

**Bellmore-Merrick
Central High School District
English as a New Language**

**Curriculum for
Integrated ENL Support**

2015-2016



**BELLMORE-MERRICK
CENTRAL HIGH SCHOOL DISTRICT**

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**Bellmore-Merrick
Central High School District
English as a New Language**

**Curriculum for
Integrated ENL Support**

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Bellmore-Merrick Central High School District
English as a New Language
Curriculum for Integrated ENL Support

Introduction

Rationale

Beginning the 2015-2016 academic year, New York State has instituted a new set of regulations with regard to English Language Learners (ELLs). The goal of the changes and adjustments that have been made in the regulations is to further assist ELLs on their pathway to academic success. Two major departures occurred from the previous law. First of all, ELLs with the lowest level of English proficiency must take an English class, whereas previously only ELLs at the advanced proficiency level would be scheduled for an English class. Secondly, all ELLs must take an “Integrated” core subject, and former ELLs must receive some level of support specified by the District based on the Commissioner’s Regulations Part 154 for up to two years after they have tested “Commanding” (formerly “Proficient”) in English . “Integrated” refers to a core curriculum class that is either taught by a teacher dual certified in a content area and TESOL or else co-taught by a teacher certified in the content area and another teacher certified in TESOL. ELLs at the lowest level of proficiency, in other words *Entering* or *Emerging* ELLs as determined by the NYSITELL or NYSESLAT, are required by law to take an Integrated English class. Additionally, schools are required to provide Integrated content classes of any appropriate subject for all ELLs and former ELLs depending on where those students might need assistance.

In the Bellmore-Merrick Central High School District, we have determined that the greatest need of most ELLs occurs in the English classes throughout the four years of high school, thus we provide an Integrated English section at each grade level: English 1, 2, 3 and 4 which correspond to grades 9, 10, 11, and 12. At the middle school level, Integrated English is also provided for grades 7 and 8. Additionally, Integrated Global History at the ninth grade level as well as Integrated Living Environment at the tenth grade level are given to further support students at the lower levels of English proficiency. Integrated classes, with the exception of English, are subject to change depending on the changing needs of the ELL population. Scheduling and staffing are determined by the administrative team with the input of the teachers of the English as a New Language department. The Bellmore-Merrick Central High School District does not currently provide Integrated ENL courses with any dual certified teachers, thus all of the Integrated ENL courses are co-taught.

In recent years, the Bellmore-Merrick Central High School District has enjoyed a history of success with our Special Education collaborative teaching model, and while this is a good place to begin with regard to collaborative teaching for Integrated ENL classes, the focus and adjustments made to the curriculum are different than those made to assist students with disabilities. Nevertheless, the essentials of co-teaching remain the same, which are to provide for the delivery of the best instruction possible to a class of students with a variety of linguistic proficiency levels, academic experience, varying cultural roots, and individual needs. In the Integrated ENL model, this requires serious co-planning, modification of materials, and in some cases, adjustment of expectations given curricular as well as time constraints, for every student learns English at a different pace.

Terminology

ENL = English as a New Language

LEP = Limited English Proficient

ELL = English Language Learner

NYSITELL = New York State Identification Test for English Language Learners

NYSESLAT = New York State English as a Second Language Achievement Test

SIFE = Students with Interrupted Formal Education

ELAP = English Literacy Alternative Program (BOCES)

IEP = Individualized Education Plan

The Nature of the Program

The English as a New Language program in the Bellmore-Merrick Central High School District is a free-standing program. In accordance with New York State law, ENL instruction is currently provided by certified ENL teachers for all students who are identified as Limited English Proficient (LEP). The two examinations that determine proficiency levels are: NYSITELL (given to students who enter the country or New York State for the first time at any time of year) and NYSESLAT (the annual State assessment of all English Language Learners). Currently, the four classifications of speakers who require ENL services are divided by English proficiency: Entering, Emerging, Transitioning, Expanding. Entering/Emerging students currently receive two periods of Stand Alone ENL, whereas Transitioning/Expanding, and where warranted, Commanding students receive one period of Stand Alone ENL daily. The NYSESLAT is given in April/May, and the results that specify individual scores and proficiency levels are available in August. All ELLs are entitled to NYS testing accommodations. Students

who test Commanding (formerly Proficient) on the NYSESLAT receive support services as well as testing accommodations for two academic years subsequent to their testing Commanding.

Learning Progression for Newcomer ELLs through Integrated English

It is our experience that if a student enters at the high school level with no English or a very low level English base, it will take them two years to complete the requirements satisfactorily for the ninth grade English course. Therefore, we have set suggested steps and benchmarks for this scenario as follows:

YEAR 1 ~ English 1 for audit

Step 1: Translate and understand individual words.

Step 2: Respond to basic comprehension questions (who, what, where, when, how) in native language. (Learn basic nouns, verbs, and begin with adjectives).

Step 3: Respond to higher order comprehension questions in native language.

Step 4: Respond to basic comprehension questions in English (including usage of nouns, verbs, adjectives).

The average ELL will be able to reach this level by the end of the first year.

YEAR 2 ~ English 1 for credit

Step 5: ELL begins to study and understand and use complex structures such as:

- Literary elements
- Abstract nouns (theme) (ex: hope, justice, love)
- Figurative language
- Idiomatic expressions

Step 6: ELL achieves level of English proficiency and is able to understand and use all structures above.

Co-Teaching Conversations

Some things you might want to discuss with your co-teacher prior to September include the following:

- Who will do the grading? Will it always be the same person? What system will you use? What rubric will you use? Make sure to discuss both of your expectations when it comes to the specific rubric grades.
- Who will discipline? Will it be good cop/bad cop, or will you take turns? What behaviors will you put an end to and how? What behaviors will you tolerate?
- How will you decide who will prepare or type lessons, worksheets, and tests?
- How flexible are you, and how much are you willing to modify assignments and expectations of new learners of English?
- If you will be absent for any reason, how will you communicate this to your co-teacher, and what are your expectations for the other teacher while you are out?
- How comfortable are you with modifying class assignments for diversified instruction? Will you use modified assignments only for ELLs or also for other struggling learners? How will you decide and differentiate these materials?
- How willing are you to share your materials and how far in advance?
- Who will teach which parts of the lesson?
- What will be your usual method of teaching? (ex: lead and support, duet, speak and take notes, skill groups, parallel teaching, etc.)
- How do you feel about group, pair, and individual work? How do you feel about dividing groups intermixed with ELLs?
- How do you feel about an ELL who does not understand English yet doing something “else” while you verbally introduce the lesson and tasks to the class?
- How flexible are you with the pace of the class, and how will you determine and adjust pace to fit the needs of the students?
- What are your goals for the students for the year?
- How would you like to seat the ELLs? Where in the room? Together or separate?
- What is your vision of how to balance reading, writing, and discussion during class and in assignments?
- What is your vision of how to balance fiction and nonfiction?
- What is your feeling on test preparation?
- How many assessments would you like to give over the course of the year, and what kinds?
- What do you love about English?
- Why did you become an English teacher?

~ Intake & Rules ~

Information and materials for use with
determining proficiency level and
establishing communication with students
and their families

Bellmore-Merrick Central High School District

Intake Identification Process for Potential English Language Learners

1. Parent/Guardian registers student at Central Office by completing the necessary forms regarding proof of residence and identification. This information is scanned and verified by Central Office. If the registration packet indicates that the student's primary language spoken at home is a language other than English, then the entire scanned registration packet is sent to the guidance department, ENL teacher, and necessary support staff of the school responsible for student screening. At the middle school level, the registration packet is sent to Merrick Avenue Middle School. At the high school level, the registration packet is sent to Calhoun High School.

2. Upon receipt of the registration packet, the guidance department and ENL department review the documents to ascertain important information prior to the informal interview.

3. The guidance department of the school responsible for informal interview and testing consults with the ENL department to coordinate the earliest available time to conduct the informal interview and possible testing. Then the guidance department contacts the parent/guardian to set up an appointment to meet with the ENL department and any necessary personnel (including a translator if needed).

3. The informal interview begins, wherein the ENL teacher will gather additional information from the student and parent/guardian. Firstly, the Home Language Questionnaire (HLQ) is administered by the ENL teacher. The HLQ should be provided in the primary language that the parent/guardian/student speaks. The parent/guardian also fills out two additional sheets provided by the ENL teacher: the ELL Information Sheet (provided in English or Spanish) as well as the Language Preference Sheet. These sheets are kept on file with the ENL teacher. A copy of the HLQ and the Language Preference Sheet goes into the permanent student file in the guidance department. If the HLQ indicates that a language other than English is indeed spoken in the home, the ENL teacher verifies whether the ENL student is entering NYS for the first time. If the HLQ indicates that the language spoken at home is not primarily English **and** if the student is entering NYS for the first time, then the student will be given the NYSITELL. If the student is transferring from another school within NYS, then the NYSITELL will not be administered and the NYSESLAT scores must be obtained from the prior district to determine proficiency level for appropriate placement. Past LEP status (type of program (ESL/Bilingual) and number of years LEP classified) is also recorded on the ELL intake sheet. The informal interview and answers to the questions on the ELL Information Sheet allows the ENL teachers to determine whether a student is part of a subcategory of ELL, including SIFE, formerly classified as requiring Special Education services due to an existing IEP, Former ELL, or Long-Term ELL. This information will be passed along to the person responsible for District data reporting.

4. If the student requires testing, the NYSITELL will be administered by the ENL teacher immediately following the intake interview.

5. The ENL teacher will score the test right away and meet with the parent immediately after testing to provide the initial orientation meeting for the student/parent/guardian. The parent must sign the Parent Orientation Sign-In Sheet which includes the orientation agenda. This sign-in sheet must be kept in ENL department records according to CR Part 154.2.

***IF** the student requires ENL services, the following information should be conveyed:

- The results of the test as well as which school the student will attend
- Give and explain the following information:
 - o "Test in" letter (provided by the ENL teacher; by law, must be given within ten days of enrollment at Central Office)
 - o Class/School rules and expectations
 - o Graduation requirements (high school only)
 - o School prep checklist (make sure to stress supplies, extra help/after school activities, and testing accommodations. If it's a beginning student, make sure to stress that they may not receive a grade for their core subjects during their first year and that the most important thing is for them to learn English)
- Meet the guidance counselor for a brief introduction if possible
- Explain that the bus will take about a day to set up and that we will forward the information as soon as possible. Check with the parent/guardian to see if they can bring and pick up the student the following day or two till they wait for the bus to be set up.
- Answer any further questions from student/parent/guardian
- Welcome the student to the District and walk the parent/guardian out

***IF** the student has tested proficient and does not require ENL services, the parent/guardian/student are told the results of the test and at the which school they will attend. If necessary, the student's registration information is forwarded to the school the student will attend. From there, the guidance department will build a schedule and provide all necessary orientation information as they would a new entrant who is a native speaker of English.

6. The ENL teacher reports the NYSITELL scores to the person responsible for data for the District (Sharon Valente), providing a breakdown of scores by modality: Listening, Reading, Writing, and Speaking, as well as the overall proficiency level determined by the test. The ENL teacher then files the paperwork and used exam booklets in the school safe since the NYSITELL is a secure test.

7. The ENL teacher reports the results of the test to the guidance department to assist in scheduling of the correct number of periods compliant with NYS law.

8. If the student has been placed in the ENL program, the guidance department continues to work to verify NYSESLAT scores if necessary, to make an appropriate schedule, and to get locker and bus information as soon as possible and communicate this information to the parent/guardian/student

as per their normal process with any new entrant. The ENL teacher will add any new LEP student to their running annual list of LEP students serviced by the District. Access to this list is made available to all pertinent personnel, who in turn can see updates to the list at the time they are made.

9. The person responsible for data reporting for the District enters the data in eSchool and makes sure there is a green check next to the student name who has been identified as Limited English Proficient (LEP). That person also makes sure to put a yellow dot next to the student name who has tested proficient on the NYSESLAT and is thus identified as Former Limited English Proficient.

10. The ENL teacher will meet/greet the student on their first morning and set them up with a class buddy or a lunch buddy if possible in order to help them with their schedule for the first few days. The ENL teacher continues to provide support in class for lockers, busing, e-mail, computer IDs and passwords, and any other administrative aspects and troubleshooting for the student's orientation to the program to ensure the smoothest transition possible.

INTAKE FORMS CHECKLIST

The Intake packet should consist of the following forms:

*(1a) *Home Language Questionnaire* (to be administered in the student's home language prior to the informal interview and NYSITELL; a copy should be kept by teacher)

*(1b & 2d) *Preferred Language of Communication form* (to be filled out by parent; a copy should be kept by teacher)

(1b, 1c & 2b) ELL Information Sheet/SIFE Questionnaire (to be filled out by parent and kept for reference by ENL teacher)

(2a) NYSITELL score sheet (score must be reported to Central data; completed score sheet should be kept in "test in" or "test out" folder in safe with NYSITELL tests)

(2b) SIFE "Evidence" (Literacy and math placement tests-TBD, to be given to student who has been identified as possible SIFE after enrollment; schedule may be adjusted after placement test if necessary)

(2c) "Test In" or "Test Out" Parent Letter

(2d) Intake/Parent Orientation Sign-in Sheet (use same sheet for all new entrants/year)

(2d) Parent Orientation Packet:

School Preparation Checklist

ENL Class Rules and Expectations, including BYOD/MLD policy and waiver for use of electronics

Bell Schedule

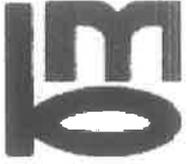
School Map

Planner (if available)

"Ten Ways to Promote Language Learning"

Graduation requirements (high school only)

*These forms above should be kept in the student's permanent record (guidance file)



**BELLMORE-MERRICK
CENTRAL HIGH SCHOOL DISTRICT
English as a New Language Program**

Dear Parent or Guardian,

We would like to know your language preferences when receiving important information from the school. Though it is not always possible to provide translation and interpretation services in every language, your assistance in answering the questions below is greatly appreciated.

1. In what language would you like to receive written information from the school?

بأي لغة تود استلام المعلومات المكتوبة من المدرسة؟

স্কুল থেকে লিখিত তথ্য আপনি কোন ভাষায় পেতে চান?

您希望從學校收到哪種語言的書面資訊？

Nan ki lang ou ta renmen lekòl la voye enfòmasyon ba w?

어떤 언어로 쓰여진 가정통신문을 학교로부터 받기 원하십니까?

На каком языке Вы предпочитаете получать письменную информацию из школы?

¿En qué idioma desearía recibir la información por escrito que envía la escuela?

آپ اسکول سے کس زبان میں تحریری معلومات حاصل کرنا چاہیں گے؟

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> Haitian Creole / Kreyòl Ayisyen | <input type="checkbox"/> Urdu / اردو |
| <input type="checkbox"/> Arabic / العربية | <input type="checkbox"/> Korean / 한국어 | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Bengali / বাংলা | <input type="checkbox"/> Russian / Русский | |
| <input type="checkbox"/> Chinese / 中文 | <input type="checkbox"/> Spanish / Español | |

2. In what language would you prefer to communicate orally with school staff?

بأي لغة تفضل الاتصال شفهيًا مع موظفي المدرسة؟

স্কুলকর্মীদের সাথে কোন ভাষায় আপনি মৌখিক যোগাযোগ রাখতে পছন্দ করেন?

您希望以哪種語言與學校員工進行口頭溝通？

Ki lang ou ta pi pito pale pou w kominike avèk pèsonèl lekòl la?

어떤 언어로 학교 선생님과 대화를 나누고자 하십니까?

На каком языке Вы предпочитаете общаться устно с сотрудниками школы?

¿En qué idioma preferiría comunicarse verbalmente con el personal de la escuela?

آپ اسکول کے عملے سے کس زبان میں گفتگو کرنے کو ترجیح دیں گے؟

- | | | |
|---|--|--|
| <input type="checkbox"/> English | <input type="checkbox"/> Mandarin / 普通話 | <input type="checkbox"/> Spanish / Español |
| <input type="checkbox"/> Arabic / العربية | <input type="checkbox"/> Haitian Creole / Kreyòl Ayisyen | <input type="checkbox"/> Urdu / اردو |
| <input type="checkbox"/> Bengali / বাংলা | <input type="checkbox"/> Korean / 한국어 | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Cantonese / 廣東話 | <input type="checkbox"/> Russian / Русский | |

Parent/Guardian Name: _____

اسم التلميذ • اسم الوالد(ة) / ولي(ة) الأمر • পিতামাতা/অভিভাবকের নাম • 家長/監護人姓名 • Non Paran/Gadyen • 학부모/보호자 성명
Имя и фамилия родителя или опекуна • Nombre de uno de los padres o tutores • والدین / سرپرست کا نام

Student Name: _____

اسم التلميذ • اسم التلميذ • 學生姓名 • Non elèv la • 학생 이름 • Nombre y apellido del estudiante
طالبعلم کا نام • Имя и фамилия учащегося



English Language Learner ~ INFORMATION SHEET

Name of Student _____ Nickname _____ Grade _____

Country of Origin _____ City of Origin _____

Address in U.S. _____ Date of birth (M/D/Y) _____

Date of arrival in U.S. _____ Date enrolled in school in U.S. _____

Has the student ever attended school before in New York State? (circle) Y N

If yes, during what years? _____ - _____

Has the student ever participated in an ESL/ENL program in New York State? Y N

If yes, when did instruction begin? _____

Has the student ever participated in a Bilingual program in New York State? Y N

If yes, when did instruction begin? _____

Residence/Contact Information:

Who lives in the household? (example: mother, sister, cousin, grandmother)

Parent/Guardian/Relative #1 Name _____

Relationship to student _____

Languages spoken _____

Contact: (cell) _____

(home) _____

(work) _____

EMAIL: _____

Parent/Guardian/Relative #2 Name _____

Relationship to student _____

Languages spoken _____

Contact: (cell) _____

(home) _____

(work) _____

EMAIL: _____

Additional Information:

- At what age did the student begin going to school? _____
- How many years did the student study English? _____
- What are the student's strongest subjects in school? (circle)
SOCIAL STUDIES SCIENCE MATH ENGLISH/LANGUAGE OTHER
- What are the student's weakest subjects? (circle)
SOCIAL STUDIES SCIENCE MATH ENGLISH/LANGUAGE OTHER
- What grade was last completed by the student in his/her country? _____
- Has the student been out of school for an **extended period of time** for any reason? Please explain.

- Does the student have any **learning difficulties** that you would like us to know about at this time? Please explain.

- Does the student have any **behavioral difficulties** that you would like us to know about at this time? Please explain.

- Does the student have any **mental health difficulties** that you would like us to know about at this time? Please explain.

- Is there any **other information** you would like us to know? Please explain.

Thank you very much for your cooperation, and we look forward to servicing your child and his/her needs in the coming school year.

Educational History

Please answer the following questions about the student's educational history:

When you were...	In what country were you living?	Did you go to school for most of that year?	Were you in a city, town, or small village?	In what language were lessons given?	What other languages did you study that year?
5-6					
6-7					
7-8					
8-9					
9-10					
10-11					
11-12					
12-13					
13-14					
14-15					
15-16					
16-17					
17-18					

Información adicional:

- ¿A cuál edad empezó el/la estudiante la escuela? _____
- ¿Cuántos años estudió el/la estudiante el inglés? _____
- ¿Cuáles son las asignaturas más fuertes del estudiante en la escuela? _____
- ¿Cuáles son las asignaturas más débiles del estudiante en la escuela?

- ¿A qué edad salió el/la estudiante de la escuela en su país? _____
- ¿Cuál grado terminó el/la estudiante en su país? _____
- ¿Ha estado fuera de la escuela el/la estudiante por un período prolongado de tiempo por cualquier razón? Por favor, explique.

- ¿Tiene el/la estudiante dificultades de aprendizaje que usted desea que nosotros conozcamos en este momento? Por favor, explique.

- ¿Tiene el/la estudiante dificultades del comportamiento que usted desea que nosotros conozcamos en este momento? Por favor, explique.

- ¿Tiene el/la estudiante dificultades de salud mental que usted desea que nosotros conozcamos en este momento? Por favor, explique.

- ¿Hay alguna otra información que usted desea que nosotros conozcamos? Por favor, explique.

Muchas gracias por su cooperación y esperamos atender a su hijo(a) y sus necesidades en el próximo año escolar.



BELLMORE-MERRICK
CENTRAL HIGH SCHOOL DISTRICT
English as a New Language Program

August 21, 2015

Dear Parent/Guardian,

We hope the opening of this academic year finds you well. We would like to inform you that according to the New York State Limited English Proficient (LEP) screening process, your child has been identified as an English Language Learner and therefore will receive ELL services according to New York State regulations. In the Bellmore-Merrick Central High School District, we do not have a sufficient number of qualifying students to create a Bilingual Education program. Instead, we provide a specialized English as a New Language (ENL) program which gives instruction and support for students to develop their English language skills with the goal of improving their overall academic performance. To receive these services, your child will attend _____.

