

**WARM-UP**

**(Skills: Identifying Personal Information)**

**DIRECTIONS: Submit this individual assignment for grading today.** How well can you follow directions? Let's find out on this very first activity. On the index card you will receive, **neatly print** the personal information designated below. Print each alphabet followed by the requested information. **If you make a mistake, ask for another card instead of scratching out errors.** Only two possible grades can be earned---100 or zero. **To earn a 100, your card must contain all required information, must be devoid of scratch-outs, and must be error-free.** When you finish, place the index card at the upper right corner of your desk. After that, proceed to today's Introductory Activity is next.

- A.** Your name
- B.** Your student **ID** number
- C.** Your address (street address, city, and zip code)
- D.** Your home telephone number
- E.** Your cell number
- F.** Your email address
- G.** First and last names of parents(s)/guardian(s)
- H.** Work number(s) of parent(s)/guardian(s)
  - I.** Cell number(s) of parent(s)/guardian(s)
- J.** Email address(es) of parent(s)/guardian(s)

**INTRODUCTORY ACTIVITY**

**(Skills: Participating)**

**DIRECTIONS: This is an individual and a total-class assignment.** First, closely examine Herman Melville's quote on the back of this sheet at the top. Then dive deeply into your thoughts, **and** jot down your interpretation of the quote on notebook paper that will be placed in the Classwork section of your notebook. When you finish, read and begin working on Homework #2. After I check attendance, we will discuss this Homework assignment and more.

*"I love all men [and women]  
who dive.  
Any fish can swim  
near the surface,  
but it takes a great whale  
to go downstairs  
five miles or more."*

### **CLASSWORK**

(Skills: Ranking Teen Topics of Interest)

**DIRECTIONS:** This is an individual assignment. For this activity, perform the two bulleted tasks below. After the second activity, proceed to the Classwork / Homework assignment that follows.

- Rearrange the topics below into a **TOP FIVE LIST** to indicate how the topics below appeal to teens. List the topics from **#1** to **#5** with **#1** being the leading topic.

**Teen-centered movies**  
**Fashion week**  
**How teens spend money**  
**Teenage convicts**  
**Positive impacts of having a good dad**

- After that, based on your own knowledge of what interests teens in general, formulate your own **TOP TEN LIST** that illustrates what you actually consider the top hot topics based on teen interests. Again, list the topics from **#1** to **#10** (with the first being the most favored topic).

**CLASSWORK / HOMEWORK**  
(Skills: Ranking Teen Topics of Interest)

**DIRECTIONS: These are individual assignments. You will earn a grade for each section.** Begin this assignment by closely reading five newsmagazine articles. Therefore, you must point out key passages from each informational text---by highlighting, underlining, or circling---and write brief notes near each marked passage to indicate why you think each is important enough to note. You will earn a grade for each of the bulleted sections below:

- Closely read, point out key passages, and take brief notes in order to formulate a top five list indicating interests to teens. **Submit all five articles and your top five list; complete the list on a separate sheet of paper. Submit both by the beginning of class on Friday, August 28.**
- Decide the most interesting topic, and write a brief review that justifies why this is your number one choice. **Submit your typed review no later than the beginning of class on Tuesday, September 1.**
- Orally read your review in class. When you read, I'll grade on the strength of your argument---in other words, how well you support your claim and how well you present to your audience---organization, projection, eye contact, and poise.

**HOMEWORK # 1**  
(Skills: Returning the Agreement and the Computer Contract)

**DIRECTIONS: Each of the bulleted documents below will be graded.** Today, you will receive two copies of each bulleted document below.

- ☐ **Student/Parent/Teacher Agreement**
- ☐ **Computer Contract**

On Friday, August 28, return each document with both your parent's/guardian's signature along with your printed name and signature. To receive your two grades, **print and *sign* your name on the two separate lines that have been provided on one Agreement and on one Computer Contract.** No grade will be assessed if you fail to provide your name in both the printed and written forms. Today, you will receive two copies of each document; return the endorsed copy of each document to me, and place the other at the front of your English notebook.

