

2011-12 Reading Contract
(Fall of Rome to Reformation and Washington State in Social Studies)

Vocabulary

Using the red “Introductory Course” *Vocabulary for Achievement* book, we will do one unit per week for 30 weeks out of the year. We will skip our regular vocabulary assignments on weeks that don’t have all three of the middle days—Tuesday, Wednesday, and Thursday. On those odd weeks we will do Skill Feature lessons from the same book.

Each regular week you need to:

- Do the assigned portions of the *Vocabulary for Achievement* lesson for the week in order to learn the meanings, etymology, and spelling of all ten words in the list. We will correct the workbooks in class on **Tuesdays**.
- Choose five different words or forms of words from the week’s vocabulary lesson. Use them to write five original sentences that clearly demonstrate how you thoroughly understand the meaning and usage of those words. In each sentence, use the assigned literary device:

September	prepositional phrase or compound prepositional phrase opening
October	strong verb
November	participial phrase opening
December	nominative absolute
January	appositive
February	single or compound adjective or adverb opening (not an ordinal or <i>then</i>)
March	adverb clause opening (not starting with <i>when</i>)
April/May	adjective clause
May	compound sentences with coordinating or correlative conjunctions or with semicolons
June	alternate forms of series

Sentences are due on **Wednesdays** and are worth ten points each week, five points for demonstrating your thorough understanding of the meaning of each word and five for using the stylistic device in each sentence. If we can substitute random words into the sentence in place of the vocab word, we will mark it wrong. Have your parents check your work—and cheerfully follow their suggestions for improving your sentences!

- The vocabulary/spelling test will be on **Thursdays**. I will give the meaning of the word. You need to write the correct word and spell it correctly.

Assigned Reading

Using Volume A of the *Touchstones Discussion Project*, we will read and discuss selections on some **Mondays**.

On some **Fridays** we will discuss short stories or poems from the *Prentice Hall Literature* book. You need to read the stories or poems ahead of time—and it might be a good idea to read them twice. I expect you to come prepared to draw inferences and offer meaningful insights into the story. You must be ready to cite the text in support of your assertions. In our discussions we will focus on elements of literature: plot, character, setting, and theme as well as point of view, figures of speech, images, and sound.

Each semester I will assign books that you are required to read. You absolutely must keep up with reading the assigned pages in order to be able to complete the written assignments and participate in discussions in class. Class discussion and quizzes on the books may take place any day of the week.

- **selections from *Arabian Nights***
- ***Julius Caesar***
- ***Cyrano de Bergerac***
- ***Cry, the Beloved Country***

Independent Reading

You are expected to read independently a variety of appropriate AGATE level books for pleasure and information. I encourage you to read nonfiction works, including biographies or autobiographies, as well as news or feature articles from magazines or newspapers.

On the other hand, you also must read different works of literature. Explore different genres of novels: drama, comedy, historic fiction, science fiction, fantasy, mystery, and more. Read a variety of authors. Read other types of literature like plays or collections of short stories or poems.

Each semester you will write three book project papers. Once you write about a book, you may not use it again for the whole two years you are in this class. Pick a different book each time!