Your child scored at the _____ level. Proficiency levels are described below:

Check level	Level	Description of English Language Proficiency Level
<input checked="" type="checkbox"/>	Entering (Beginning)	The student has great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Emerging (Low Intermediate)	The student has some dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Transitioning (Intermediate)	The student shows some independence in advancing his or her academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Expanding (Advanced)	The student shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.

ENL stand alone classes, taught by an English as a New Language teacher, are scheduled during the school day for one to three periods according to the student's proficiency level. In addition to ENL stand alone classes, your child will receive content instruction in *Integrated ENL English Language Arts* and/or other core subjects where there will be both a content area teacher as well as an ENL teacher in the classroom for maximum support of your child's academic success and improved proficiency in English. Your child will in no way be limited access to required core classes, extracurricular events or other school activities.

As part of New York State law and the ENL program, you will be required to meet with your child's ENL teacher and other pertinent school staff in person to discuss your child's proficiency level, language development process, individual goals, and academic progress and needs in all subject areas. This meeting must occur, by law, at least one time per year. We will be in touch with you shortly to schedule a meeting. If you would like to contact us in the meantime for this or any other purpose, please email us or call 516-992-

1300. For general information about the ENL program and for information for new students, please visit our District ENL Web site: <http://bmchsdenl.weebly.com>.

We look forward to meeting with you and supporting your child's academic progress in the near future.

Sincerely,

Enrique Montes
World Languages Chairperson
Bellmore-Merrick Central High School District
emontes@bmchsd.k12.ny.us

Estimado padre o guardián:

Esperamos que se encuentre bien al comenzar este año académico. Deseamos informarles que de acuerdo al sistema del estado de Nueva York para identificar el nivel de inglés de sus estudiantes, su hijo/a ha sido identificado/a como estudiante de inglés como nuevo idioma y por lo tanto recibirá estos servicios requeridos por el estado. En el distrito de Bellmore-Merrick no tenemos suficientes estudiantes para crear un programa bilingüe. En vez de un programa bilingüe, nosotros proveemos un programa especializado de Inglés como Nuevo Idioma que da clases y apoyo a los estudiantes para mejorar las destrezas en inglés y así reforzar el aprovechamiento académico. Para recibir estos servicios, su hijo/a necesitará asistir a la escuela Sanford H. Calhoun. El resultado de su hijo/a es nivel _____. Los diferentes niveles están explicados abajo:

Check level	Level	Description of English Language Proficiency Level
<input checked="" type="checkbox"/>	Entering (Beginning)	The student has great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Emerging (Low Intermediate)	The student has some dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Transitioning (Intermediate)	The student shows some independence in advancing his or her academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Expanding (Advanced)	The student shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.

Su hijo/a podrá recibir de uno a tres períodos de inglés con una profesora de Inglés como Nuevo Idioma, El número de períodos lo determina el resultado en el examen. Además de la clase de Inglés como Nuevo Idioma, su hijo/a recibirá apoyo especializado en la clase de inglés y/o otra de las materias importantes. En esta clase, habrá dos profesores, el profesor de la clase y la profesora de Inglés como Nuevo Idioma. Su hijo/a tendrá el mismo acceso a las clases regulares además que a las actividades extracurriculares que prefiera.

De acuerdo a las leyes del estado de Nueva York, usted tendrá que reunirse con la profesora de Inglés como Nuevo Idioma para discutir el nivel de inglés de su hijo/a, su aprovechamiento académico, metas individuales y progreso en las demás clases. Esta reunión debe ocurrir, por ley, al menos una vez al año. Estaremos en contacto para coordinar esta reunión. Si necesita comunicarse con nosotros puede hacerlo mediante nuestro email o llamarnos al 516-992-1300. Para mayor información acerca del programa visite nuestra página web <http://bmchsdenl.weebly.com> además de la página de Calhoun: <http://calhounenl.weebly.com>.

Esperamos la oportunidad de conocerlos personalmente y apoyar el progreso académico de su hijo/a.

Atentamente,

Enrique Montes
World Languages Chairperson
Bellmore-Merrick Central High School District



BELLMORE-MERRICK
CENTRAL HIGH SCHOOL DISTRICT
English as a New Language Program

August 21, 2015

Dear Parent/Guardian:

During your informal interview with a member of the English as a New Language Department, you completed a Home Language Identification Survey (HLIS). Based on your responses to the survey and the information you provided in your face to face interview, your child was tested using the New York State Identification Test for English Language Learners (NYSITELL) to determine entitlement to receive services as an English Language Learner (ELL). Your child's score indicates that he or she is proficient in English and therefore will not be placed in the English as a New Language program. Should you have questions or concerns, please contact your child's guidance counselor.

Sincerely,

Enrique Montes
World Languages Chairperson
Bellmore-Merrick Central High School District
emontes@bellmore-merrick.k12.ny.us



BELLMORE-MERRICK
CENTRAL HIGH SCHOOL DISTRICT
English as a New Language Program

August 21, 2015

Estimado padre o guardián:

Durante la entrevista informal con un miembro del Departamento de Inglés como Nueva Lengua, usted completó el formulario para identificar el idioma que se habla en el hogar. Basado en sus respuestas al formulario y la información que nos dio en la entrevista, su hijo/a recibió el examen NYSITELL para determinar qué tipo de programa de ayuda va a recibir. De acuerdo a los resultados del examen, su hijo/a no necesita estar en el programa de Inglés como Nueva Lengua porque su nivel es alto. Si tiene alguna pregunta no dude en comunicarse con el consejero de su hijo/hija.

Atentamente,

Enrique Montes
World Languages Chairperson
Bellmore-Merrick Central High School District
emontes@bellmore-merrick.k12.ny.us

Teacher: Mrs. Schleith ("Mrs. S")

E-Mail: dschleith@bmchsd.org

Info for New Students: <http://bmchsdenl.weebly.com>

Room:

Phone: 516-992-1200

WELCOME TO ENGLISH AS A NEW LANGUAGE!

We are looking forward to a wonderful year with you! We are certain that with your participation and hard work, you will improve your speaking, listening, reading, and writing in English!

CLASS POLICIES, PROCEDURES, AND RULES

Skills and Qualities of Character: Respect (10%)

- I respect myself by keeping my notebook organized and complete, and by taking pride in my work.
- I respect my classmates by listening to them when they speak, calling them by their names, not fighting with them or interrupting them, and not making fun of their accent, actions, or ideas.
- I respect my teacher by listening to her and following the classroom rules and expectations.
- I respect my teacher and classmates by greeting them when I enter the room.
- I respect myself, my teacher and classmates by maintaining a positive, mature, and cooperative attitude as best I can.
- I respect my surroundings by not writing on the furniture, keeping the classroom clean, and putting books and materials back in their place.
- I respect everyone around me by not using inappropriate language in school.
- I respect myself, my parents/guardians, other students, teachers, administrators and school staff by following the **Bellmore-Merrick CHSD Code of Conduct**.

Skills and Qualities of Character: Responsibility and Readiness (10%)

- I come to class every day that I am not sick.
- I come to class on time and am ready to work when the bell rings.
- I hand in work on time.
- I do my homework and classwork to the best of my ability.
- I am prepared for class with the proper materials and supplies (no locker visits).
- I do my best to make every minute in the ENL room productive and educational.
- I raise my hand to participate.
- I do not abuse my bathroom privileges by going too often or spending too long there.
- I do not eat, chew gum or wear hats in class.
- I do not use my cell phone or other electronic devices in class without permission.
- I remain seated until dismissed by the teacher.

DISCIPLINE POLICY (*Subject to teacher discretion/degree of offense)

First offense -	warning
Second offense -	detention
Third offense -	parents notified
Fourth offense -	matter will be referred to Administration

NOTEBOOKS & SUPPLIES

You **must** provide:

- **A one-inch 3-ring binder** with loose leaf paper to be used **only for ENL**. This binder should be neat, organized and kept in date order. You should write your name and the date on all handouts and materials. Binders may be collected and graded once per marking period.
- **A tool for translation** during all classes. This tool may include: a bilingual dictionary, an electronic translator, a mobile device with WIFI access.
- **Pens** (black or blue) and **pencils**

You will be provided with:

- **A marble writing notebook** to be used only for ENL.
- **Index cards** to be used for ENL vocabulary.
- **Five dividers** for your binder (*Notes/Reading, Vocabulary, Grammar, References, Tests/Quizzes*)

*** Please let me know if there is any reason you are unable to get the supplies listed above. ***

ABSENCE POLICY

All students are required to make up all work when absent, including notes, classwork, homework, quizzes and tests. You must arrange a time with your teacher to make up quizzes and tests.

GRADING POLICY

Your grades in ENL will be out of **100** and will be based upon several factors:

- Tests, quizzes and major assignments = **50 %**
- Homework = **20 %**
- Class Participation (Respect, Responsibility, and Readiness) = **15 %**
- Attendance at Extra Help = **10 %**
- Use of dictionaries and testing accommodations = **5 %**

HOMEWORK POLICY

Homework is not optional. It will be assigned weekly and checked on a regular basis. Failure to do homework will lower your grade significantly. You will receive a "0" for missing or incomplete homework. Studying vocabulary and class notes 15-20 minutes each night will also help you remember what you've learned and do well on tests and quizzes.

TEST/QUIZ AND WRITING CORRECTIONS

Corrections for tests, quizzes and writing must be done on a separate sheet of paper, showing all corrected mistakes, and stapled to the original test/quiz/writing assignment. You have **one week** from the date your work was returned to hand in corrections. Corrections will not be accepted late. When you submit corrections, you will earn back half the points you lost on the assignment. (For example, if you got a 70% and you do corrections, you will earn back 15 points, and your new grade will be 85%. If you get an extremely low grade and do corrections and still have a failing grade, then I will change the grade to a passing grade of 65% for your effort.)

BRING YOUR OWN DEVICE (BYOD)/MOBILE LEARNING DEVICE (MLD) AND ENL TECHNOLOGY USE POLICY:

You may bring your own mobile learning device to school, including: Smartphones, computers, tablets, eReaders. You may only use these devices in class with the teacher's permission, and you must follow these guidelines:

1. Use BMCHSD-Guest wireless network ONLY.
2. NO recording, sending, posting photos or videos of ANYONE without their permission!
3. The TEACHER is the authority and must give permission for you to use your device.
4. Listen to and obey the teacher!
5. YOU are responsible for any repairs and/or necessary software updates to your device.
6. NO charging devices in school - charge at home!
7. The District is not responsible if your device is lost or stolen.
8. If you don't follow the rules, you will be punished.
9. You MUST sign this agreement *before* you can use any device in school.
10. NO 3G/4G allowed!!!

Please understand that electronic devices with Internet and 3G/4G capability are **prohibited** during testing of any kind. During tests and quizzes, students may use electronic translators only. We recommend the following companies: Franklin (Latin-based and European languages) and Trano (Asian languages). If you do not have an electronic translator for daily classroom and testing use, you may borrow one from the ENL department. You will be required to sign this device in and out. Please understand that you are responsible for protecting and keeping track of this device, and you are not to take this device home under any circumstance. Should you

borrow this device and break or fail to return it, you will be responsible for the repair or cost of such device.

You may occasionally be provided with an iPad for classroom use. You will be required to sign this device in and out. Again, you are responsible for protecting and keeping track of this device, and you are not to take this device home under any circumstance. Should you borrow this device and break or fail to return it, you will be responsible for the repair or cost of such device.

I, _____, understand and will obey all of the above rules and policies.

Student's signature _____

Parent's signature _____

Homework Buddies – Name and phone # _____

NEW YORK STATE HIGH SCHOOL GRADUATION REQUIREMENTS 15-16

Subjects & Examinations

All students need 22 credits to graduate with a New York State Regents diploma. Those credits MUST include certain courses, whether completed in your country (must be proven on a transcript) or here in New York State. Speak with your guidance counselor about to find out which credits you have and which you still need.

Required Regents Courses/Examinations:

- English Language Arts,
- Integrated Algebra,
- Living Environment (Biology)
- Global History & Geography, and
- United States History & Government

Grades & Report Cards

Grades in Calhoun High School are out of 100 points (100%). You need 65% to pass a test or class. Some grades are Pass/Fail (P/F), so if you have 65% you will see a "P" on your report card. There are four marking periods per year, and each marking period is ten weeks long. You will get a report card after each marking period, so four for the year. Your last report card in June/July will show your Regents grades as well as your final grades for the year. You may access your report cards after each marking period by logging in to the Parent Portal. If you don't know how to log in, please visit your guidance counselor. If you fail a class, you must go to summer school to make up that credit. At Calhoun, you will only go to summer school if you fail a class. You cannot make up Physical Education class over the summer. There is no ENL class over the summer.

Testing Accommodations

For all tests/quizzes in New York State, English Language Learners are entitled to:

- *Extra time (at Calhoun, double time plus, which means you can continue working for as long as you want if you are working productively. If you need extra time, it is your responsibility to tell your teacher, and to finish the test with your classroom or ENL teacher AS SOON AS POSSIBLE.)
- *Use of a dictionary/electronic translator and subject glossaries
- *Foreign language translations of State examinations
- *Short Answer and Essays written in native language
- *Separate testing location
- *Third reading of the listening comprehension passage for the English Language Arts Regents examination

Graduation Requirements

In order to graduate with a Regents diploma from New York State, you must take the following credits:

- 4 years of English (including ENL)
 - 4 years of Social Studies (Global History 1, Global History 2*, United States History*, Economics/Participation in Government are required)
 - 3 years of Mathematics (Algebra* is required)
 - 3 years of Science (Living Environment* is required)
 - 0.5 years of Health
 - 1 year of Art or Music
 - 3.5 years of Electives (any class that is not counted above, or ENL class if it has not counted for English)
 - 2 years of Physical Education (0.5 credits/year, so class every other day)
 - 1 year of language other than English (native language credit from your country counts)
- * Indicates a required Regents examination
* If you are not sure when you will graduate, please see your guidance counselor.

TEN WAYS PARENTS CAN PROMOTE LANGUAGE LEARNING AT HOME

1. Begin reading to your children at an early age, and as often as possible, in your native language and if possible in English. Literacy in the native language helps in developing proficiency in the second language.
2. Visit your public library with your children. Choose books for yourself and your children. As often as possible, read them stories in your native language and about your native culture.
3. Keep many types of reading materials (books, magazines, newspapers, etc.) available in your native language and in English your home. Encourage your older children to read to your younger children, and allow your children to see that you also enjoy reading.
4. Ask your children questions about what they have read, such as:
 - What is happening in the story?
 - What do you think will happen next?
 - What did you like best about the story?

Asking these questions can help your children become excited about reading, more responsible for their own learning, and more knowledgeable about their native and new cultures.

5. Take your children to places in the community that offer educational activities and learning experiences. Talk to your children about what they are seeing. Provide them with the names of new objects of attention, concern, or interest. Answer any questions they may have. Remember, you are your child's first teacher.
6. Tell your children stories about your family, as well as stories and songs you liked to hear when you were a child in your native country. In this way, not only are you reinforcing listening skills, but you are also passing along important cultural information.
7. Discuss things that happen in school every day. Engage your children in conversation about their favorite subjects and teachers, and any special events that go on. Listen closely to what they say in response.
8. Find different opportunities for your children to write frequently in your native language and in English. Encourage them to write in a journal or diary, leave notes for family members, compile shopping lists, write down recipes, and write letters to family, friends, and/or pen pals.
9. Expose your child to television programs and Web sites of interest that you and child can discuss. Limit the amount of time your children can watch television or use electronics and social media. Encourage them to read, write, listen to music, or talk with family members or friends.
10. Designate a quiet place and time for reading and studying at home where your child is comfortable and away from distractions.

***~ Orientation &
“How to Be a Successful
Student” Videos ~***

Information and materials for
orienting students to the school
environment and community

Name: _____

Date: _____

School Preparation Checklist

Welcome, students! Check this list to make sure you are ready for school!

BUS:

- I know where and when the bus will pick me up in the morning.
- I know where and when to catch the bus in the afternoon.
- I know when the late buses are and which one to take.



SUPPLIES:

- I have binders.
- I have paper.
- I have pens and pencils.
- I have a dictionary.
- I have a calculator or may borrow one from my math teacher.
- I have art supplies (students taking art only)



SCHEDULE:

- I have my schedule and I understand it.
- I know when each period starts and ends.
- I understand Days 1-6.

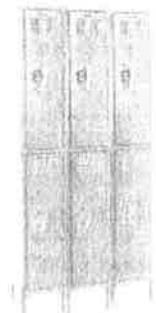
MAP:

- I have the school map, and I know where to go for each class.
- I know where the main office is.
- I know where the guidance office is.
- I know where the cafeteria is.
- I know where the nurse's office is.
- I know where the detention room is.
- I know where the library is.
- I know where the computer labs are.
- I know where the bathrooms are.



LOCKER:

- I have a locker and I know my locker combination.
- I know how to open my lock.



EXTRA HELP:

- I understand the purpose of extra help.
- I know when and where to go for extra help.

COMPUTERS/PRINTING:

- I know my computer ID, password and e-mail address.
- I know where I can use computers in school.
- I know how to print a document and where to retrieve it.



SCHOOL RULES:

I understand Merrick Avenue Middle School rules. You must:

- SIGN IN at the MAIN OFFICE if you come late to school.
- BRING a NOTE or have your parent call the school if you are absent.
- BE ON TIME FOR CLASS or bring a LATE PASS.

TESTING:

- I understand my testing accommodations as an English Language Learner (ELL).
 - I get DOUBLE TIME to take tests or quizzes BY LAW, but it is MY RESPONSIBILITY to tell my teacher I need more time.
 - I must take my extra time for a test/quiz DURING EXTRA HELP with MRS. SCHLEITH OR with MY TEACHER or DURING LUNCH. I am responsible for arranging this time.
 - I CAN and SHOULD use a DICTIONARY and BILINGUAL GLOSSARY during all tests/quizzes.

AFTER SCHOOL ACTIVITIES:

- I know what sports are available and how to join them.
- I know what clubs are available and how to join them.



SCHOOL CONTACT INFORMATION:

- I know how to find the school contact information (516-992-1200).
- I know how to contact my teachers (email).
- I know the names of my teachers and how to pronounce them.

Nombre: _____

Fecha: _____

Lista de Preparación para la escuela

¡Bienvenidos, estudiantes! ¡Verifiquen esta lista para estar lista para la escuela!

EI BUS ESCOLAR:

- Yo sé donde y cuando el bus escolar va a recogerme por la mañana.
- Yo sé donde y cuando yo puedo subir el bus escolar por la tarde.
- Yo sé cuando el bus escolar al final del día regular salen y cual debo llevar.



LOS MATERIALES ESCOLARES:

- Yo tengo los cuadernos.
- Yo tengo papel.
- Yo tengo unas plumas y unos lápices.
- Yo tengo un diccionario.
- Yo tengo una calculadora o puedo prestar una del/ de la profesor(a) de matemáticas.
- Yo tengo materiales para la Clase de arte (solamente estudiantes en la Clase de arte)



HORARIO:

- Yo tengo mi horario yo lo entiendo.
- Yo sé cuando empieza y termina cada período.
- Yo entiendo los días 1-6.

EL MAPA:

- Yo tengo el mapa de la escuela, y yo sé adónde tengo que ir para cada Clase.
- Yo sé donde está la oficina central.
- Yo sé donde está la oficina de los consejeros.
- Yo sé donde está la Cafeteria.
- Yo sé donde está la oficina de la enfermera.
- Yo sé donde está el aula para detención.
- Yo sé donde está la biblioteca.
- Yo sé donde está el laboratorio de computadoras.
- Yo sé donde están los cuartos de baño.

EL CASILLERO ESCOLAR:

- Yo tengo un casillero escolar y yo sé mi combinación.
- Yo sé como abrir mi cerradura.

AYUDA ADICIONAL:

- Yo entiendo el propósito de ayuda adicional.
- Yo sé cuando y adonde tengo que ir para la ayuda adicional.

LAS COMPUTADORAS Y IMPRIMIENDO

- Yo sé mi nombre de usuario, clave y correo electrónico.
- Yo sé donde yo puedo usar computadoras en la escuela.
- Yo sé como Imprimir un documento y donde recogerlo.

LAS REGLAS DE LA ESCUELA:

Yo entiendo las reglas de la escuela intermedia de Merrick Avenue:

NO DEBES:

- NO teléfonos celulares sin permisión
- NO ipods, reproductores de mp3 o audífonos
- ¡NO te rates la clase!
- ¡¡¡NO copiando o haciendo trampa!!!
- !NO llegues a escuela o clase tarde sin un permiso de llegada tarde!