## HOMEWORK # 2

(Skills: Composing and Upgrading a Persona-Poem)

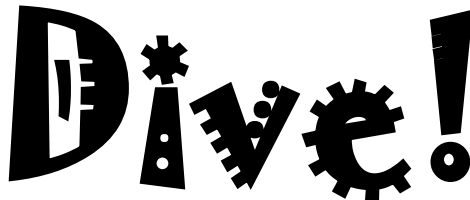
**DIRECTIONS:** The final draft of this individual assignment must be submitted for grading. Who are you really? Begin by creating the rough draft of a **persona-poem** to introduce the *real* you. Therefore, on notebook paper, begin each line with the ***Whose or Who*** phrase as illustrated on the back of this sheet. Avoid writing the numbers for each line, such as ***Line #1***, etc. Begin your rough draft now. What are you waiting for. Be sure to generate a creative title for your persona-poem. For your title and your poem, use words that are –

**descriptive, vivid, distinctive, and lively.**

Then by Wednesday, September 9 (A) / Thursday, September 10 (B), upgrade your persona poem into its final creative design, and submit your masterpiece for grading. (Submit only your final draft---not the rough draft.) You may also orally present in class for extra credit. **Type your final draft.** If you'd like to create a format that is not typed, seek approval from me ahead of time.

Also, for your final draft, ensure that your poem requires only one sheet of paper; therefore, you may omit some of the lines from the original assignment. However, be sure to begin with your first name and end with your last name.

- ☐ Choose any font and any size you like as long as it is readable and fits on one page.
- ☐ Make your poem's final draft "presentation worthy" by making it vivid, distinctive, and lively!
- ☐ Create a stylish and original layout---an artful conception that incorporates color, graphics, clip art, illustrations, etc. You may also choose to create a **3-D** persona poem. Would you like a closer look at some of the ones on display in the classroom?
- ☐ Produce a masterpiece! One-of-a-kind! Unique! Offbeat! Outstanding!



- Line #1:** Whose first name is \_\_\_\_\_.
- Line #2:** Whose parents gave me this name because \_\_\_\_\_.
- Line #3:** Who is AKA (also known as) \_\_\_\_\_.
- Line #4:** Who is (Use vivid, distinctive, illustrative, and lively words.).
- Line #5:** Who is the sister or brother of \_\_\_\_\_.
- Line #6:** Whose favorite sport is \_\_\_\_\_ and whose favorite team is \_\_\_\_\_.
- Line #7:** Who \_\_\_\_\_ for fun on the weekends.
- Line #8:** Who would grab (what one THING) to save in the midst of a fire.
- Line #9:** Who loves (three ideas and/or people).
- Line #10:** Who feels (three or less ideas).
- Line #11:** Who needs (three or less ideas).
- Line #12:** Who gives (three or less ideas).
- Line #13:** Who fears (three or less ideas).
- Line #14:** Who would like to see \_\_\_\_\_.
- Line #15:** Who understands \_\_\_\_\_.
- Line #16:** Who wonders about \_\_\_\_\_.
- Line #17:** Who shares \_\_\_\_\_.
- Line #18:** Who pretends \_\_\_\_\_.
- Line #19:** Who is known for saying, “\_\_\_\_\_.”
- Line #20:** Who hopes \_\_\_\_\_.
- Line #21:** Who tries \_\_\_\_\_.
- Line #22:** Who models \_\_\_\_\_.
- Line #23:** Who has enjoyed (what book) the most in the past two years.
- Line #24:** Who has enjoyed (what movie) the most in the past two years.
- Line #25:** Whose favorite school subject is \_\_\_\_\_.
- Line #26:** Who likes (what best) about high school.
- Line #27:** Who hopes the teacher does \_\_\_\_\_.
- Line #28:** Who hopes the teacher does *not* \_\_\_\_\_.
- Line #29:** Who is a resident of \_\_\_\_\_.
- Line #30:** Whose last name is \_\_\_\_\_.

**If you finish early, proceed to the Classwork assignment that follows Melville’s quote.**

## **SUMMARY**

**(Skill: Identifying What Was Learned Today)**

**DIRECTIONS: Submit this individual assignment for grading today.** Respond to the highlighted question below on an index card, and submit your card for grading as you leave class today. Get a card from the stack near the purple bin. Remember to include specific information and to avoid vagueness. Write your heading on the back of your index card. **If you fail to elaborate and supply examples, fifty points (-50) will be deducted for your inadequately corroborated response.**

**What did you learn today?**

**UNIT:** The First Days: Ensuring Academic, Attendance, and Behavioral Success

**OBJECTIVES:** Students will --

- ☐ fill in a 4 x 6 index card in order to provide personal information. (I)
- ☐ interpret a Herman Melville quote in order to highlight the importance that individual and group participation play in academic, attendance, and behavioral success. (I and TG)
- ☐ examine and discuss class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)
- ☐ identify errors in sentences in order to increase proficiency in grammar and mechanics. (I and TG)
- ☐ examine the CHFHS format for assignment headings and completion in order to ensure uniformity and understanding. (TG and I)
- ☐ create hot topic lists of teen interests, closely read informational texts, and justify claims orally and in writing. (I)