. You talk should be 3-5 minutes long, and you can earn 5 extra credit points if you come dressed in an appropriate costume. This will count as a test grade.***

***Literature: Finish The Hound of the Baskervilles. You will have a reading check quiz next week on assigned reading.***

Week 26-Reading Comprehension: Correct Selection 25. We are finished with Reading Comp for the year.

Vocabulary: Test on Lessons 13-16.

Writing: Get back RD 3 paragraph essay on setting atmosphere; discuss needed changes.

Literature: Reading check quiz over assigned reading in *The Hound of the Baskervilles*, followed by discussion.

 **Homework: *Writing: Revise 3 paragraph essay on setting atmosphere; FD due next week.***

***Literature: Next week we will wrap up our study of The Hound of the Baskervilles. Also, remember that you should be preparing for your presentation on the final day of class.***

Week 27-Vocabulary: Get back test on Lessons 13-16.

Writing: Hand in FD 3 paragraph essay on setting atmosphere. If time permits, in class writing to prompt.

Literature: Discuss themes of *The Hound of the Baskervilles*. Review for next week’s test. In class reading and discussion of short story “A Jury of Her Peers.”

 **Homework: *Literature: Study for next week’s test on the mystery genre and The Hound of the Baskervilles. You should also be preparing for your presentation, which counts as a second test grade (an easy way to up your final grade, if you do a good job).***

Week 28-Literature: Test followed by presentations.

GOODBYE AND GOOD LUCK IN ALL FUTURE ENDEAVORS!