DEBES:

- Si llegas a la escuela tarde, FIRMARÁS en la OFICINA DE ASISTENCIA.
- Si estás ausente, LLEVA UNA CARTA o tus padres tienen que llamar la escuela.
- LLEGA A LA CLASE A TIEMPO o traiga PERMISO DE LLEGADA TARDE

PRUEBAS Y EXAMENES:

- Yo entiendo mis acomodaciones como un estudiante de Inglés como una nueva lengua.
 - * Yo recibo TIEMPO DOBLE para tomar exámenes o pruebas según LA LEY, pero es MI RESPONSABILIDAD decir a mi profesor que necesito más tiempo.
 - * Yo tengo que usar mi tiempo extra para un examen/una prueba DURANTE AYUDA ADICIONAL con Señora Schleith o con MI PROFESOR, o DURANTE EL ALMUERZO. Es mi responsabilidad arreglar la hora.
 - * YO PUEDO Y DEBO usar UN DICCIONARIO Y UN GOLSARIO BILINGÜE durante todos los exámenes y las pruebas.

ACTIVIDADES DESPUÉS DE LA ESCUELA:

- Yo sé cuales deportes están disponibles y como hacerme miembro.
- Yo sé cuales clubes están disponibles y como hacerme miembro.

INFORMACIÓN PARA CONTACTAR LA ESCUELA:

- Yo sé encontrar la información para Contactar la escuela. (516-992-1200).
- Yo sé como contactar mis profesores (por correo electrónico).
- Yo sé los nombres de mis profesores y como pronunciarlos.

Name: _____

Date: _____

School Preparation Checklist

Welcome, students! Check this list to make sure you are ready for school!

BUS:

- I know where and when the bus will pick me up in the morning.
- I know where and when to catch the bus in the afternoon.
- I know when the late buses are and which one to take.



SUPPLIES:

- I have **binders**.
- I have **paper**.
- I have a **pen** or **pencil**.
- I have a **dictionary**.
- I have a **calculator** or may borrow one
- I have art supplies (students taking art



from the library.
only)

SCHEDULE:

- I have my **schedule** and I understand it.
- I know when each period starts and ends.
- I understand Days 1-6.



MAP:

- I have the school map, and I know where to go for each class.
- I know where the **main office** is.
- I know where the **attendance office** is.
- I know where the **guidance office** is.
- I know where the **cafeteria** is.
- I know where the **nurse's office** is.
- I know where the **detention room** is.
- I know where the **library** is.
- I know where the **computer lab** is.
- I know where the **bathrooms** are.

Class Schedule

Item	Subject	Course	Day	Time	Building	Room
Sp-02-2007	Math	4.211	TH	09:00	LL	100
Sp-02-2007	Math	4.211	TH	09:00	LL	100
Sp-02-2007	Math	4.211	TH	09:00	LL	100
Sp-02-2007	Math	4.211	TH	09:00	LL	100
Sp-02-2007	Math	4.211	TH	09:00	LL	100
Sp-02-2007	Math	4.211	TH	09:00	LL	100

LOCKER:

- I have a **locker** and I know my locker combination.
- I know how to open my **lock**.



EXTRA HELP:

- I understand the purpose of extra help.
- I know who can help me during my free periods.
- I know when and where to go for extra help.



COMPUTERS/PRINTING:

- I know my **computer ID, password and e-mail address.**
- I know where I can use computers in school.
- I know how to **print** a document and where to retrieve it.



SCHOOL RULES:

I understand **Calhoun High School** rules:

DONT'S:

- **NO** cell phones without permission

DO's:

- **SIGN IN** at the **ATTENDANCE OFFICE** if you come late to school.
- **BRING** a **NOTE** or have your parent call the school if you are absent.
- **BE ON TIME FOR CLASS** or bring a **LATE PASS**.
- Your locker can be searched at any time without your permission.

TESTING:

English Language Learner (ELL).

- I get **DOUBLE TIME** to take tests or quizzes **BY LAW**, but it is **MY RESPONSIBILITY** to tell my teacher I need more time.
- I must take my extra time for a test/quiz **DURING EXTRA HELP** with my ENL teacher OR with my subject teacher. I am responsible for arranging this time.
- I **CAN** and **SHOULD** use a **DICTIONARY and BILINGUAL GLOSSARY** during all tests/quizzes.

AFTER SCHOOL ACTIVITIES:

- I know what **sports** are available and how to join them.
- I know what **clubs** are available and how to join them.



SCHOOL CONTACT INFORMATION:

- I know how to find the school contact information (516-992-1300).
- I know how to contact my teachers (phone/email).
- I know the names of my teachers and how to pronounce them.
- I know where my teacher's mailboxes are (main office).



Nombre: _____

Fecha: _____

Lista de Preparación para la escuela

¡Bienvenidos, estudiantes! ¡Verifiquen esta lista para estar lista para la escuela!

EI BUS ESCOLAR:

- Yo sé donde y cuando el bus escolar va a recogerme por la mañana.
- Yo sé donde y cuando yo puedo subir el bus escolar por la tarde.
- Yo sé cuando el bus escolar al finales del día regular salen y cual debo llevar.

LOS MATERIALES ESCOLARES:

- Yo tengo **los cuadernos**.
- Yo tengo **papel**.
- Yo tengo **una pluma o un lápiz**.
- Yo tengo **un diccionario**.
- Yo tengo **una calculadora o puedo**
- Yo tengo **materiales para la clase de arte** (estudiantes en la clase de arte)



prestar una de la biblioteca.
(solamente



HORARIO:

- Yo tengo mi **horario** y lo entiendo.
- Yo sé cuando empieza y termina cada período.
- Yo entiendo los días 1-6.

EL MAPA:

- Yo tengo el mapa de la escuela, y yo sé adónde tengo que ir para cada clase.
- Yo sé donde está **la oficina central**.
- Yo sé donde está **la oficina para asistencia**.
- Yo sé donde está **la oficina de los consejeros**.
- Yo sé donde está **la cafetería**.
- Yo sé donde está **la oficina de la enfermera**.
- Yo sé donde está **el salón para detención**.
- Yo sé donde está **la biblioteca**.
- Yo sé donde está **el laboratorio de computadoras**.
- Yo sé donde están **los cuartos de baño**.

0123456789

Class	Schedule	Subject	Location	Room	Building	Room
Spring 2007	5:00	Math	100	1000	100	1000
Spring 2007	6:00	Math	100	1000	100	1000
Spring 2007	5:00	Math	100	1000	100	1000
Spring 2007	5:00	Math	100	1000	100	1000
Spring 2007	5:00	Math	100	1000	100	1000

EL CASILLERO ESCOLAR:

- Yo tengo **un casillero escolar** y yo sé mi **combinación**.
- Yo sé como abrir mi **cerradura**.

AYUDA ADICIONAL:

- Yo entiendo el propósito de ayuda adicional.
- Yo entiendo quien puede ayudarme durante mis períodos libres.
- Yo sé cuando y adonde tengo que ir para la ayuda adicional.

LAS COMPUTADORAS Y IMPRIMIENDO

- Yo sé mi nombre de usuario, **clave** y **correo electrónico**.
- Yo sé donde yo puedo usar computadoras en la escuela.
- Yo sé como **imprimir** un documento y donde recogerlo.

LAS REGLAS DE LA ESCUELA:

Yo entiendo las reglas del **Colegio Calhoun**:

NO DEBES:

- NO teléfonos celulares sin permiso
- NO ipods, reproductores de mp3 o audífonos
- ¡NO te rates la clase!
- ¡¡¡NO copiar o hacer trampa!!!
- !NO llegues a escuela o clase tarde sin un permiso de llegada tarde!
- ¡¡¡NO salgas de la escuela para estudiantes de primer año!!!

DEBES:

- Si llegas a la escuela tarde, **FIRMARÁS** en la OFICINA DE ASISTENCIA.
- Si estás ausente, **LLEVA UNA CARTA** o tus padres tienen que llamar la escuela.
- LLEGA A LA CLASE A TIEMPO** o traiga UN **PERMISO DE LLEGADA TARDE**
- Tu casillero escolar puede ser inspeccionado en cualquier momento sin tu permiso.

PRUEBAS Y EXAMENES:

- Yo entiendo mis acomodaciones como un estudiante de inglés como una nueva lengua.
 - * Yo recibo **TIEMPO DOBLE** para tomar exámenes o pruebas según LA LEY, pero es MI RESPONSABILIDAD decir a mi profesor que necesito mas tiempo.
 - * Yo tengo que usar mi tiempo extra para un examen/una prueba **DURANTE AYUDA ADICIONAL** con mi profesor de ENL o mi profesor de otra clase. Es mi responsabilidad arreglar la hora.
 - * **YO PUEDO Y DEBO** usar **UN DICCIONARIO Y UN GLOSARIO BILINGÜE** durante todos los exámenes y las pruebas.

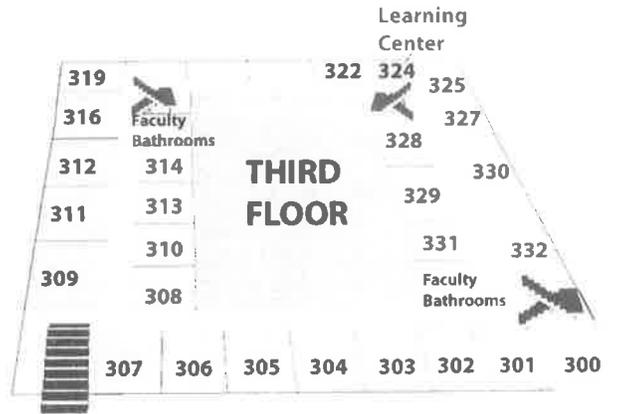
ACTIVIDADES DESPUÉS DE LA ESCUELA:

- Yo sé cuales **deportes** están disponibles y como hacerme miembro.
- Yo sé cuales **clubes** están disponibles y como hacerme miembro.

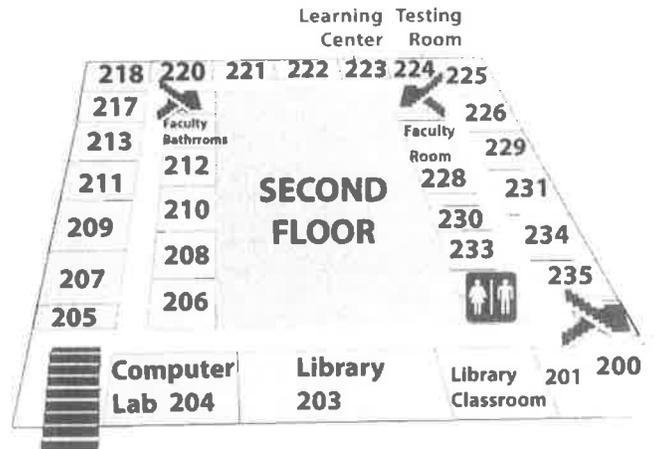
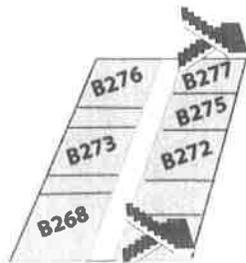
INFORMACIÓN PARA CONTACTAR LA ESCUELA:

- Yo sé encontrar la información para contactar la escuela. (516-992-1300).
- Yo sé como contactar mis profesores (por teléfono/correo electrónico).
- Yo sé los nombres de mis profesores y como pronunciarlos.
- Yo sé donde están los buzones de mis profesores. (la oficina central)

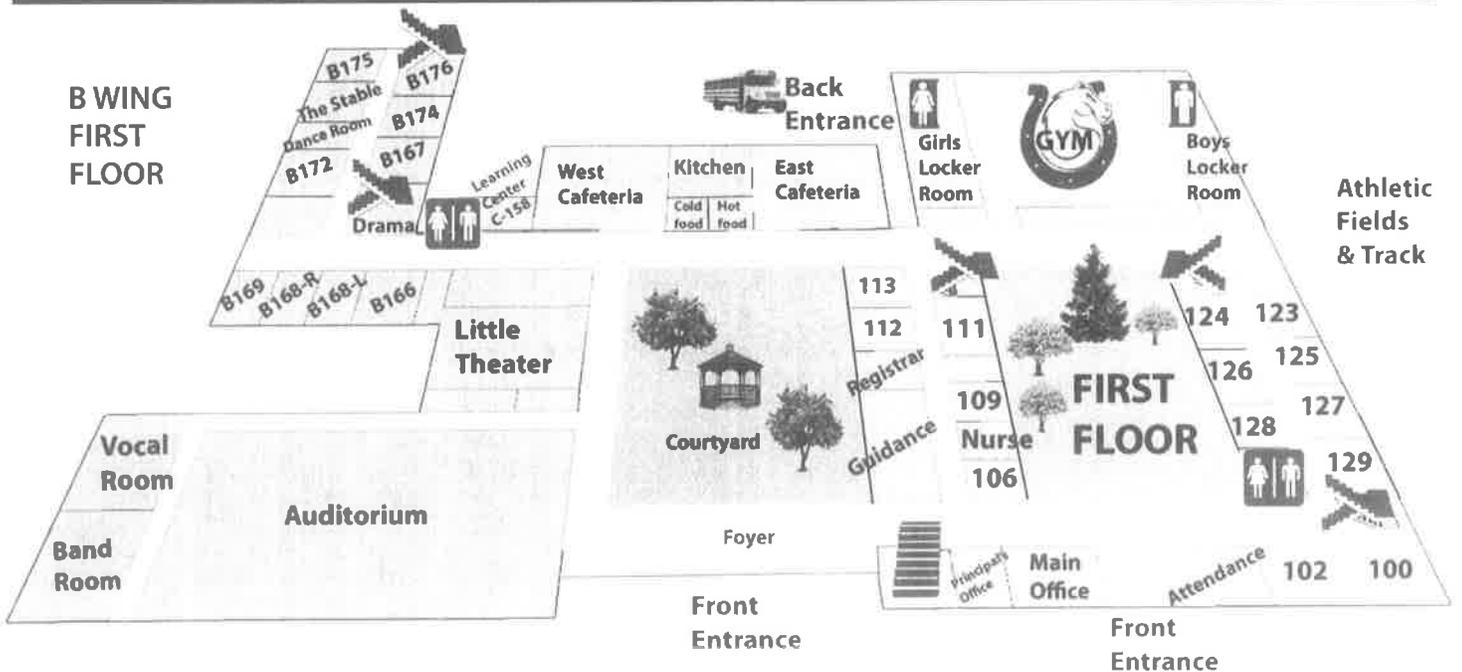
SANFORD H. CALHOUN HIGH SCHOOL



B WING SECOND FLOOR



B WING FIRST FLOOR



Name _____

Date _____

CALHOUN HIGH SCHOOL SCAVENGER HUNT

Read the following clues and follow the directions:

- 1) Go to the Main Office and introduce yourself. Ask one of the secretaries for *working papers*. Bring the papers back to the room. Ask one of the secretaries to sign her name here. _____
- 2) Go to the Nurse's office and introduce yourself. Ask for a band-aid. Bring the band-aid back to the room. Ask the Nurse to sign here. _____
- 3) Write the number of banners that are hanging from the ceiling above the back doors in the place where you have physical education class. _____
- 4) Write the name of the fire system of the fire alarm between The Stable and the side doors. _____
- 5) Introduce yourself to one of the Assistant Principals and get his signature here.

- 6) You have a problem with your schedule. Who should you speak with? Get his/her signature here. _____
- 7) You are having a problem with some students in the school. Who should you speak with? Get his or her signature here. _____
- 8) What is the room number of the bathroom west of the cafeteria? _____
- 9) You forgot your locker combination. Who should you speak to? Get his/her signature here. _____
- 10) If you are absent and you bring a doctor's note the next day, who do you give the note to? Get his/her signature here. _____
- 11) Take a picture of the room numbers on the doors of the three rooms you can go to for extra help during the day.

12) Take a picture of the room where you can go to finish a test during your lunch or free period.

13) You forgot your computer log on password. Who do you ask? Get his/her signature here. _____

14) Write down the cafeteria's lunch menu for today.

15) Ask the library clerk for a list of subscription databases. Bring the list back to the room. Get the library clerk's signature here. _____

BONUS: Print a color picture of the BMCHSD Web Site for New Students and give it to your ENL teacher.

WELCOME

RULES & EXPECTATIONS

Merrick Avenue Middle School
English as a New Language

Imagine our school with
NO RULES...

- RULES
1. YOU CAN....
 2. YOU CAN'T..
 3. YOU CAN..
 4. YOU CAN'T

What would it be like?

Why do we have rules?

- To be safe.
- To have respect.
- To live in peace.
- To take care of our environment.
- To be happy.



Peace ☺
Love ♥
Happiness 😊



What are some important
school rules?

- No cell phones in class without permission!!!
- Why???



Consequences?

What are some important
school rules?

- No iPods, MP3 players or headphones without permission!
- Why???



Consequences?

What are some important
school rules?

- No cutting class!
- Why???



Consequences?

What are some important school rules?

- No copying!
- No plagiarism!
- No cheating!

- Why???



Consequences?

What are some important school rules?

- No discrimination!
- No bullying!

- Why???



Consequences?

What are some important school rules?

- Don't come to school LATE!

- Don't come to class late without a pass!

- Why???



Consequences?

What are some important school rules?

- No smoking!
- No drugs!

- Why???



Consequences?

What are some important school rules?

- No hats in class!!!

- Why???



Consequences?

What are some important school rules? Summary:

- No cell phones, mp3 players, or headphones in class without permission. (Teachers can take them away and your parents will have to come and pick it up at the main office.)
- Don't cut class or come late to class without a pass.
- No cheating, copying, or plagiarism!
- No bullying or discrimination.
- No drugs or smoking.
- No hats in class.



What are some important school rules?

- Sign in at the Main office if you are late to school!
- If you are absent, your parent **MUST** call the attendance office (516) 992-1200 **AND** you must bring a doctor's note or parent note to school
- Late to class? Bring a pass!



What are some important school rules?

- RESPECT EVERYONE!!!



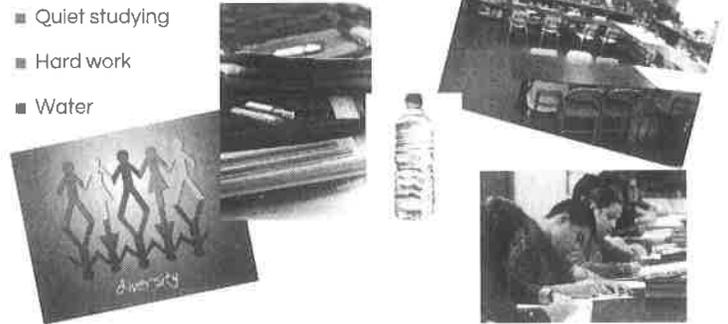
PET PEEVES OF MRS. SCHIEMM & Mrs. Hayes!

- Feet on chairs or desks
- Sitting on desks or tables
- Writing on desks or tables
- Coming late to class
- Big drinks or food in class
- Dirty classroom
- Not saying hello
- Fighting or teasing
- Tapping nails or pens!!
- Students touching others' belongings.



Things that make us HAPPY!

- Clean classroom
- Nice and respectful students
- Coming on time and being ready for class
- Quiet studying
- Hard work
- Water



What are your RIGHTS?

Testing Accommodations
All tests & quizzes



For all classes, tests, and quizzes, you may use:

- Word-to-word **bilingual dictionary***
- Content area **glossary***
- Bilingual electronic **translator***
- **Double time****



**It is YOUR responsibility to have these with you. You may NOT use a cell phone or other mobile device during testing!*

***It is YOUR responsibility to tell your teacher you need extra time.*

What are your RIGHTS?



In addition, for all New York State examinations, you may:

- Use a **separate testing room** than your regular class
- Have a **copy of the Regents In English and in YOUR language**, if available (Chinese, Haitian-Creole, Korean, Russian, Spanish for Algebra, Global History, US History, Earth Science, Living Environment)
- Have an oral translator for languages like: Urdu, Punjabi, Arabic
- Write the **short answer** and essay questions in **YOUR language**





Have a great year!!!

Teacher: Ms. Glick ("Ms. G")

E-Mail: hglick@bmchsd.org

Web site: <http://calhounenl.weebly.com>

Room: 235

Phone: 516-992-1300

Info for New Students: <http://bmchsdn1.weebly.com>

WELCOME TO ENGLISH AS A NEW LANGUAGE!

We are looking forward to a wonderful year with you! We are certain that with your participation and hard work, you will improve your speaking, listening, reading, and writing in English!

