***English IV***

***Weekly Assignments 3/27/ to 3/21/2017***

***Mrs. Vigil***

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| **Dates:** | **Assignments (MWF)** | **Due Date:** |
| 3/27/2017 | **Bell Ringer**  **Writing Prompt**:  Cinderella. Yeah, it’s romantic, the prince actually finding Cinderella. They lived happily ever after. But happy endings can sometimes be, well….boring. No zing. What if the shoe fit one of the sisters? What happens then? Play with your imagination here. Be funny if you like. Or serious if you feel like it. Or be an Alfred Hitchcock. Whatever you are into, write your ending to the Cinderella story—but this time, make it so that the shoe fit one of the icky sisters. What does Prince Charming do? How does Cinderella cope with it? And, what about the Fairy Godmother? Start your story here | 3/27 |
| 3/27 | **Novel: Peace Like a River, by Leif Enger**  **Students will:**   1. Examine the novel’s cover image. In one paragraph, you will make predictions about the novel based on the title and image. After you finish reading, you should write a response to your paragraph, explaining what you think the images mean after the novel’s conclusion. 2. Read Section One: Clay—Your Toughened Heart. pages 1-50 3. Complete Vocabulary—See Attachment 4. Complete Questions 1-11—See Attachment | 3/29 |
| 3/27 | **Collections text—pgs.113-122**   1. Read: from A Vindication of the Rights of Woman 2. As you read, note any questions you have and annotate! 3. Complete: Analyzing the Text, pg. 120; 1-6 4. Complete: Critical Vocabulary, pg. 121; 1-3; and Practice and Apply 5. Complete: Vocabulary Strategy: Multiple Meanings Practice and Apply, pg. 121, 1-3 6. Read: Language and Style: Sentence Structure: Learn about coordinating and subordinating conjunctions. | 3/31 |
| 3/27 | **Getting to Know Citelighter**  **(if lab is available)**   1. Students will be given the website, a username and password 2. Students willfollow all of the directions, step by step, to learn how to use Citelighter. |  |
| 3/27 | **Performance Assessment, pgs. 9-20**  **Is a College Degree Worth Incurring Significant Debt?**  Students will read:   * A Consumer Report * A Data Analysis * A List * A Financial Advice Column   Students will write:   * An Argumentative Essay: Is a college degree worth incurring significant debt? | 3/29 |
| 3/29 | **Bell Ringer: 15 minutes**  The dictionary in your shelf has more than 200,000 words defined. Why don’t you blow off some of the dust on its cover and randomly pick out ten words? Don’t look at the meaning; just concentrate on the words. Write down your chosen words on a blank sheet of paper. Now, you’re going to have fun creating meanings for those words. What do the words make you think of? What do you think they should mean? | 3/29 |
| 3/29 | **Performance Assessment: Step 2 (cont’)**  Pages 9-20: **Is a college degree worth incurring significant debt? You will read:**   1. A Consumer Report 2. A Data Analysis 3. A List 4. A Financial Advice Column   You will write:  An Argumentative Essay/ | 4/3 |
| 3/29 | **Quality Care Assessment Review** | 3/29 |
| 3/31 | **Plagiarism WebQuest: questgarden.com/69/27/4/100402062703/index.**  This webQuest was developed to help high school students understand the concept of plagiarism, how to avoid it, and the possible consequences of it  . In this WebQuest, students will participate in a number of activities that will help them avoid the traps of plagiarism.  1.) Students will go to several different sites on plagiarism to familiarize themselves with the concept and create a definition of plagiarism.  2.) Students will review some situations about citing and using information and determine if they could be construed as plagiarism.  They will need to support their answers.  3.) Students will practice paraphrasing and citing sources. | 4/3/2017 |