CLASS POLICIES, PROCEDURES, AND RULES

Skills and Qualities of Character: Respect (10%)

- I respect myself by keeping my notebook organized and complete, and by taking pride in my work.
- I respect my classmates by listening to them when they speak, calling them by their names, not fighting with them or interrupting them, and not making fun of their accent, actions, or ideas.
- I respect my teacher by listening to her and following the classroom rules and expectations.
- I respect my teacher and classmates by greeting them when I enter the room.
- I respect myself, my teacher and classmates by maintaining a positive, mature, and cooperative attitude as best I can.
- I respect my surroundings by not writing on the furniture, keeping the classroom clean, and putting books and materials back in their place.
- I respect everyone around me by not using inappropriate language in school.
- I respect myself, my parents/guardians, other students, teachers, administrators and school staff by following the **Bellmore-Merrick CHSD Code of Conduct**.

Skills and Qualities of Character: Responsibility and Readiness (10%)

- I come to class every day that I am not sick.
- I come to class on time.
- I hand in work on time.
- I do my homework and classwork to the best of my ability.
- I am prepared for class with the proper materials and supplies (no locker visits).
- I do my best to make every minute in the ENL room productive and educational.
- I am in my seat and ready to work as soon as the bell rings.
- I do not abuse my bathroom privileges by going too often or spending too long there.
- I do not ask to leave the room excessively or unnecessarily.
- I do not eat in class or ask to go to the cafeteria during class.
- I do not use my cell phone or other electronic devices in class without permission.
- I do not leave my personal items in the classroom.
- I throw garbage in the proper receptacle (cans/bottles/paper, etc.)
- I do NOT enter the ENL room when it is not my scheduled period.

DISCIPLINE POLICY (*Subject to teacher discretion/degree of offense)

- First offense - warning
- Second offense - detention
- Third offense - parents notified
- Fourth offense - matter will be referred to Administration

NOTEBOOKS & SUPPLIES

You will be provided with:

A class binder to be used only for ENL and to be kept, in alphabetical order by student name, on the bookshelf as you enter the room. This binder should be neat and organized and kept in date order. You should write your name and the date on all handouts and materials. Binders and notebooks may be collected and graded once per marking period. You must have the following **five dividers** in your binder in the following order:

CLASSWORK, VOCABULARY, GRAMMAR, REFERENCES, TEAM BUILDING

A marble notebook to be used only for ENL.

A two-pocket "Writing Portfolio" folder to be used to keep all first and final drafts of writing throughout the year for ENL.

You must provide:

Black, blue, and different colored pens (at least six colors total)

Pencils

Highlighters

A tool for translation during all classes. This tool may include: a bilingual book dictionary, an electronic translator, a mobile device with WIFI access

ABSENCE POLICY

All students are required to make up all work when absent, including notes, classwork, homework, quizzes and tests. You must arrange a time with your teacher to make up quizzes and tests.

GRADING POLICY

To view your grades any day during the year, log in to engrade.com. Your grades in ENL will be out of **100** and will be based upon several factors:

Class Participation = **15%**

Average of major assignments: essays, projects, presentations = **15%**

Grammar work and quizzes = **15%**

Vocabulary work and quizzes = **15%**

Respect, Responsibility, and Readiness = **20%**

Knowledge and use of dictionaries and testing accommodations = **10%**

Attendance at Extra Help = **10%**

HOMWORK POLICY

You will be assigned weekly homework of the following types:

VOCABULARY ~ Every Monday you will have a vocabulary quiz. You will find the assigned vocabulary to study each week on Quizlet.com.

Grammar ~ When grammar is assigned, you will find it in your binder. You will have one week to complete it. It will be due the Monday after it is given. Ten points will be subtracted for every day that the packet is turned in late. You must correct your own work during the weekend using the answer key attached to Google Calendar by that following Monday. Ten points will be subtracted from your corrections grade for every day your corrections are late.

To correct your grammar, you must NOT erase your original work. Instead, use a different color pen and write the correct answer above what is incorrect. Please try to be neat so I can keep track of what errors you have corrected. You will get two grades for your grammar work: one for effort and another for accuracy. Your final grade for each packet will be the average of the two grades.

WRITING ~ When an essay or piece of writing is assigned, you will have one week to complete it. It will be due by class time on the Monday after it is given. You must share your writing with me via Google Docs. After you hand in a first draft, I will make suggestions for corrections, and you will have one week to edit. Then, I will make another round of suggestions, and you will have one more week to edit for your final draft. You will not receive a grade until your final draft is due. You will print a copy of your first draft with the comments and your final draft with the grading rubric and place them in your writing portfolio folder after each assignment.

Essays will be of the following types: NYSESLAT-based writing, Social Studies DBQ and Thematic Essays, English Language Arts Regents-style writing, and synthesis writing based on non-fiction articles.

Test & Quiz Corrections

Corrections for tests and quizzes must be done on a separate sheet of looseleaf, showing all corrected mistakes, and stapled to the original test/quiz. You will have one week to hand in your test/quiz corrections. Corrections will not be accepted late. When you submit test/quiz/writing corrections, you will earn half the points back on that test/quiz/writing that you lost. (For example, if you got a 70% and do corrections, you lost 30 points but will get back 15, so your new grade will be 85%. If you got an extremely low grade and do test corrections and still have a failing grade, then I will change the grade to a passing grade of 65% for your effort).

**BRING YOUR OWN DEVICE (BYOD)/MOBILE LEARNING DEVICE (MLD)
AND ENL TECHNOLOGY USE POLICY:**

You may bring your own mobile learning device to school, including: Smartphones, computers, tablets, eReaders. You may only use these devices in class with the teacher's permission, and you must follow these guidelines:

1. Use BMCHSD-Guest wireless network ONLY.
2. NO recording, sending, posting photos or videos of ANYONE without their permission!
3. The TEACHER is the authority and must give permission for you to use your device.
4. Listen to and obey the teacher!
5. YOU are responsible for any repairs and/or necessary software updates to your device.
6. NO charging devices in school - charge at home!
7. The District is not responsible if your device is lost or stolen.
8. If you don't follow the rules, you will be punished.
9. You MUST sign this agreement *before* you can use any device in school.
10. NO 3G/4G allowed!!!

Please understand that electronic devices with Internet and 3G/4G capability are **prohibited** during testing of any kind. During tests and quizzes, students may use electronic translators only. We recommend the following companies: Franklin (Latin-based and European languages) and Trano (Asian languages). If you do not have an electronic translator for daily classroom and testing use, you may borrow one from the ENL department. You will be required to sign this device in and out. Please understand that you are responsible for protecting and keeping track of this device, and you are not to take this device home under any circumstance. Should you borrow this device and break or fail to return it, you will be responsible for the repair or cost of such device.

You may occasionally be provided with an iPad for classroom use. You will be required to sign this device in and out. Again, you are responsible for protecting and keeping track of this device, and you are not to take this device home under any circumstance. Should you borrow this device and break or fail to return it, you will be responsible for the repair or cost of such device.

I, _____, understand and will obey all of the above rules and policies.

Student's signature

Parent's signature

WELCOME

RULES & EXPECTATIONS

Sanford H. Calhoun High School
English as a New Language

Imagine our school with
NO RULES...

- RULES
1. YOU CAN...
 2. YOU CAN'T...
 3. YOU CAN...
 4. YOU CAN'T

What would it be like?

Why do we have rules?

- To be safe.
- To have respect.
- To live in peace.
- To take care of our environment.
- To be happy.



Peace ☺
Love ♡
Happiness 😊



What are some important
school rules?

- No cell phones in class without permission!!!
- Why???



Consequences? Teacher can take it away and your parents will have to come and pick it up at the main office.

What are some important
school rules?

- No iPods, MP3 players or headphones without permission!
- Why???



Consequences? Teacher can take it away and call your parents.

What are some important
school rules?

- No cutting class!
- Why???



Consequences? Detention or suspension

What are some important school rules?

- No copying!
- No plagiarism!
- No cheating!

- Why???



Consequences? You will get a zero for the test/assignment. Teacher will not trust you any more.

What are some important school rules?

- No discrimination!
- No bullying!

- Why???



Consequences? Punishment.

What are some important school rules?

- Don't come to school LATE!

- Don't come to class late without a pass!

- Why???



Consequences? Detention.

What are some important school rules?

- No leaving school for freshmen (9th graders)!!!

- Why???



Consequences? Detention.

What are some important school rules?

- No smoking!
- No drugs!

- Why???



Consequences? Your locker will be searched. Your clothes and your bag will be searched. You can go to jail or have to pay money.

What are some important school rules?

- No hats in class!!!

- Why???



Consequences? Teacher can take it away. If you do not give it to the teacher, you can be assigned detention.

What are some important school rules? Summary:

- No cell phones, mp3 players, or headphones in class without permission. (Teachers can take them away and your parents will have to come and pick it up at the main office.)
- Don't cut class or come late to class without a pass.
- No cheating, copying, or plagiarism!
- No bullying or discrimination.
- No drugs or smoking.
- Ninth graders are not allowed out for lunch.
- No one can leave school before period 4.
- No hats in class.



What are some important school rules?

- Sign in at the attendance office if you are late to school!
- If you are absent, your parent MUST call the attendance office (516) 992-1312 or -1354 AND you must bring a doctor's note or parent note to school
- Late to class? Bring a pass!



What are some important school rules?

- Sophomores (10th grade), Juniors (11th grade) and Seniors (12th grade) CAN go out for lunch between periods 4 and 9.



What are some important school rules?

- RESPECT EVERYONE!!!



Pet Peeves of Ms. G & Ms. A!

- Feet on chairs or desks
- Sitting on desks or tables
- Writing on desks or tables
- Coming late to class
- Big drinks or food in class
- Dirty classroom
- Not saying hello
- Fighting or teasing
- Tapping nails or pens!!
- Headphones/phones/charging without permission.
- Students touching others' belongings.



Things that make us HAPPY!

- Clean classroom
- Nice and respectful students
- Coming on time and being ready for class
- Quiet studying
- Hard work
- Water



What are your RIGHTS?

Testing Accommodations: All tests & quizzes



For all classes, tests, and quizzes, you may use:

- Word-to-word **bilingual dictionary***
- Content area **glossary***
- Bilingual electronic **translator***
- **Double time****



**It is YOUR responsibility to have these with you. You may NOT use a cell phone or other mobile device during testing!*

***It is YOUR responsibility to tell your teacher you need extra time.*

What are your RIGHTS?

Testing Accommodations: NYS exams



In addition, for all New York State examinations, you may:

- Use a **separate testing room** than your regular class
- Have a **copy of the Regents In English and In YOUR language**, if available (Chinese, Haitian-Creole, Korean, Russian, Spanish for Algebra, Global History, US History, Earth Science, Living Environment)
- Have an **oral translator** for languages like: Urdu, Punjabi, Arabic
- Write the short answer and essay questions in **YOUR language**



Example Dialog:

- Ms. G: *(smiling)* Ok, class, today we are going to...
- Alfonso: *(comes to the door late with a hat, smiling, drink in his hand and walks in slowly)* Hi.
- Ms. G: *(not smiling any more)* You're late!
- Alfonso: I know.
- Ms. G: Why are you late?
- Alfonso: I went out for lunch.
- Ms. G: That's not an excuse. Don't you think you should apologize?
- Alfonso: Um, yeah, sorry.
- Ms. G: If you are late two more times, you will have detention. Now, sit down and stop wasting my time.
- Alfonso: *(walks to his seat)* Ok.



Dialog Requirements:



- Your dialog may have more than two people (you can borrow people from other groups when performing if necessary).
- Your dialog must have at least ten lines of speech.
- You **MUST** perform your dialog in front of the class.
- Speak clearly during your dialog.
- You will get extra points for "props" or costumes.

Group Members _____

Date _____

INFORMATION FOR NEW STUDENTS WEBQUEST

1. Write the URL for the BMCHSD Information for New Students Web site:
2. What should I do if I am late for school in the morning or absent from school?
3. What should I do if I am sick and want to go home early?
4. Who can give me a "late pass"?
5. What should I do if I miss my bus at 2:41?
6. What should I do if I have a problem with my hallway locker?
7. What should I do if I forget my computer password?
8. Where are the student bathrooms?
9. Explain how and where I can print a document in color.
10. What is my MAMS email address?
11. What should I do if I can't understand the classwork or homework?
12. Who do I talk to about problems with my schedule?
13. What is the percentage you need to pass a class?

14. How many report cards will I get during the year?

15. If I have a personal problem, who can I talk to?

16. What do I do if I want to join a sport?

17. What technology can I use for translating words during a test?

18. What do I do if I don't have enough money for lunch every day?

19. I miss my country's food so much...Where can I find ethnic restaurants close to Merrick?

BONUS: What do I do if someone at school asks if I'm an American citizen?

Name _____

Date _____

CALHOUN ENL WEBQUEST

1. Write the URL for the Calhoun ENL Web site:
 2. How much time do I have to complete a writing assignment? How many drafts do I have to write?
 3. I saw the marks **p, c** on a line in my first essay draft. What correction should I make to that part of the line in the second draft?
 4. How long is a marking period? How many report cards will I receive during one school year?
 5. I failed Physical Education class last June. When can I take it again?
 6. What is my next homework assignment, and when is it due?
 7. My birthday is on January 18th. Can I plan a party in the cafeteria on that day?
 8. Can I get extra points if I submit a beautiful title page with my paper in MLA format?
 9. In your essay, you used information from the book *Divergent* by Veronica Roth. You quoted some lines from pages 5-7 in Chapter 1, and you know that the book was published by HarperCollins in Chicago, 2011. Write the full citation below in MLA format.
 10. What website do I log into if I want to view my grades before the marking period ends?
 11. What does SAT stand for? What is it used for? Is it going to affect my grades in any subject?
 12. What Social Studies classes do I need to pass to graduate?
 13. Write three testing accommodations you have as an English Language Learner (or Former ELL).
 14. What happens if I turn in my grammar homework two days late?
 15. I applied for an internship last week and I am waiting for a call about an interview today. If I see the call coming in during ENL class, what should I do?
 16. Why do we have an International Luncheon every year? What do we celebrate on this day?
 17. Where on the website can I learn how to carve a pumpkin?
 18. If I got 60% on a quiz, but I corrected my mistakes and gave it back to my ENL teacher, what will my final score for that quiz be?
 19. When are the two English Regents exams this January? Write the dates and times.
 20. When does the International Buddy Club meet, and who can join?
- BONUS: What is the annual "Among Us" conference? How can we participate in this event?

Name _____

Date _____

English as a New Language - RULES TEST 1

Directions: Write the letter of the correct answer next to the numbers below. (1pt each)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

Total: _____ / 27 = _____ %

25. Continue writing the alphabet in English, in order, here (3 pts):

A, B, C, ...

1. According to the *Bellmore-Merrick CHSD Code of Conduct*, when can you use your cellular phone in school?
 - a. only when my mom texts me
 - b. only in the bathrooms or hallways between classes
 - c. only when teachers aren't looking
 - d. only when teachers say it's ok

2. Who can't go out for lunch?
 - a. seniors only
 - b. juniors only
 - c. freshmen only
 - d. sophomores only

3. What should you do if you're late to class?
 - a. come in to class laughing with your hat on and a Dunkin' Donuts coffee in your hand
 - b. bring a late pass signed by someone you just saw in the hallway
 - c. tell the main office
 - d. apologize and bring a late pass

4. What should you do if you oversleep at home?
 - a. sign in at the attendance office when you arrive and get a late pass
 - b. sign in at the main office when you arrive and get a late pass
 - c. tell your parents to hurry up and drive you to school
 - d. call the bus company and tell them to swing by again to get you

5. What is required to be "prepared" for Ms. G's class?
 - a. strolling slowly to get your notebook after the bell has rung
 - b. butt in your seat with only your notebook/binder, a pen/pencil and maybe water on your desk
 - c. ESL notebook and homework for other classes on your desk
 - d. butt in your seat with a pen/pencil and your headphones on

6. What can you eat or drink in Ms. G's class?
 - a. fries from SuperFry only
 - b. giant half-lemonade/half-iced tea only
 - c. cafeteria cookies only
 - d. water or G2 only

7. How many late buses are there at 3:30?
 - a. one
 - b. two
 - c. three
 - d. zero

8. What times do the late buses leave?
 - a. 2:15pm and 3:30pm

- b. 3:30pm and 6pm
- c. 3:30pm and 4:45pm
- d. 3:30pm and 5pm

9. How much time do you get to take a test?
- a. half the amount of time as a native speaker of English
 - b. three times the amount of time as a native speaker of English
 - c. one and a half times the amount of time as a native speaker of English
 - d. at least twice the amount of time as a native speaker of English as long as I am working productively

10. What accommodations can you use while taking a test?
- a. my friend's paper so I can copy
 - b. an English dictionary
 - c. a bilingual dictionary and English glossary
 - d. a bilingual dictionary and content-specific glossary

11. Where should you complete your "extra time" for tests and quizzes?
- a. in the testing room during my lunch or free period
 - b. in Ms. G's room during her extra help
 - c. with my teacher during my teacher's extra help
 - d. any of the above

12. Who should you talk to if you are not sure when you will graduate?
- a. anyone who will listen
 - b. Ms. G
 - c. your guidance counselor
 - d. Mr. Gomez

13. What should you do if you don't have a calculator at home?
- a. steal one from another student
 - b. borrow one for the year from the library
 - c. borrow one every day in class and pray you never get homework
 - d. cry

14. Who can you go to if you need extra help during your free or lunch period?
- a. your mommy
 - b. Ms. G or your classroom teacher
 - c. your classroom teacher, any teacher of that subject or Ms. G
 - d. Ms. Hollings

15. Who should you talk to first about graduation requirements and college applications?
- a. your guidance counselor
 - b. Ms. G
 - c. Mr. Gomez
 - d. Ms. Hollings

16. Who should you talk to if you have a problem at home?

- a. Ms. G
- b. your guidance counselor
- c. the school social worker
- d. any or all of the above

17. Where should you go to get your ID/password for the computer if you forgot it?

- a. home
- b. to the bus
- c. to room 204
- d. to Ms. G's room

18. How can you access your school e-mail?

- a. by using the school computer only
- b. by using the computers in the computer lab only
- c. by using any computer in the world
- d. by using the computer in your house only

19. How can you find the ENL web site?

- a. bookmark it for easy retrieval
- b. ask a friend in the ENL class
- c. by searching for "Departments" on the Calhoun home page
- d. any or all of the above

20. Where are the bathrooms that students can use?

- a. in the locker rooms, by the cafeteria, across from the ENL room and under the one across from the ENL room, and in the nurse's office
- b. in the locker rooms, by the cafeteria, and across from the ENL room
- c. in the locker rooms, across from the ENL room and under the one across from the ENL room, and in the nurse's office
- d. in the locker rooms only

21. What number is the ENL room?

- a. 233
- b. 235
- c. 253
- d. 225

22. When can you enter the ENL room?

- a. only during my scheduled ENL period or to pick up a test or dictionary
- b. any time I'm free
- c. when I want to chat it up with Ms. G and my other friends because I think I'm being cute
- d. during my lunch period

23. Who should you talk to if you forgot your hallway locker combination?

- a. your brother or sister
- b. the secretary by the window in the main office
- c. the secretary by the window in the attendance office

d. the secretary in the guidance office

24. When should you complete "extra time" for tests and quizzes?

a. as soon as humanly possible during my next lunch or free period, then after/before school

b. whenever I want

c. after I go home and study more

d. none of the above

ANSWER KEY

English as a New Language - RULES TEST 1

Directions: Write the letter of the correct answer next to the numbers below. (1pt each)

1. D

2. C

3. D

4. A

5. B

6. D

7. B

8. D

9. D

10. D

11. D

12. C

13. B

14. C

15. A

16. D

17. C

18. C

19. D

20. A

21. B

22. A

23. C

24. A

25. A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Name _____

Date _____

English as a New Language - RULES TEST 2

Directions: Write the letter of the correct answer next to the numbers below. (1pt each)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

Total: _____/27 = _____ %

25. Continue writing the alphabet in English, in order, here (3 pts):

A, B, C, ...

1. Who should you talk to if you forgot your hallway locker combination?
 - a. your brother or sister
 - b. the secretary by the window in the main office
 - c. the secretary by the window in the attendance office
 - d. the secretary in the guidance office

2. When should you complete "extra time" for tests and quizzes?
 - a. as soon as humanly possible during my next lunch or free period, then after/before school
 - b. whenever I want
 - c. after I go home and study more
 - d. none of the above

3. What should you do if you oversleep at home?
 - a. sign in at the attendance office when you arrive and get a late pass
 - b. sign in at the main office when you arrive and get a late pass
 - c. tell your parents to hurry up and drive you to school
 - d. call the bus company and tell them to swing by again to get you

4. What is required to be "prepared" for Ms. G's class?
 - a. strolling slowly to get your notebook after the bell has rung
 - b. butt in your seat with only your notebook/binder, a pen/pencil and maybe water on your desk
 - c. ESL notebook and homework for other classes on your desk
 - d. butt in your seat with a pen/pencil and your headphones on

5. How many late buses are there at 3:30?
 - a. one
 - b. two
 - c. three
 - d. zero

6. What can you eat or drink in Ms. G's class?
 - a. fries from SuperFry only
 - b. giant half-lemonade/half-iced tea only
 - c. cafeteria cookies only
 - d. water or G2 only

7. What times do the late buses leave?
 - a. 2:15pm and 3:30pm
 - b. 3:30pm and 6pm
 - c. 3:30pm and 4:45pm
 - d. 3:30pm and 5pm

8. How much time do you get to take a test?
 - a. half the amount of time as a native speaker of English
 - b. three times the amount of time as a native speaker of English
 - c. one and a half times the amount of time as a native speaker of English
 - d. at least twice the amount of time as a native speaker of English as long as I am working productively

9. What accommodations can you use while taking a test?

- a. my friend's paper so I can copy
- b. an English dictionary
- c. a bilingual dictionary and English glossary
- d. a bilingual dictionary and content-specific glossary

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- b. in Ms. G's room during her extra help
- c. with my teacher during my teacher's extra help
- d. any of the above

11. Who should you talk to if you are not sure when you will graduate?

- a. anyone who will listen
- b. Ms. G
- c. your guidance counselor
- d. Mr. Gomez

12. What should you do if you don't have a calculator at home?

- a. steal one from another student
- b. borrow one for the year from the library
- c. borrow one every day in class and pray you never get homework
- d. cry

13. Who can you go to if you need extra help during your free or lunch period?

- a. your mommy
- b. Ms. G or your classroom teacher
- c. your classroom teacher, any teacher of that subject or Ms. G
- d. Ms. Hollings

14. Where are the bathrooms that students can use?

- a. in the locker rooms, by the cafeteria, across from the ENL room and under the one across from the ENL room, and in the nurse's office
- b. in the locker rooms, by the cafeteria, and across from the ENL room
- c. in the locker rooms, across from the ENL room and under the one across from the ENL room, and in the nurse's office
- d. in the locker rooms only

15. According to the *Bellmore-Merrick CHSD Code of Conduct*, when can you use your cellular phone in school?

- a. only when my mom texts me
- b. only in the bathrooms or hallways between classes
- c. only when teachers aren't looking
- d. only when teachers say it's ok

16. Who can't go out for lunch?

- a. seniors only
- b. juniors only
- c. freshmen only
- d. sophomores only

17. What should you do if you're late to class?

- a. come in to class laughing with your hat on and a Dunkin' Donuts coffee in your hand

- b. bring a late pass signed by someone you just saw in the hallway
- c. tell the main office
- d. apologize and bring a late pass

18. Who should you talk to first about graduation requirements and college applications?

- a. your guidance counselor
- b. Ms. G
- c. Mr. Gomez
- d. Ms. Hollings

19. Who should you talk to if you have a problem at home?

- a. Ms. G
- b. your guidance counselor
- c. the school social worker
- d. any or all of the above

20. Where should you go to get your ID/password for the computer if you forgot it?

- a. home
- b. to the bus
- c. to room 204
- d. to Ms. G's room

21. What number is the ENL room?

- a. 233
- b. 235
- c. 253
- d. 225

22. When can you enter the ENL room?

- a. only during my scheduled ENL period or to pick up a test or dictionary
- b. any time I'm free
- c. when I want to chat it up with Ms. G and my other friends because I think I'm being cute
- d. during my lunch period

23. How can you access your school e-mail?

- a. by using the school computer only
- b. by using the computers in the computer lab only
- c. by using any computer in the world
- d. by using the computer in your house only

24. How can you find the ENL web site?

- a. bookmark it for easy retrieval
- b. ask a friend in the ENL class who knows
- c. by searching for "Departments" on the Calhoun home page
- d. any or all of the above

ANSWER KEY

English as a New Language - RULES TEST 2

Directions: Write the letter of the correct answer next to the numbers below. (1pt each)

1. c

2. a

3. a

4. b

5. b

6. d

7. d

8. d

9. d

10. d

11. c

12. b

13. c

14. a

15. d

16. c

17. d

18. a

19. d

20. c

21. b

22. a

23. c

24. d

25. A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Nombre _____

Fecha _____

Inglés como un Idioma Nuevo - Exámen de reglas 1

Instrucciones: Escriba la letra de la respuesta correcta a la par de los siguientes números abajos

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

Total: _____/27 = _____ %

25. Continúe escribiendo el alfabeto **en inglés**, en orden, aquí (3pts):

A, B, C, ...

1. ¿Según el código de conducta de Bellmore-Merick CHSD, cuando puede utilizar el teléfono celular en la escuela?

- a. Sólo cuando mi mami me escribe
- b. Sólo en los baños o los pasios entre las clases
- c. Sólo cuando los profesores no están viendo
- d. Sólo cuando los profesores dicen que esta bien

2. ¿Quién no puede ir afuera en recreo?

- a. Sólo seniors (12th)
- b. Sólo juniors (11th)
- c. Sólo freshmen (9th)
- d. Solo sophomores (10th)

3. ¿Qué debería hacer si esta tarde para ir a clases?

- a. Entrar a la clase riéndose con su gorra puesta y con un café de Dunkin' Donuts en la mano
- b. Traer un pase firmado por alguien que vio en el pasio
- c. Decirle a la oficina principal
- d. Disculparse en traer un pase que llegó tarde

4. ¿Qué haría si se quedara dormido en la casa?

- a. Firmar en la oficina de asistencia cuando llegue a la escuela, y agarrar un pase porque llegó tarde
- b. Firmar en la oficina principal cuando llegue a la escuela, y agarrar un pase porque llegó tarde
- c. Decirle a sus padres que se apuren y que lo lleven a la escuela
- d. Llamar a la compañía de buses y decirle que se regrese a traerlo

5. ¿Cuáles son las cosas que son requeridas para estar "preparado/a" en la clase de la sra. G.?

- a. Ir caminando lentamente a agarrar el cuaderno después que la campana aiga tocado
- b. Estar sentado en su pupitre con sólo su cuaderno/folder, una pluma/lápiz y talvez una botella con agua en su pupitre
- c. El cuaderno de ESL y tarea de otra clase en su pupitre
- d. Trasero en su pupitre con una pluma/lápiz y sus audífonos encendidos.

6. ¿Qué puede comer o tomar en la clase de la sra. G.?

- a. Sólo con papas de SuperFry
- b. Sólo una gigante bebida mitad limonada/mitad te helado
- c. Sólo galletas de la cafetería
- d. Sólo agua o G2

7. ¿Cuántos buses ay alas 3:30?

- a. Uno
- b. Dos
- c. Tres
- d. Cero

8. ¿A qué hora salen los buses en la tarde.

- a. 2:15pm y 3:30pm

- b. 3:30pm y 6pm
- c. 3:30pm y 4:45pm
- d. 3:30pm y 5pm

9. ¿Cuanto tiempo puede tomar para un examen?

- a. Doble de tiempo de un nativo que habla inglés
- b. 3 veces de tiempo de un nativo que habla inglés
- c. Uno y la mitad de tiempo de un nativo que habla inglés
- d. Por lo menos dos veces de tiempo de un nativo que habla inglés

10. ¿Que comodidades puede usar cuando esta tomando un examen?

- a. El papel de mi hermano para copiar
- b. Un diccionario de inglés
- c. Un diccionario bilingüe y un glosario de inglés
- d. Un diccionario bilingüe y un glosario de contenido específico

11. ¿Donde debería completar su "tiempo extra" de exámenes y pruebas?

- a. En el salón de exámenes durante mi recreo o periodo libre
- b. En el salón de la sra. G, durante la ayuda extra de ella
- c. Con mi profesora durante la ayuda extra de ella
- d. Cualquiera de las anteriores

12. ¿Con quien debería de hablar si no esta seguro cuando se gradúa?

- a. Cualquiera que lo escucharía
- b. La sra. G
- c. Con su consejero
- d. El sr. Gómez

13. ¿Que debería hacer si no tiene una calculadora en la casa?

- a. Robarse una del compañero
- b. Pedir prestado una por una año en la librería
- c. Pedir prestada una todos los días en la clase y rogar que nunca le dejen tarea
- d. Llorar

14. ¿Con quien puede ir a ayuda extra durante tiempo libre o el periodó de recreo?

- a. Su mami
- b. La profesor G, o sus profesores
- c. su maestro, cualquier maestro de ese tema o la Sra. G
- d. Sra. Hollings

15. ¿Con quien debería de hablar primero acerca de los requerimientos para su graduación y aplicaciones para las universidades?

- a. Su consejero
- b. Sra. G

- c. Sr. Gómez
- d. Sra. Hollings

16. ¿Con quien debería hablar si tiene un problema en la casa?

- a. Sra. G
- b. Su consejero
- b. El trabajador social de la escuela
- d. Cualquiera de las anteriores

17. ¿Adonde debería ir a tomar su identificación o contraseña si la olvido?

- a. A su casa
- b. Al bus
- c. Al cuarto 204
- d. A la clase de Ms. G

18. ¿Como puede acceder a su correo electrónico de la escuela?

- a. Sólo utilizando las computadoras de la escuela
- b. Sólo utilizando las computadoras en el laboratorio de computación
- c. Utilizando cualquier computadora el mundo
- d. Sólo utilizando la computadora de su casa

19. ¿Como puede encontrar el sitio web de ENL?

- a. registrarla para su fácil recuperación
- b. Preguntarle algún amigos en la clase de ENL
- c. Buscando por "Departments" en la página de inicio de Calhoun
- d. Cualquier o todas de las anteriores

20. ¿Adonde están los baños que los estudiantes pueden utilizar?

- a. En los vestuarios, por la cafetería, enfrente de la clase de ENL y debajo de el que esta enfrente de la clase de ENL y en la oficina de la enfermera
- b. En los vestuarios, por la cafetería, enfrente de la clase de ENL
- c. En los vestuarios, enfrente de la clase de ENL y debajo de el que esta frente de la clase de ENL y en la oficina de la enfermera
- d. Sólo en los vestuarios

21. ¿Que número es la clase de ENL?

- a. 233
- b. 235
- c. 253
- d. 225

22. ¿Cuándo puede entrar a la clase de ENL?

- a. Sólo durante mi periodo ENL o para recoger una prueba o diccionario
- b. Cualquier tiempo que tenga libre
- c. Cuando quiero hablar con la Sra. G y mis otros amigos porque creo que estoy siendo lindo/a
- d. Durante mi recreo

23. ¿Con quién hablaría si se le olvidó la combinación de su armario en el pasio?

- a. Su hermana o hermano
- b. La secretaria que está por la ventana en la oficina principal
- c. La secretaria que está por la ventana en la oficina de asistencia
- d. La secretaria de oficina de orientación

24. ¿Cuándo debería completar su "tiempo extra" para sus exámenes y pruebas?

- a. Tan pronto como sea humanamente posible durante mi próximo recreo o tiempo libre, si no después/antes de la escuela
- b. Cuando yo quiera
- c. Después que valla a la casa y estudie más
- d. Ninguna de las anteriores

ANSWER KEY

English as a New Language - RULES TEST 1 (Spanish)

Directions: Write the letter of the correct answer next to the numbers below. (1pt each)

1. D

2. C

3. D

4. A

5. B

6. C

7. B

8. D

9. D

10. D

11. D

12. C

13. B

14. C

15. A

16. D

17. C

18. C

19. D

20. A

21. B

22. A

23. C

24. A

25. A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Name _____

Extra Help Verification Sheet



Teacher	Subject	Extra Help Schedule

Dear Teachers, please sign to verify that the above-named student attended your extra help session. THANK YOU FOR YOUR COOPERATION! (Extra Help is required and counts as 10% of ENL grade per quarter).

	Date	Subject	Teacher Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

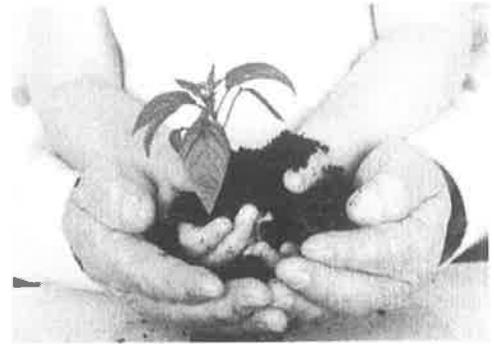
EXTRA CREDIT

	Date	Subject	Teacher Signature
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

Name: _____

Date: _____

VIDEO LEGACY PROJECT



Overview: At one time in the past, you were a new student at Calhoun High School. You needed support, and people helped you. Now, it's your turn to help other new students!

A *legacy* is something a person creates and hopes to be remembered for after they are gone. In this project, you will make videos for future students to help them become better students and adjust to school life in the United States and Calhoun.

Requirements:

You must create:

1. A **script** that will explain how to be successful in one aspect of school life.
2. A **video**, recorded and edited, to be posted on the Calhoun ENL website.

Possible Topics:

1. How to do research
2. How to organize your binders and materials for class
- 3.
- 4.
- 5.
- 6.

Guidelines:

1. Brainstorm
2. Write a script
3. Edit your script
4. Practice your script in order to speak fluently
5. Record your video
6. Edit your video

Name: _____
Ms. Angeles/Ms. Glick

Date: _____
ENL

Video Legacy Project

Overview: Everyone in this class has experienced what it is like to be new to a country. Although our experiences may greatly differ, one consistent theme is the longing for some support system that would help with the adjustment. The purpose of this project is to provide for that need.

By definition, a *legacy* is something handed down by a predecessor (a person who came before another). Consider this project a legacy that you are leaving behind to those who will come years after you have long graduated...students who, just like you, need some help in transitioning into this new country and way of life.

Requirements:

By the completion of this project, you and your group will prepare both a:

1. Script that will discuss, in detail, how to be successful in a specific aspect of being a student in Calhoun High School.
2. Video Presentation, recorded and edited, to be posted on the Calhoun ENL website.

Possible Topics:

1. Writing an Essay
2. Tips for Taking a Test
3. The Regents Exams
4. The NYSESLAT
5. Study Skills for Success
6. Testing Accommodations

Guidelines:

1. Brainstorm ideas on what is essential to know about the topic you chose.
2. Write a script that follows a "How To..." guide format. Your script must use language that is easy to understand for students who are at the Intermediate level of English Proficiency.
3. Make revisions on your script based on suggestions given by the teacher.
4. Practice reading your script out loud. Memorize the lines or create cue cards so that you can look at the camera while you are reading your lines.
5. Record your video and make the necessary edits.

Example Script for Video Legacy Project: "How to Do Research"

(Everyone) Hi, my name is _____ and I'm from _____.

(Cesy) Today, we are going to show you how to **do research** because we want you to be prepared for high school and college.

(Umar) The purpose of research is to **locate and read specific and important information to see different points of view in order to learn more about a topic.**

(Omar) There are many steps.

(Francisco) Step 1: Look for information.

(Hifza) Step 2: Read the information and make sure it is credible. This means that the source is written by an expert. At Calhoun, we have library databases where you can find lots of credible information.

(Kim) Step 3: Annotate and highlight the parts you think are important to use in your research.

(Omar) Step 4: Make an outline to organize your thesis and evidence.

(Arianny) Step 5: Start writing. Make sure to put your opinion and support it with examples.

(Umar) Step 6: Explain your examples and include in-text citations with the author's name or title.

(Cesy) Step 7: Edit your paper and fix your mistakes.

(Sam) Step 8: Create a works Cited page.

(Francisco) Step 9: Give your paper to your teacher.

(Kim) If you didn't know about research, now you know.

(Arianny) We hope this video was helpful.

(Hifza) If you like this video, don't forget to give us a "like" and leave your comments below.

Name _____

Date _____

ACADEMIC VOCAB LIST 1 (A)

abstract	(ADJ) theoretical; existing only in the mind (opposite of concrete)
according	(V) as reported or stated by
acronym	(N) a word made from the first letter of each word (ENL = English as a New Language)
address	(V) to make a formal speech
alter	(V) to change
analogy	(N) a comparison
analysis	(N) a detailed examination of the structure of something
annotate	(V) to add brief notes to a text, diagram, or graph
anticipate	(V) to expect beforehand or make a prediction about
approximate	(ADJ) estimated to be close to or similar
articulate	(V) to speak clearly and expressively OR (ADJ) able to speak clearly and expressively
aspects	(N) characteristics or parts
assert	(V) to say firmly or declare

Name _____

Date _____

ACADEMIC VOCAB LIST 1 (A) - QUIZ

I. Directions: Match the word in the box with its correct definition.

articulate	according	analogy	
abstract	assert	anticipate	aspects
annotate	alter	address	
	analysis	acronym	approximate

- _____ (N) a comparison
- _____ (V) to add brief notes to a text, diagram, or graph
- _____ (N) a detailed examination of the structure of something
- _____ (ADJ) theoretical; existing only in the mind (opposite of concrete)
- _____ (V) to say firmly or declare
- _____ (V) to speak clearly and expressively OR (ADJ) able to speak clearly and expressively
- _____ (V) as reported or stated by
- _____ (V) to make a formal speech
- _____ (V) to expect beforehand or make a prediction about
- _____ (ADJ) estimated to be close to or similar
- _____ (V) to change
- _____ (N) characteristics or parts
- _____ (N) a word made from the first letter of each word (ENL = English as a New Language)

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. _____ to the weatherman, it is going to snow tomorrow.
2. AIDS is an _____ that means Auto Immune Deficiency Syndrome.
3. The students in the cafeteria _____ that they saw one student bullying another student during lunch. They are telling the principal right now!
4. When we boil water, we _____ its state from a liquid to a gas.
5. When you do research, you should try to examine all _____ of a topic before you declare a final opinion.
6. When you do an _____ of the data you collect in an experiment, you can make a solid conclusion.
7. "Life is like a novel" is an _____ that compares life to a book, meaning that in life, you are the author and every day you create your own story.
8. When we read, we often _____ by highlighting or making notes in the margins so we can understand better or remember the main ideas and questions we have about the text.
9. In the President's _____ to the people of the United States, he spoke about our need for peace in the world.
10. Love is an _____ concept that we cannot see, hear, or hold in our hands.
11. When we do an experiment, first we guess what will happen in order to _____ the results of the data we will collect to see if we are correct.
12. When you give a speech, it is important to _____ so that people can understand clearly what you are trying to say.
13. The teacher wasn't sure yet, but she guessed that the _____ number of students going on the end-of-year trip would be around 25.

Name _____

Date _____

ACADEMIC VOCAB LIST 2 (A)

assess	(V) evaluate
associate	(V) connect
assume	(V) to suppose to be true
assumption	(N) a belief or statement supposed to be true
authentic	(ADJ) genuine and true, not fake
caption	(N) a title or short description of a picture
characteristic	(N) an identifying feature or distinguishing quality
characterize	(V) describe someone by their noticeable qualities or features
citation	(N) words or lines taken from a source and credit given to the author
cite	(V) to write words or lines from a source and tell their origin
claim	(N) a statement of something being true to someone; an argument; a thesis
clarify	(V) to make clear
class	(N) a group in education or society

Name _____

Date _____

ACADEMIC VOCAB LIST 2 (A) - QUIZ

I. Directions: Match the word in the box with its correct definition.

assumption	class	clarify	
authentic	claim	associate	assume
caption	assess	citation	
assess	cite	characteristic	characterize

- _____ (V) to describe someone by their noticeable qualities or features
- _____ (V) to make clear
- _____ (N) a statement of something being true to someone; an argument; a thesis
- _____ (ADJ) genuine and true, not fake
- _____ (N) an identifying feature or distinguishing quality
- _____ (V) evaluate
- _____ (V) to write words or lines from a source and tell their origin
- _____ (V) to suppose to be true
- _____ (N) a title or short description of a picture
- _____ (N) a group in education or society
- _____ (V) connect
- _____ (N) words or lines taken from a source and credit given to the author
- _____ (N) a belief or statement supposed to be true

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. A necessary _____ of the personality of a female firefighter is that she must be brave enough to fight both fires and stereotypes.
2. When you learn a new word, you have to repeat it many times before you directly _____ the sound with the meaning.
3. The woman didn't think the diamond was real, but when she examined it closely, she found that it was indeed _____.
4. Great plains, tall mountains, large forests and lakes and several long rivers are the features which _____ the geography of the United States of America.
5. The student made the _____ that there would be no school that morning because it had snowed a lot, and after listening to the news, he found out that he was correct.
6. The professor gave many examples in order to _____ the information for the students so they could understand better.
7. In the original caste system of India, each social _____ was strictly separated by economic status, and there was no opportunity to change your situation during that life.
8. The _____ under the photograph described what the people were doing at the time the it was taken.
9. The _____ in parentheses after the quotation showed the author's name and page number of the original source.
10. The math test is the teacher's way to _____ what the students know and understand.
11. A _____ often expresses a strong opinion about a subject and gives at least three reasons for solid support.
12. If you see someone holding an umbrella, you can probably _____ it is going to rain.
13. When we _____ an article or text from a book, we are showing the reader that the information did not come from our own imagination.

Name _____

Date _____

ACADEMIC VOCAB LIST 3 (A)

coherent	(ADJ) logical, well-organized and clear
complement	(V) to add something to make it more attractive or complete
complete	(ADJ) total
composition	(N) the result of something combined, created, or written
conceive	(V) to think of; to form an idea or plan
concise	(ADJ) brief
concrete	(ADJ) factual, able to be seen and felt (not abstract)
confirm	(V) to state or show that something is true or correct
consistent	(ADJ) always happening in the same way
consistently	(ADV) always happening in the same way
constant	(ADJ) happening all the time or repeating
constitutes	(V) to be the parts that form something
consult	(V) to discuss or get information or advice

Name _____

Date _____

ACADEMIC VOCAB LIST 3 (A) - QUIZ

I. Directions: Match the word in the box with its correct definition.

complement	constant	conceive	coherent	concise	constitutes	concrete	consult	composition	confirm	consistently	complete
------------	----------	----------	----------	---------	-------------	----------	---------	-------------	---------	--------------	----------

- _____ (V) to state or show that something is true or correct
- _____ (ADJ) factual, able to be seen and felt (not abstract)
- _____ (ADJ) logical, well-organized and clear
- _____ (V) to think of; to form an idea or plan
- _____ (ADJ) always happening in the same way
- _____ (V) to add something to make it more attractive or complete
- _____ (V) to be the parts that form something
- _____ (N) the result of something combined, created, or written
- _____ (ADV) always happening in the same way
- _____ (ADJ) total
- _____ (ADJ) happening all the time or repeating
- _____ (V) to discuss or get information or advice
- _____ (ADJ) brief

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. It is difficult to guess the _____ of all the ingredients of a cake just by tasting it.
2. The farmers were very happy about the _____ rain that occurred that summer because it meant that their crops would grow well and not dry out.
3. No one has seen an alien, so only the imagination can _____ of what they might look like.
4. A woman's shoes and purse often _____ her dress when their colors match each other.
5. I don't understand any part of the way that credit cards actually work, so it is a _____ mystery to me.
6. When you summarize, you tell or write a _____ version of the original story.
7. Brian made a plan to meet Marsha at the movies Friday, so he called to _____ the meeting time, just to be sure.
8. Students are most comfortable in a class when the teacher is _____ and treats the students in the same way every day even if she is in a bad mood.
9. If you want to get a good grade on your English essay, you need to write well-organized, _____ paragraphs.
10. The sun rises _____ every morning because the earth rotates one time around every day.
11. When you write an essay or research paper, it is best to provide _____ evidence in the body paragraphs in order to make the reader agree with your opinion.
12. When you are not sure of what to do in a certain situation, sometimes you _____ a friend, teacher, or parent to hear their opinion to help you decide.
13. 70% is the amount of water that _____ planet Earth.

Name _____

Date _____

ACADEMIC VOCAB LIST 4 (A)

continuum	(N) a series of items where the first ones are similar and the last ones are different
contradict	(V) to speak against; to say the opposite
convert	(V) to change
convey	(V) to communicate or make known
correlate	(V) to associate or find a relationship between two things
correspond	(V) to be similar or the same as something else
credible	(ADJ) believable
criteria	(N) standards by which something is judged
critique	(N) criticism
crucial	(ADJ) extremely important
deduce	(V) to form a logical conclusion
depict	(V) to show
derive	(V) to form a conclusion based on evidence

Name _____

Date _____

ACADEMIC VOCAB LIST 4 (A) - QUIZ

I. Directions: Match the word in the box with its correct definition.

convert	derive	crucial	correspond
correlate	convey	contradict	
continuum	critique	criteria	depict
deduce	credible		

- _____ (V) to form a conclusion based on evidence
- _____ (V) to speak against; to say the opposite
- _____ (N) a series of items where the first ones are similar and the last ones are different
- _____ (V) to associate or find a relationship between two things
- _____ (V) to be similar or the same as something else
- _____ (V) to communicate or make known
- _____ (V) to change
- _____ (ADJ) believable
- _____ (N) standards by which something is judged
- _____ (N) criticism
- _____ (V) to form a logical conclusion
- _____ (V) to show
- _____ (ADJ) extremely important

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Politicians often _____ their ideas to the public by traveling and giving speeches on TV.
2. Between the years 700-1400, when Muslims were wealthy and powerful in Africa and the Middle East, many Christians would _____ to the religion of Islam.
3. Geologists found bowls and tools from ancient civilizations that _____ the inventions of the first people of Africa with the first people of the Americas.
4. Actors often use make-up to _____ characters to the audience that look different from how they look in their everyday lives.
5. Steam, ice, and water are three states of matter that _____ to one another because they are all made from the same molecules.
6. It was _____ that Patricia pass the class because if she didn't, she would have to repeat it again the following year and her mother would be very upset.
7. In the math problem, the teacher asked the students to _____ the amount of water in the glass by calculating its volume.
8. An article is considered _____ if the information is current, the author is an expert, and the information is accurate and reliable.
9. The _____ for a good friend is to be kind, caring, and helpful when you have a problem.
10. Over millions of years, the _____ of evolution of humans goes from mammals to apes and monkeys and then splits with chimpanzees.
11. The snow and freezing rain today directly _____ the weather forecast which says it is sunny.
12. In the newspaper, the _____ of the performance said that it was too long and not very interesting.
13. Based on the evidence, the police officers were able to _____ the conclusion that the man robbed the house because they found his fingerprints on the door and on the television that he stole.

Name _____

Date _____

ACADEMIC VOCAB LIST 5 (A)

detect	(V) to notice, find or discover
devise	(V) to think up, create, come up with
diction	(N) choice of words
differentiate	(V) to see or show the difference between things
dimension	(N) an aspect, size, extent, or measurement of something
diminish	(V) to make smaller or less
direct	(ADJ) with no one or nothing in between; straightforward
discipline	(N) controlled behavior to follow the rules
discriminate	(V) to treat someone differently based on a difference or judgment
distinguish	(V) to differentiate
domain	(N) area
elements	(N) parts or pieces
employ	(V) to use
equivalent	(ADJ) equal; the same as

Name _____

Date _____

ACADEMIC VOCAB LIST 5 (A) - QUIZ

detect	domain	elements	employ
devise	differentiate	distinguish	
equivalent	dimension	direct	discipline
diction	diminish	discriminate	

- _____ (V) to treat someone differently based on a difference or judgment
- _____ (V) to think up, create, come up with
- _____ (N) an aspect, size, extent, or measurement of something
- _____ (V) to notice, find or discover
- _____ (N) choice of words
- _____ (N) parts or pieces
- _____ (V) to use
- _____ (V) to see or show the difference between things
- _____ (N) controlled behavior to follow the rules
- _____ (V) to differentiate
- _____ (N) area
- _____ (ADJ) equal; the same as
- _____ (V) to make smaller or less
- _____ (ADJ) with no one or nothing in between; straightforward

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Dogs can _____ smells and sounds that humans cannot because their senses are more developed.
2. During the 1950's, black people like Rosa Parks were not allowed to sit in the same part of the bus as white people. Laws like that _____ against people that are different than the majority.
3. The man took the _____ route to the supermarket. He did not stop at any other place, and he only had to make one turn.
4. The boy wanted to _____ a plan to convince his parents to buy him a new phone.
5. Authors think a lot about their _____ because each word they select is important and will cause a particular reaction in the reader.
6. In Africa, lions, zebras, monkeys, and snakes all live in the same _____ of nature.
7. Oxygen and Hydrogen are two _____ that make up a water molecule.
8. Sailors _____ navigation tools to make sure they sail in the correct direction.
9. Two plus two is _____ to three plus one.
10. A line only has one _____, but a triangle has two and a pyramid has three.
11. The power of a king will _____ if the people organize a revolution against him.
12. To be a good soldier, you must have the _____ to wake up early every morning and strictly follow the directions of the officers.
13. In order to _____ or _____ between the various parts of the cell, we must think about the job that each part does.

Name _____

Date _____

ACADEMIC VOCAB LIST 6 (A)

establish	(V) to start or create
evaluate	(V) to examine and judge carefully
evident	(ADJ) clearly shown or obvious
exaggerate	(V) to describe something as larger or greater than it really is
excerpt	(N) part of a whole
exclude	(V) to omit; to leave out
exhibit	(V) to show
expository	(ADJ) providing factual information
extract	(V) to take out; to remove
figurative	(ADJ) not literal
figure	(N) number or statistic
footer	(N) small notes at the bottom of a page
foreshadow	(V) give clues in a story that suggest later events that can be predicted
form	(N) shape

Name _____

Date _____

ACADEMIC VOCAB LIST 6 (A) - QUIZ

exaggerate	figure	foreshadow	evident
	evaluate	excerpt	figurative
footer	expository	establish	form
	extract	exclude	exhibit

1. _____ (V) to start or create
2. _____ (V) to examine and judge carefully
3. _____ (ADJ) clearly shown or obvious
4. _____ (V) to describe something as larger or greater than it really is
5. _____ (N) part of a whole
6. _____ (V) to omit; to leave out
7. _____ (V) to show
8. _____ (ADJ) providing factual information
9. _____ (V) to take out; to remove
10. _____ (ADJ) not literal
11. _____ (N) number or statistic
12. _____ (N) small notes at the bottom of a page
13. _____ (V) give clues in a story that suggest later events that can be predicted
14. _____ (N) shape

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Judges need to _____ the different dancers in the competition to determine a winner.
2. An _____ essay is a piece of writing in which the author does not give an opinion but instead gives factual information to the reader.
3. Chefs _____ juice from fruits like lemons or oranges by squeezing them.
4. The shadow on the moon made by the sun is in the _____ of a crescent.
5. It was _____ that Jose really liked going to ENL class because he was always smiling when he entered the room.
6. People who have never visited the United States tend to _____ when they describe it as having streets paved with gold, as if once you move to the US, your dreams will automatically come true.
7. The English teacher gave the students a small _____ of the book to read during the class so they could finish reading it in time to answer the multiple choice questions.
8. "You are my sunshine," is an example of _____ language because a person cannot be the sun, but a person can bring brightness and happiness to another person just like the sun can.
9. Sometimes adults _____ children from the conversation when they don't want the children to hear what they are saying.
10. Thomas Jefferson, Benjamin Franklin and Alexander Hamilton are three important men in the history of the United States because they helped _____ the first laws of the country.
11. The purpose of museums is to _____ the best work of various artists to the audience of people that comes to see it.
12. The events in the beginning of the movie helped to _____ the ending because they gave hints as to what was likely to happen later.
13. The mathematicians analyzed the final _____ to make sure their calculations were correct.
14. Sometimes books have definitions of difficult words in the _____ so that readers do not have to stop reading and open a dictionary to understand the text.

Name _____

Date _____

ACADEMIC VOCAB LIST 7 (A)

former	(ADJ) previous
formulate	(V) to come up with an idea, plan, explanation, or theory
fragment	(N) piece or part of a whole
frame	(V) to form, create, or structure something
frequently	(ADJ) often
genre	(N) kind or type of writing (ex: novel, short story, poem)
graphic	(N) picture
header	(N) the top of the page above the title
imply	(V) to make a point without explicitly saying it
inclined	(ADJ) wanting to, tending to, likely to
incorporate	(V) to include something so that it forms part of something
indirect	(ADJ) not direct
infer	(V) to form a conclusion based on logic, prior knowledge or experience
influence	(N) the effect on someone/something

Name _____

Date _____

ACADEMIC VOCAB LIST 7 (A) - QUIZ

indirect	incorporate	former	frame
fragment	inclined	graphic	
imply	influence	header	infer
formulate	frequently	genre	

1. _____ (ADJ) previous
2. _____ (V) to come up with an idea, plan, explanation, or theory
3. _____ (N) piece or part of a whole
4. _____ (V) to form, create, or structure something
5. _____ (ADJ) often
6. _____ (N) kind or type of writing (ex: novel, short story, poem)
7. _____ (N) picture
8. _____ (N) the top of the page above the title
9. _____ (V) to make a point without explicitly saying it
10. _____ (ADJ) wanting to, tending to, likely to
11. _____ (V) to include something so that it forms part of something
12. _____ (ADJ) not direct
13. _____ (V) to form a conclusion based on logic, prior knowledge or experience
14. _____ (N) the effect on someone/something

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. The _____ president of the United States before Barack Obama was George W. Bush.
2. The administrators of Calhoun High School _____ freshmen, sophomores, juniors and seniors so that they can all study together in one school building.
3. "A piano" is only a _____ of a sentence because it is a subject, but we don't know what action is happening in the sentence until we add a verb.
4. The students worked hard to _____ an answer to the difficult question.
5. When the science teacher added the chemical to the liquid solution, it turned blue. Since they knew that the solution turned blue when there was sugar present, they could _____ that there was sugar in the liquid.
6. The _____ of the story *Romeo & Juliet* is a play.
7. The first government of the United States of America wanted to _____ an organized list of laws that would protect the people from the power of any president or king, so they created the Constitution.
8. Yoko _____ speaks to her father on the phone because she lives in the United States but her father lives in Japan and she misses him a lot.
9. Maria's favorite teacher had a big _____ on her because she was her teacher for two years during high school and she taught her many things.
10. A pie chart is a _____ that represents different parts that make up certain percentages of a whole.
11. Martha said she will be going out to dinner for her birthday. I'm pretty sure that she was trying to _____ that I was not invited.
12. When early humans started to grow crops on farms, they were _____ to stop traveling and live in one permanent place instead so they could continue to grow the food.
13. When you turn in an assignment to your teacher, you should include a _____ with your name, date, class, and teacher.
14. Bartholomew got sick because he drank from the same cup as his sister who was also sick. His contact with her was _____.

Name _____

Date _____

ACADEMIC VOCAB LIST 8 (A)

inquire	(V) to ask
intent	(N) strong interest, attention, determination of a person
intention	(N) a goal or aim of someone or something
interact	(V) to communicate, spend time with, or have an effect on
intermittent	(ADJ) occasional
invariably	(ADV) without fail
involve	(V) to make someone/something part of something
irony	(N) a situation that is the opposite of what is expected
irrelevant	(ADJ) not important or connected
isolate	(V) to separate
italics	(N) text that is slanted to the right
literal	(ADJ) having the basic and exact meaning of a word
logical	(ADJ) reasonable; expected

Name _____

Date _____

ACADEMIC VOCAB LIST 8 (A) - QUIZ

inquire	intermittent	invariably	irrelevant
intent	intention	isolate	
italics	logical	interact	irony
literal		involve	

1. _____ (ADJ) occasional
2. _____ (N) strong interest, attention, determination
3. _____ (N) text that is slanted to the right
4. _____ (V) to communicate, spend time with, or have an effect on
5. _____ (V) to ask
6. _____ (ADV) without fail
7. _____ (ADJ) reasonable; expected
8. _____ (ADJ) not important or connected
9. _____ (N) a situation that is the opposite of what is expected
10. _____ (V) to separate
11. _____ (N) a plan or aim of what you want to do
12. _____ (ADJ) having the basic and exact meaning of a word
13. _____ (V) to make someone/something part of something

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. When I need to get the _____ definition of a word, I need to check the dictionary.
2. Success in school cannot be obtained with _____ visits to teachers for extra help. You must study with your teachers more regularly.
3. The _____ thing to do when there is a reported accident ahead is to find an alternative route to reach your destination.
4. We could not deny the _____ in the situation when we found out that our teacher cheated on his exam to become certified as an educator.
5. The first thing detectives do when they try to solve a case is they eliminate evidence that is _____ to finding the murderer.
6. Mr. Alexander used hands-on activities in his classes so that the students could _____ better with one another and learn together.
7. Jean immediately approached the teacher to _____ about the homework because she had many questions that were not answered during class.
8. To show emphasis, Greg put his title in _____. This way, his readers could easily identify the main point of his essay.
9. Ms. Greene gave each student a part in the play in order to _____ all of them.
10. Antonio wrote a letter to the committee to express his _____ to run for a position in the student government.
11. The _____ of the Constitution is to protect the rights of everyone.
12. Because of her thorough research, all of Judy's decisions on company matters are _____ successful.
13. The hospital has a special section for newborns to _____ them from other patients who might make them sick.

Name _____

Date _____

ACADEMIC VOCAB LIST 9 (A)

metaphor	(N) a comparison of two unlike things by saying one thing "is" another thing
might	(V) may be (possible)
modify	(V) to change
monitor	(V) to watch or observe carefully
mood	(N) how the audience feels about a work/story
motivation	(N) inspiration
notation	(N) a system of graphic symbols other than writing
note	(V) to write something down briefly to help you remember it
notice	(N) an announcement of something going to happen
objective	(N) goal
oppose	(V) to go against
optional	(ADJ) not mandatory
origins	(N) where something comes from
pace	(N) speed

Name _____

Date _____

ACADEMIC VOCAB LIST 9 (A) - QUIZ

motivation	note	objective	oppose
origins	pace	optional	
notice	notation	mood	monitor
modify		might	metaphor

1. _____ (N) goal
2. _____ (V) to change
3. _____ (N) speed
4. _____ (N) an announcement of something going to happen
5. _____ (V) to go against
6. _____ (ADJ) not mandatory
7. _____ (N) inspiration
8. _____ (N) a system of graphic symbols other than writing
9. _____ (V) to write something down briefly to help you remember
10. _____ (N) where something comes from
11. _____ (N) how the audience feels about a work/story
12. _____ (V) to watch or observe carefully
13. _____ (N) a comparison of two unlike things by saying one thing "is" another thing
14. _____ (V) may be (possible)

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Her _____ for learning French was the desire to live in Paris one day.
2. Tomorrow, there is a 50% chance of rain, but for all we know, it _____ also be possibly sunny.
3. I always make a _____ in my planner to remember the homework.
4. Doing homework is required, but going to extra help is _____. We can choose to go whenever we feel like it.
5. To better understand the lunar calendar, the teacher challenged the students to research its _____ in order to find out who created it.
6. We need to _____ our answers in the history exam to get credit for test corrections.
7. Our _____ in studying English is to be able to communicate better in this country.
8. When we say school is our home, we are using a _____ by comparing two things that are different and saying they have something in common.
9. Proctors _____ students during exams to make sure nobody is cheating.
10. The _____ of the play "Romeo and Juliet" is very depressing because the audience usually cries after watching it.
11. Before quitting a job, you need to give two weeks _____ so that your employer can find a replacement before you leave.
12. To account for the new students who are learning English for the first time, the teacher changed the _____ of his lessons and went a bit slower.
13. Many people may _____ the idea of having school 10 months a year, but it is a popular idea in this school district.
14. We use scientific _____ in our AP Calculus class that people may not understand.

Name _____

Date _____

ACADEMIC VOCAB LIST 10 (A)

paraphrase	(V) to say the same thing with different words
perspective	(N) point of view
persuade	(V) convince; make someone believe what you believe
phrase	(N) part of a sentence that acts like a sentence
plagiarism	(N) copying someone else's work without giving them credit
plausible	(ADJ) conceivable; able to occur
portray	(V) show
preclude	(V) to prevent
prefix	(N) the beginning part of a word that changes or shows the root meaning
presume	(V) to assume or suppose
preview	(N) anything showing an idea or impression of something to come
previous	(ADJ) coming or occurring before something else
primary	(ADJ) first or most important
prior	(ADJ) before

Name _____

Date _____

ACADEMIC VOCAB LIST 10 (A) - QUIZ

perspective	phrase	plausible	preclude
presume	previous	prior	
primary	preview	prefix	portray
plagiarism	persuade	paraphrase	

1. _____ (V) to prevent
2. _____ (ADJ) first or most important
3. _____ (N) copying someone else's work without giving them credit
4. _____ (ADJ) conceivable; able to occur
5. _____ (V) show
6. _____ (N) anything showing an idea or impression of something to come
7. _____ (V) to say the same thing with different words
8. _____ (V) convince; make someone believe what you believe
9. _____ (V) to assume or suppose
10. _____ (ADJ) before
11. _____ (N) point of view
12. _____ (N) part of a sentence that acts like a sentence
13. _____ (N) the beginning part of a word that changes or shows the root meaning
14. _____ (ADJ) coming or occurring before something else

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Joy did a lot of research to correctly _____ her character's personality in the play.
2. The exam proctor constantly walked around the room to _____ cheating.
3. Each person's _____ about the event was different because they were different ages and from different countries.
4. Beatrice added the _____ "bi" to "lingual" in order to indicate that she knew how to read, write and speak in two languages.
5. They looked at the pictures of the book to get a _____ of the chapter's topic.
6. In his life, taking care of his family is Gary's _____ concern.
7. Even without knowing much about her, many people _____ that Ellie is rich because of her expensive car.
8. _____ to accepting the position of Chancellor, Dr. Garcia served as the District Superintendent for 10 years under the previous Chancellor.
9. Rose left her _____ job as it required her to be away from her family.
10. They all tried to _____ Nina to join them in their trip to Italy because she is the only one who knows how to speak Italian.
11. Shane was accused of _____ because he did not cite his sources by telling the name of the author of the article.
12. The team members held an emergency meeting to discuss _____ solutions to the problem.
13. The teacher used synonyms of words to _____ the question in order to make it easier to understand.
14. The _____, "On the other hand," signaled that the speaker was about to discuss the opposing point of view of the issue.

Name _____

Date _____

ACADEMIC VOCAB LIST 11 (A)

profile	(N) an outline, description, or impression
prompt	(N) a cue or question on a test that must be answered in writing
property	(N) something that is owned
propose	(V) to suggest
prose	(N) writing that is not poetry
rank	(V) to put something/someone in order of importance or quality
rare	(ADJ) something that is almost never seen or happens
rarely	(ADV) happening almost never
refer	(V) to mention or speak about something
reflect	(V) to think carefully and deeply about something
relate	(V) to show or make a connection between two or more things; to be connected with
relevant	(ADJ) closely connected and valuable piece of information
rephrase	(V) to say the same thing in a different way

Name _____

Date _____

ACADEMIC VOCAB LIST 11 (A) - QUIZ

rephrase	relate	refer	rare
prose	property	profile	
prompt	propose	rank	rarely
reflect		relevant	

1. _____ (V) to show or make a connection between two or more things; to be connected with
2. _____ (V) to suggest
3. _____ (V) to put something/someone in order of importance or quality
4. _____ (ADV) happening almost never
5. _____ (V) to say the same thing in a different way
6. _____ (V) to mention or speak about something
7. _____ (N) an outline, description, or impression
8. _____ (N) writing that is not poetry
9. _____ (ADJ) closely connected and valuable
10. _____ (N) something that is owned
11. _____ (ADJ) something that is almost never seen or almost never happens
12. _____ (N) a cue or question on a test that must be answered in writing
13. _____ (V) to think carefully and deeply about something

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. The student asked the teacher to _____ the question because she did not understand it.
2. My mom always _____ to my grandmother whenever she talks about recipes.
3. Ben found a _____ coin that was worth a fortune since it had not been made since the 1900s.
4. The _____ of the students in the graduating class is determined not only by grades but also by State exam scores.
5. Rico could _____ to Tony when he felt sad because he also lost his dog last year.
6. The _____ information found in the detailed map led to the discovery of the hidden treasure.
7. Everyone was surprised when Alex said something because he _____ spoke.
8. Joshua wrote his name on all his belongings before he went to camp so that everyone would recognize his _____.
9. His online _____ stated that he graduated from NYU with honors, but the employer still had to verify this information.
10. The _____ written on the board was not enough for Carol to begin writing her essay. She needed more guiding questions.
11. To increase your average in English, we _____ getting a private tutor.
12. Shakespeare's poetry in his book of sonnets cannot be compared to J.K. Rowling's _____ in "Harry Potter" because they are two very different writers from very different genres.
13. The students were asked to _____ on their experiences during the trip by writing a journal entry.

Name _____

Date _____

ACADEMIC VOCAB LIST 12 (A)

representative	(N) a person who acts or speaks for someone else
request	(V) ask for
require	(V) to need or depend on
requisite	(ADJ) necessary
restate	(V) to say again
reveal	(V) to uncover or show
scan	(V) to look over, OR to make a digital copy of something
sequence	(N) events, actions, numbers with a particular order
series	(N) several events that happen one after another
set	(N) a group of similar things that belong together in some way
signal	(V) or (N) an event, action, or fact that shows that something exists or is likely to happen
simile	(N) a comparison between two different things with similar characteristics using "like" or "as"
skim	(V) to read quickly to find the main points

Name _____

Date _____

ACADEMIC VOCAB LIST 12 (A) - QUIZ

representative	require	restate
sequence	signal	skim
simile	set	series
scan	request	requisite
reveal		

1. _____ (V) or (N) an event, action, or fact that shows that something exists or is likely to happen
2. _____ (ADJ) necessary
3. _____ (V) to uncover or show
4. _____ (N) several events that happen one after another
5. _____ (V) to ask for
6. _____ (N) a person who acts or speaks for someone else
7. _____ (V) to need or depend on
8. _____ (N) events, actions, numbers with a particular order
9. _____ (V) to read quickly
10. _____ (V) to say again
11. _____ (N) a comparison between two different things with similar characteristics using "like" or "as"
12. _____ (V) to look over, read quickly; OR to make a digital copy of something
13. _____ (N) a group of similar things that belong together in some way

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. In baseball, the _____ given by the catcher usually warns the pitcher that a player is about to steal second base.
2. You should file a formal _____ to change your classes because any other unofficial way will not be accepted.
3. A _____ from Harvard University was at the college fair to tell the seniors about the school's International Exchange Program.
4. A _____ of skills is required for a secretary's job: organizing, alphabetizing, typing, and communicating.
5. Everyone is excited to watch the show tonight because the writers will finally _____ if the main character dies or not.
6. American football _____ the use of protective equipment for their players so that they don't get hurt.
7. Although he already told the police, the witness was asked to _____ what he saw in order to confirm the defendant's alibi.
8. Gerry woke up late, missed his bus, and arrived to school during second period. This _____ of events led to him missing a quiz and getting detention at the end of the day.
9. As a backup, my father likes to _____ his receipts and save them in his computer.
10. A television _____ is composed of several episodes that build on one another to complete a story arc for several characters.
11. During an exam, it's always good practice to _____ the whole page before trying to answer anything.
12. "Your smile is like sunshine," is an example of a _____ which means the person's smile is very bright.
13. Passing high school math is _____ to taking College Algebra.

Name _____

Date _____

ACADEMIC VOCAB LIST 13 (A)

spatial	(ADJ) relating to space and position, size and shape
speculate	(V) to guess, make an opinion, consider, contemplate, theorize without knowing the facts
stance	(N) position or opinion
standard	(N) an acceptable level of quality
stanza	(N) a paragraph in a poem
state	(V) to say formally
structure	(N) the construction of something
style	(N) the way something is said or done
subjective	(ADJ) based on your own ideas and opinions
subsequent	(ADJ) following; coming after or later
succinct	(ADJ) brief and to the point
survey	(N) examination or investigation by asking questions or recording measurements
symbolize	(V) to represent something with a symbol

Name _____

Date _____

ACADEMIC VOCAB LIST 13 (A) - QUIZ

symbolize	survey	succinct	
subsequent	subjective	style	
structure	state	stanza	standard
stance	speculate	spatial	

1. _____ (V) to guess, make an opinion, consider, contemplate, theorize without knowing the facts
2. _____ (V) to say formally
3. _____ (N) position or opinion
4. _____ (ADJ) brief and to the point
5. _____ (N) the construction of something
6. _____ (N) examination or investigation by asking questions or recording measurements
7. _____ (ADJ) following; coming after or later
8. _____ (N) an acceptable level of quality
9. _____ (N) the way something is said or done
10. _____ (V) to represent something with a symbol
11. _____ (ADJ) based on your own ideas and opinions
12. _____ (N) a paragraph in a poem
13. _____ (ADJ) relating to space and position, size and shape

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Chris studied the _____ characteristics of his room to figure out if an extra sofa would fit.
2. The results of the student _____ indicated that 98% wanted a new basketball court.
3. An eagle is used as a _____ for the United States because it represents strength and clarity in vision.
4. Tim's unique writing _____ made his essay stand out.
5. The hotel employees have a very high _____ when it comes to serving their guests. They go out of their way to make everybody feel comfortable.
6. The first four lines of the _____ introduced the main conflict of the lyrics.
7. In court, you need to _____ your name before your testimony can be heard.
8. The investigators did not have any witnesses to interview, so they had to _____ what truly happened just by looking at the crime scene.
9. In order to pass the English Regents exam, you need to follow a specific writing _____ that includes evidence and analysis.
10. It took only a short time to read his summary of the novel as it was very _____ and focused on important details.
11. The senator's _____ against the death penalty was very strong.
12. Since she lied about what time she got home from the party, Ana had to face the _____ punishment her parents imposed on her.
13. The players complained about the coach's _____ choice of players because they thought he was playing favorites instead of using logical reasons.

Name _____

Date _____

ACADEMIC VOCAB LIST 14 (A)

synthesize	(V) to combine different ideas in order to create new understanding
thesis	(N) the sentence or group of sentences that directly expresses an author's opinion, purpose, meaning, or position
tone	(N) the attitude of the author in a piece of writing
trace	(V) to find the origin or cause of something OR (N) a mark, object or sign that something existed or was present
transition	(N) the process or period of changing from one condition to another OR (V) to change from one state to another
typically	(ADV) usually; expectedly
unique	(ADJ) one of a kind; special; unusual
valid	(ADJ) reliable; credible
variation	(N) the change in something
vary	(V) to be different from; to make different
verify	(V) to show, confirm, or establish something as true
viewpoint	(N) perspective
voice	(N) the way something is expressed or communicated

Name _____

Date _____

ACADEMIC VOCAB LIST 14 (A) - QUIZ

synthesize	tone	transition	
unique	variation	verify	
voice	viewpoint	vary	valid
typically	trace	thesis	

1. _____ (N) the sentence or group of sentences that directly expresses an author's opinion, purpose, meaning, or position
2. _____ (ADV) usually; expectedly
3. _____ (N) the change in something
4. _____ (N) perspective
5. _____ (N) the process or period of changing from one condition to another
6. _____ (V) to make different from
7. _____ (ADJ) reliable; credible
8. _____ (V) to find the origin or cause of something
9. _____ (N) the attitude of the author in a piece of writing
10. _____ (V) to show, confirm, or establish something as true
11. _____ (N) the way something is expressed or communicated
12. _____ (V) to combine different ideas in order to create new understanding
13. _____ (ADJ) one of a kind; special; unusual

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. The students checked a few dictionaries in order to _____ the origin of the word.
2. A person's _____ can change if they receive enough information about an issue.
3. The words she used in her writing showed that her _____ was very emotional and therefore unreliable.
4. The English Regents exam _____ includes 24 multiple choice questions, and two written responses. This is how the exam has been for the past 4 years.
5. The _____ from middle school to high school is always easy for students who have good study habits.
6. To _____ his name and age, the clerk asked for his driver's license.
7. Dylan's excuse for being absent yesterday is _____ because the doctor told him to get some rest.
8. At the end of a lesson, students _____ the information they learned in groups and write one statement as a class to demonstrate what they understood.
9. His _____ way of telling a story, which was distinct from all others, made the narrator famous in the audiobook industry.
10. Teachers cannot use the same exams year after year. They must _____ the exams they give to make sure students do not have access to the questions beforehand.
11. The speaker's _____ in this specific literary work is very objective and impersonal, to communicate to the reader that he is a scientist.
12. From a student's _____, homework really prevents kids from having a social life.
13. "Choose Your Own Adventure" is a kind of book that always contains a _____ in the endings of each story.

~ Academic Vocabulary ~

Vocabulary lists and quizzes to prepare
students for academic success in
high school and beyond

Name _____

Date _____

Academic Vocab list 1 (B)

abbreviate	(V) shorten
affect	(V) to influence
alternate	(ADJ) other
always	(ADV) every time without exception
analyze	(V) to examine the structure of something in detail
application	(N) an informational form used to get a job
apply	(V) to place, put on, or spread something
approach	(N) a method or belief
appropriate	(ADJ) proper, suitable to the situation
argue	(V) to challenge or debate an issue or idea with purpose of persuading
argument	(N) a statement supported by evidence
arrange	(V) to put in order
assemble	(V) to bring together into a group

Name _____

Date _____

Academic Vocab list 1 (B) - QUIZ

I. Directions: Match the word in the box with its correct definition.

abbreviate	affect	alternate	always
analyze	application	apply	
approach	appropriate	argue	argument
arrange	assemble		

1. _____
2. _____ (N) a method or belief
3. _____ (V) to influence
4. _____ (N) an informational form used to get a job
5. _____ (V) to place, put on, or spread something
6. _____ (V) to shorten
7. _____ (ADJ) other
8. _____ (ADV) every time without exception
9. _____ (V) to challenge or debate an issue or idea with purpose of persuading
10. _____ (V) to examine the structure of something in detail
11. _____ (N) a statement supported by evidence
12. _____ (V) to put in order
13. _____ (V) to bring together into a group
14. _____ (ADJ) proper, suitable to the situation

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. We can _____ the word November as Nov.
2. In Science class, we always _____ the data we collect from our experiments.
3. My brother filled out an _____ for the job at the grocery store.
4. Some students take Merrick Avenue to get to our school. Others take Hewlett Avenue which is an _____ route.
5. I _____ play soccer on Saturdays. I never miss a practice!
6. You need to _____ the tiger with great caution. If you get too close or scare him, he may jump at you!
7. Before going out in the sun, it is very important to _____ sunscreen.
8. I need to _____ the flowers in the vase.
9. Before the trip, all students will _____ in the auditorium to wait for the bus.
10. My brother is a lawyer and a big part of his job is to _____ the case of his clients.
11. In the winter, it's important to wear _____ clothing so that you don't get cold. Hats, gloves and a warm coat are helpful.
12. The _____ of the Republicans is that the bill will cost too much money for the American people.
13. The effort that you put into school today, will _____ how successful you are in the future.

Name _____

Date _____

Academic Vocab list 2 (B)

audience	(N) the intended reader or listener
author	(N) writer
background	(N) details or information about circumstances or past events
body	(N) the main part of something
brainstorm	(V) to come up with as many different ideas as possible
brief	(ADJ) short
calculate	(V) to find out mathematically; to figure out by reason or logic
category	(N) a classification or grouping
cause	(V) to make something happen
character	(N) a person in a story
chart	(N) information in diagrams or lists
chronology	(N) the order of events
clue	(N) a piece of evidence

Name _____

Date _____

Academic Vocab list 2 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

audience	author	background	body
brainstorm	brief	calculate	
category	cause	character	chart
chronology	clue		

- _____ (N) information in diagrams or lists
- _____ (N) the intended reader or listener
- _____ (N) a piece of evidence
- _____ (ADJ) short
- _____ (V) to find out mathematically; to figure out by reason or logic
- _____ (N) a classification or grouping
- _____ (V) to make something happen
- _____ (N) writer
- _____ (N) a person in a story
- _____ (V) to come up with as many different ideas as possible
- _____ (N) the order of events
- _____ (N) details or information about circumstances or past events
- _____ (N) the main part of something

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. The _____ of the novel "Of Mice and Men" is John Steinbeck. He wrote the book in 1937.
2. The author of the book gave a lot of details about where the story takes place and what the weather is like. He gave a lot of _____ information.
3. The _____ clapped when the performance was finished.
4. The principal announced that we will have a _____ meeting after school. It will start at 2:50 pm and last only five minutes.
5. In Science class, we put each creature in a different _____. This means we classify them by their different characteristics.
6. I need to _____ how much money my order will cost. Let me add together the prices of all the items.
7. The main idea of the essay is described **not** in the introduction or conclusion, but in the _____ paragraph.
8. The main _____ in the story is a teenager from India. Her name is Bhavna.
9. In Social Studies class, we used a timeline to look at the _____
10. of the different events that led to World War II.
11. It is now known that smoking cigarettes is very bad for your health and it can _____ cancer.
12. The detective found a _____ to solve the case of the stolen jewelry. He found fingerprints on the ring hidden in the man's pocket.
13. Before you write your essay, _____ all your ideas about how to answer the questions. Then make a _____ to help you organize the similarities and differences that you will write about.

Name _____

Date _____

Academic Vocab list 3 (B)

- code (N) a system of symbols that represent a message
- common (ADJ) happening in many places or shared between people
- compare (V) to examine similarities and differences
- compile (V) to bring/put together
- compose (V) to combine, create, or write
- conclude (V) to finish
- conclusion (N) the end of something that connects information together
- conditions (N) situation, state or circumstances
- conduct (V) to do, lead, or act
- conflict (N) fight, problem, struggle
- consequence (N) a result
- consider (V) to think carefully (before making a decision)
- consist (V) to be made of

Name _____

Date _____

Academic Vocab list 3 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

code	common	compare
compile	compose	conclude
conditions	conduct	conclusion
consequence	consider	conflict
	consist	

- _____ (V) to think carefully (before making a decision)
- _____ (V) to examine similarities and differences
- _____ (V) to bring/put together
- _____ (V) to combine, create, or write
- _____ (ADJ) happening in many places or shared between people
- _____ (N) the end of something that connects information together
- _____ (N) situation, state or circumstances
- _____ (V) to do, lead, or act
- _____ (N) fight, problem, struggle
- _____ (N) a result
- _____ (N) a system of symbols that represent a message
- _____ (V) to be made of
- _____ (V) to finish

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Some _____ symptoms of the flu are fever, body aches, sore throat and runny nose. Everyone feels these when they are getting sick.
2. When I need to use my cell phone, I enter in a security _____ first. Only I know these special numbers.
3. In Science class, we have to _____ the similarities and differences of different types of rocks.
4. You need to _____ a person's feelings before you say something that might hurt them.
5. The lesson will _____ of grammar, vocabulary and listening.
6. The _____ over taxes between the United States and England caused the war.
7. The student did not _____ himself in an appropriate way in class. As a result, he got detention.
8. In the _____ paragraph, be sure to summarize all parts of your essay.
9. The weather _____ were terrible on Wednesday. Snow and ice covered the roads. That is why school was closed.
10. The meeting will start at 3:00 and _____ at 3:30pm.
11. In order to _____ a good paragraph, you must have a concrete detail and at least three commentary sentences.
12. After doing research on the topic, you must _____ all your information into one document so that it is easy to read.
13. One _____ of not studying or doing homework is getting bad grades.

Name _____

Date _____

Academic Vocab list 4 (B)

content	(N) information or material contained in something
context	(N) the situation in which something happens
control	(V) arranging the conditions responsible for producing some event
copy	(N) reproduction
credit	(N) ownership, approval or recognition
cumulative	(ADJ) developing or increasing because of additions
debate	(V) or (N) formal discussion between opposing sides
defend	(V) to support or protect against attack
define	(V) to say or explain the meaning
demand	(V) to ask firmly
demonstrate	(V) to show
describe	(V) to say what someone or something is like
detail	(N) information revealed by the author or speaker that supports the attitude or tone in the work

Name _____

Date _____

Academic Vocab list 4 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

content	context	control	copy
	credit	cumulative	debate
defend	define	demand	demonstrate
	describe	detail	

- _____ (V) to say what someone or something is like
- _____ (V) arranging the conditions responsible for producing some event
- _____ (N) reproduction
- _____ (N) ownership, approval or recognition
- _____ (ADJ) developing or increasing because of additions
- _____ (V) to support or protect against attack
- _____ (N) information or material contained in something
- _____ (N) the situation in which something happens
- _____ (V) to ask firmly
- _____ (V) to show
- _____ (N) information revealed by the author or speaker that support the attitude or tone in the work
- _____ (V) or (N) formal discussion between opposing sides
- _____ (V) to say or explain the meaning

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. The _____ of the novel is very interesting. The story is set in the South during the Civil Rights era.
2. The test and quiz grades are all part of the _____ average for the marking period.
3. The painting is not an original. It is a _____ of the famous painting in the museum.
4. The leash helps the owner _____ the dog and stop him from running away.
5. The _____ between the two candidates for President was very interesting. They were discussing their different opinions.
6. The lawyer will _____ the man in the courtroom. He will try to convince the jury that the man, his client, is not guilty.
7. You need to _____ the vocabulary words. You need to write what the words mean.
8. To _____ how to use this digital recorder, I will show the class how I use it.
9. The _____ of the test was very easy. Before the test, we spent two days reviewing the material that was going to be on it.
10. The team's players all _____ their coach. They say their coach is responsible for helping them win.
11. The witness was able to _____ the robber to the police officer. He told him what he looked like and what he was wearing.
12. I am going to _____ my money back from the grocery store for the container of milk. It is spoiled and tastes terrible!
13. Every _____ in the chapter made you understand the attitude of the author.

Name _____

Date _____

Academic Vocab list 5 (B)

determine	(V) to discover the facts about something; to calculate something exactly
develop	(V) to make something better and stronger
differences	(N) things that are not alike; a characteristic that stands out
discover	(V)to find or realize or see/learn something new
discuss	(V)to talk about, usually with analysis
draft	(V)to write for practice OR (N) first writing before editing
draw	(V)to make a picture OR (V) make a conclusion
edit	(V)to change
effect	(N) result
emphasize	(V) to stress in importance
equal	(ADJ) the same as
essay	(N) a piece of writing addressing a subject from a personal point of view
essential	(ADJ) absolutely necessary

Name _____

Date _____

Academic Vocab list 5 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

determine	develop	differences	discover
	discuss	draft	draw
edit	effect	emphasize	equal
	essay	essential	

- _____ (V) to change
- _____ (V)to write for practice OR (N) first writing before editing
- _____ (N) things that are not alike; a characteristic that stands out
- _____ (ADJ) absolutely necessary
- _____ (V)to make a picture OR (V) make a conclusion
- _____ (ADJ) the same as
- _____ (V) to find or realize or see/learn something new
- _____ (N) a piece of writing addressing a subject from a personal point of view
- _____ (V) to discover the facts about something; to calculate something exactly
- _____ (V) to stress in importance
- _____ (V) to talk about, usually with analysis
- _____ (N) result
- _____ (V) to make something better and stronger

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. In English class we have to write an _____ with an introduction, two body paragraphs and a conclusion about the novel we are reading.
2. It is _____ to pass all of your classes so that you can graduate, get a job or go to college.
3. In Social Studies class, our teacher put us into groups to _____ the causes of World War I. We talked for ten minutes then shared with the class.
4. In Art class we _____ and paint pictures.
5. To _____ that you need to follow the directions, the teacher underlined them with a red pen.
6. All sides of the triangle are _____; they are all three inches long.
7. It is best to write a rough _____ of your essay before you write the final version.
8. In order to _____ the area of a rectangle, you must multiply the length by the width.
9. Before you write your final draft, it is necessary to read it over and _____ it carefully for any mistakes in spelling.
10. Dr. Hans Brummel was the first scientist to _____ dinosaur bones in North America.
11. Engineers try to _____ new cars that are safer and better for the environment.
12. In Science, we are learning about the _____ of pollution on the environment. We have learned that it's bad for people, the air and water.
13. There are many _____ between vertebrates and invertebrates. Vertebrates have spines and invertebrates do not.

Name _____

Date _____

Academic Vocab list 6 (B)

- estimate (V) to find an approximate value OR (N) the approximate value
- event (N) a happening
- evidence (N) proof
- examine (V) to scrutinize, look closely at
- example (N) an individual instance taken to be representative of a general pattern
- exercise (N) something to be worked at or solved
- explain (V) to tell so that something is understood
- explore (V) to examine or investigate
- fact (N) something that can be proven to be true
- factor (N) aspect or characteristic to be considered
- feature (N) aspect, characteristic or part
- focus (V) to give attention and effort on a particular subject or situation OR (N) the attention given to a particular subject or situation
- following (ADJ) coming after or next

Name _____

Date _____

Academic Vocab list 6 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

estimate	event	evidence	
examine	example	exercise	explain
explore	fact	factor	
feature	focus	following	

- _____ (N) something that can be proven to be true
- _____ (ADJ) coming after or next
- _____ (V) to find an approximate value OR (N) the approximate value
- _____ (N) aspect, characteristic or part
- _____ (N) proof
- _____ (N) aspect or characteristic to be considered
- _____ (N) a happening
- _____ (N) something to be worked at or solved
- _____ (V) to examine or investigate
- _____ (V) to give attention and effort on a particular subject or situation OR (N) the attention given to a particular subject or situation
- _____ (N) an individual instance taken to be representative of a general pattern
- _____ (V) to tell so that something is understood
- _____ (V) to scrutinize, look closely at

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. My teachers tell me to _____ in class; it is necessary to pay attention.
2. Scientists love to _____ new things such as cures for diseases.
3. Can you _____ the amount of liquid in the beaker? Then we will measure to see if it correct?
4. We need to _____ the cells under the microscope.
5. The _____ will start at 4:00 on Friday.
6. The lawyer presented the _____ to the judge and jury in court.
7. Use the _____ in your notes to complete the other math problems.
8. Choose the most important _____ from the article and write about it.
9. For homework tonight, you must complete _____ 5 on page 10.
10. An important _____ of the city which protected it against other invaders was the tall fort.
11. Our teachers always _____ the new material in the lesson so that we understand it!
12. Please listen to the _____ announcement carefully! All after school activities are canceled today.
13. Her eyes are the best _____ on her face. They are a beautiful blue color like the sky.

Name _____

Date _____

Academic Vocab list 7 (B)

format	(N) arrangement, plan, design, organization of something
general	(ADJ) not specific
graph	(N) chart, picture showing relationships
happened	(V) occurred (past of "happen")
heading	(N) list of name, date, class at the top of a page
highlight	(V)to stress the importance of by speaking about or by physically making a colored line over important information
hypothesize	(V) to make an educated guess or theory
identify	(V) to find, discover or recognize
illustrate	(V) to show or draw
imitate	(V) to copy
include	(V) to make something or someone part of something
indicate	(V) to show or point to
inform	(V) to tell in an official way; to influence something

Name _____

Date _____

Academic Vocab list 7 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

format	general	graph	happened
heading	highlight	hypothesize	
identify	illustrate	imitate	include
indicate	inform		

- _____ (V) to find, discover or recognize
- _____ (ADJ) not specific
- _____ (V) to tell in an official way; to influence something
- _____ (V) to make something or someone part of something
- _____ (N) arrangement, plan, design, organization of something
- _____ (N) list of name, date, class at the top of a page
- _____ (V) to show or point to
- _____ (V) occurred (past of "happen")
- _____ (V) to make an educated guess or theory
- _____ (V) to stress the importance of by speaking about or by physically making a colored line over important information
- _____ (V) to show or draw
- _____ (V) to copy
- _____ (N) chart, picture showing relationships

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. My parrot always tries to _____ me. It repeats what I say all the time!
2. It is important to have a _____ on all your homework assignments for ENL.
3. What _____ yesterday? I heard there was an accident!
4. Using the information from the _____, how many students study after school and how many students study at night?
5. The _____ of the test is multiple choice questions and a short essay.
6. Be sure to _____ the important information as you read the story.
7. Who can _____ the verb in the sentence?
8. In Science class we _____ the result of our experiments.
9. Please _____ where Merrick Avenue Middle School is on this map.
10. In _____, most schools are closed for the weekend.
11. In your lab report, you must _____ what happens in the experiment as well as write about it.
12. When you send out invitations to your party, be sure to _____ your cousins. They would love to come!
13. You need to _____ your teachers that you will not be in class tomorrow since you will be on a field trip.

Name _____

Date _____

Academic Vocab list 8 (B)

instructions	(N) orders or detailed information on how to do something
integrate	(V) to combine or be accepted
interpret	(V) to explain, translate or find a particular meaning
introduce	(V) to show or make available for the first time
introduction	(N) to bring something into existence for the first time; to make known
investigate	(V) to carefully examine or find out
judge	(V) to evaluate; make an opinion
key	(ADJ) very important
label	(V) to use a word or phrase to describe someone/something
likely	(ADJ) probable or expected
list	(N) a series of names, items or figures
locate	(V) to find
main	(ADJ) most important
mainly	(ADV) most importantly

Name _____

Date _____

Academic Vocab list 8 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

key	introduce	instructions	
	mainly	integrate	interpret
judge	investigate	label	list
	introduction	likely	locate

1. _____ (ADV) most importantly
2. _____ (N) orders or detailed information on how to do something
3. _____ (V) to explain, translate or find a particular meaning
4. _____ (V) to find
5. _____ (ADJ) probable or expected
6. _____ (N) to bring something into existence for the first time; to make known
7. _____ (V) to combine or be accepted
8. _____ (V) to evaluate; make an opinion
9. _____ (N) a series of names, items or figures
10. _____ (V) to carefully examine or find out
11. _____ (V) to use a word or phrase to describe someone/something
12. _____ (V) to show or make available for the first time
13. _____ (ADJ) very important

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. When we read novels in English, we try to _____ the author's ideas, use of words and symbols. We try to figure out what they mean.
2. Some people describe him as "selfish" but he doesn't deserve that _____. I've seen him act very kindly and generously with others.
3. The weatherman says it will _____ rain tomorrow because clouds are approaching and humidity is high.
4. When Lisa arrived at her new school, she hoped to _____ well into her classes and make friends quickly.
5. I can't wait for Apple to _____ the new iPhone 6s. The new features are going to be incredible!
6. An old saying says: "Never _____ a book by its cover", meaning don't make assumptions about something before exploring it first.
7. The police will _____ all the details of the crime scene to figure out what happened.
8. Birds _____ use trees to build their homes.
9. The teacher's _____ at the beginning of class were: "Take out your notebook, copy the homework, and begin the Do Now".
10. The _____ of e-mail made communicating across long distances much easier.
11. I thought my phone was lost! I couldn't _____ it anywhere. Finally, I found it underneath my bed.
12. The teacher checks her _____ of students to see who is absent. Then she enters the information on the computer.
13. Doing homework and attending extra help are _____ factors in doing well in school.

Name _____

Date _____

Academic Vocab list 9 (B)

margin	(N) the space around the printed or written matter on a page
meaning	(N) significance
measure	(V) to find the dimensions or quantity of something
method	(N) procedure; technique; way of doing something
model	(N) an example for imitation or comparison
narrator	(N) person telling a story
never	(ADV) not at all; at no time ever
note	(V) to write something down briefly to help you remember it
observe	(V) to watch carefully or practice
occur	(V) to happen
opinion	(N) belief or subjective judgment
order	(N) organization or a command
organize	(V) to put things in a logical order
outline	(N) a general plan or map of the important elements of a text or (V) to make a general plan or map

Name _____

Date _____

Academic Vocab list 9 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

margin	measure	model	never
opinion	outline	organize	
order	occur	observe	note
narrator	method	meaning	

1. _____ (N) an example for imitation or comparison
2. _____ (N) significance; meaning
3. _____ (V) to watch carefully or practice
4. _____ (N) organization or a command
5. _____ (N) the space around the printed or written matter on a page
6. _____ (N) person telling a story
7. _____ (N) belief or subjective judgment
8. _____ (N) a general plan or map of the important elements of a text or (V) to make a general plan or map
9. _____ (V) to find the dimensions or quantity of something
10. _____ (V) to write something down briefly to help you remember it
11. _____ (N) procedure; technique; way of doing something
12. _____ (V) to put things in a logical order
13. _____ (V) to happen
14. _____ (ADV) not at all; at no time ever

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Forest fires _____ when the earth gets dry and weather is very hot.
2. Sometimes when reading a book, I stick post-it notes in the _____ of the page -- where there aren't any words -- as a reminder to come back to that part.
3. It's important to know the difference between fact (what actually happened) and _____ (what I think about it).
4. Mrs. Richemond showed the class a _____ of an excellent essay so we could compare our essays and learn how to write better.
5. I look up definitions to know the _____ of the word, so I can use it in a sentence correctly.
6. My mom asks me every Sunday to put my room in _____, so I clean up the toys, organize my books and empty out the garbage.
7. You should carefully _____ the science teacher doing the experiment first, so that you don't make mistakes.
8. Can you believe Jessica has _____ eaten a tomato before? She thinks she won't like the taste but how can she know until she tries?
9. It's important to _____ the milk before baking the cake. Otherwise, the cake may end up too dry or too wet!
10. When I _____ my binders, I know where all my notes, tests and homeworks are. Nothing gets lost!
11. The _____ of The Outsiders is Ponyboy. He tells the story from his point of view.
12. In Science, we learn about the Scientific _____, the steps to take when conducting a science experiment.
13. Mr. Martinez will _____ when a student is late three times and then give detention.
14. Before writing an essay, I create an _____ of what I'm going to write. This helps me see what I have to include in each paragraph.

Name _____

Date _____

Academic Vocab list 10 (B)

participation	(N) taking part in something
passage	(N) a part or section of a written work
pattern	(N) a model, style, or design that repeats
perform	(V) to act or carry out
place	(N) location
plan	(N) a method of doing something or (V) to arrange a method of doing something before it is done
plot	(N) the sequential events in a story
point	(N) purpose; meaning
point of view	(N) perspective
possible	(ADJ) able to exist or happen
predict	(V) guess or say what will happen before it happens
prepare	(V) to get ready
probably	(ADV) likely
procedure	(N) correct or usual steps in doing something

Name _____

Date _____

Academic Vocab list 10 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

participation	passage	pattern	perform
point of view	possible	predict	
prepare	probably	procedure	
plot	point	plan	place

1. _____ (N) a model, style, or design that repeats
2. _____ (N) location
3. _____ (N) perspective; an opinion of something
4. _____ (N) taking part in something
5. _____ (V) guess or say what will happen before it happens
6. _____ (N) the sequential events in a story
7. _____ (N) correct or usual steps in doing something
8. _____ (V) to get ready
9. _____ (N) purpose; meaning
10. _____ (N) a part or section of a written work
11. _____ (ADJ) able to exist or happen
12. _____ (V) to act or carry out
13. _____ (ADV) likely
14. _____ (N) a method of doing something or (V) to arrange a method of doing something before it is done

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Most people don't think it's _____ to eat more than five hotdogs in a minute, but at Nathan's Famous International Hot Dog Eating Contest, a man ate 62 hot dogs in 10 minutes!
2. After eating 62 hot dogs in 10 minutes, the man _____ had a stomach ache!
3. The Outsiders is narrated in the first person, or from the _____ of the narrator, Ponyboy.
4. My favorite part of 7th grade ENL was our _____ in the Calhoun Pumpkin Carving Field Trip. We bought pumpkins, carved them and met high school ENL students.
5. The actors and actresses of "Grease" _____ on stage together six nights a week, singing and dancing.
6. Based on what I've read in the novel so far, I _____ that the two main characters will fall in love and run away together.
7. I read the _____ three times to make sure I understood what the author was trying to say.
8. The _____ of the story got more interesting when the main character realized the old man was his father!
9. In math today, someone asked: "What's the _____ of learning this?" The teacher responded: "Learning how to solve for x will help you with problem solving in the future".
10. John decorated the Valentine's Day card with a _____ of hearts, stars and flowers around the border of the card.
11. When I was younger, I would _____ my clothes the night before school so that I didn't have to decide what to wear in the morning.
12. I _____ on asking my Mom if I can sleep over Jill's house tonight but I haven't asked her yet.
13. The room was so crowded I could hardly find a _____ to stand but I eventually found a spot in the corner.
14. The _____ for conducting a science experiment includes asking a question, doing background research, making a hypothesis, testing the hypothesis and collecting data.

Name _____

Date _____

Academic Vocab list 11 (B)

process	(N) a series of things that are done to achieve a particular result
produce	(V) to make or create
project	(N) a planned piece of work done over a period of time
proofread	(V) to read and edit or correct a piece of writing
prove	(V) to use facts and evidence to show something is true
purpose	(N) intention or meaning; why you do something
question	(N) inquiry or (V) to inquire; to ask
quotation	(N) a group of words taken from a piece of writing (surrounded by quotation marks)
quote	(V) to repeat the exact words of someone else (spoken or written)
reaction	(N) what you do as a result of something that has happened
recall	(V) to remember
reduce	(V) to make smaller or less
regular	(ADJ) ordinary, normal
relationship	(N) the way in which two or more things or people are connected or related

Name _____

Date _____

Academic Vocab list 11 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

produce	proofread	prove	relationship
reduce	recall	quote	reaction
purpose	question	quotation	
regular	project	process	

1. _____ (N) a planned piece of work done over a period of time
2. _____ (N) a series of things that are done to achieve a particular result
3. _____ (V) to remember
4. _____ (V) to use facts and evidence to show something is true
5. _____ (N) the way in which two or more things or people are connected
or related
6. _____ (N) intention or meaning; why you do something
7. _____ (V) to make smaller or less
8. _____ (V) to read and edit or correct a piece of writing
9. _____ (N) a group of words taken from a piece of writing (surrounded by
quotation marks)
10. _____ (N) what you do as a result of something that has happened
11. _____ (N) inquiry or (V) to inquire; to ask
12. _____ (V) to make or create
13. _____ (ADJ) ordinary, normal
14. _____ (V) to repeat the exact words of someone else (spoken or written)

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. Learning a foreign language can be a long and slow _____ but if you are patient and stay positive, you will learn!
2. After running around the block, I sat down, took deep breaths and waited for my heartbeat to be _____ again.
3. You need to _____ the amount of time you play videogames and spend more time on homework.
4. Did you know that mixing blue and yellow colors will _____ green and mixing red and blue will make purple?
5. If you _____ something from a story, make sure you write the page number you found it on.
6. Some of the hardest questions we can ask ourselves is: "What is the _____ of our life on Earth? Why are we here and what are we doing?"
7. The teacher said the _____ project will be due at the end of the school year and will count as 20% of our overall grade.
8. Jan's _____ to touching the hot stove was to pull her hand away, yell and pour cold water over her hands.
9. Raise your hand in class if you want to ask a _____.
10. Before handing in an essay, it's important to always _____ your writing for spelling errors, punctuation and vocabulary use.
11. "Your essay must include a _____ from the story", the teacher said. "After you tell what the character said, explain what he or she meant".
12. The defense lawyer will present evidence and interview witnesses to _____ that his client is innocent of any crimes.
13. Mrs. Dominguez has an amazing memory. Even ten years later, she is able to _____ all the names of her students and where they sat in the classroom.
14. Steve always had a good _____ with his Dad. They went to the movies every weekend, took camping trips together and got along well.

Name _____

Date _____

Academic Vocab list 12 (B)

report	(V) to give information
represent	(V) to act or speak for someone OR to be an example or expression of something
respond	(V) to answer
responsible	(ADJ) reliable; having an important job to do
results	(N) a mark/grade on an exam OR the information that you get from an experiment or action
review	(V) to look at or examine again; to study
revise	(V) to make corrections, edit or redo
root	(N) the main cause, origin or basis of something
rule	(N) standard or requirement
score	(V) to give a number value to something
section	(N) part
setting	(N) time AND place
show	(V) to make something clear; to prove something
significance	(N) meaning or importance

Name _____

Date _____

Academic Vocab list 12 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

represent	report	respond	responsible	
result	review	revise	root	
rule	score	section	setting	show
significance				

- _____ (V) to act or speak for someone OR to be an example or expression of something
- _____ (N) the main cause, origin or basis of something
- _____ (V) to make corrections, edit or redo
- _____ (N) part
- _____ (N) meaning or importance
- _____ (V) to give information
- _____ (V) to answer
- _____ (N) standard or requirement
- _____ (N) time AND place
- _____ (V) to look at or examine again; to study
- _____ (V) to make something clear; to prove something
- _____ (V) to give a number value to something
- _____ (ADJ) reliable; having an important job to do
- _____ (N) standard or requirement
- _____ (N) a mark/grade on an exam OR the information that you get from an experiment or action

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. I will have the _____ of how I did on the NYSESLAT in August. I hope I did well!
2. When a teacher says "Good morning", it is polite to _____: "Good morning, how are you?"
3. Most couples' wedding anniversary is of great _____ to them. The husband and wife may buy each other flowers, dinner or a card to show how special the day is to them.
4. The tree's _____ grows deep below the earth and pulls up water to feed the branches and leaves.
5. The science teacher said: "I will _____ you how to mix the liquids first, then you will try it on your own. Pay attention".
6. John is a very _____ student: he does his homework every night, goes to extra help and studies for all his tests.
7. "Dad, can I go to Paul's house to _____ for the Math test? We're going to quiz each other on flashcards and notes".
8. In tonight's basketball game, the Chicago Bulls hope to break their record of 110 points. They want to _____ 112 points!
9. The American flag, the bald eagle and the Statue of Liberty _____ freedom and democracy in the United States of America. They are symbols of our history and our values.
10. For me, the easiest _____ on the test was True/False and the hardest parts were Multiple Choice and Grammar.
11. Ms. Schleith asked me to _____ my essay before handing in the final copy. There were lots of spelling and grammar errors I had to fix before handing it in.
12. Every evening at 5 o'clock, Kristine Johnson and Maurice DuBois _____ the day's news. They show videos and interviews on television.
13. The _____ of To Kill a Mockingbird is a small town in Alabama in the 1930s.
14. The most important _____ in school is to treat your teachers and classmates with respect.

Name _____

Date _____

Academic Vocab list 13 (B)

solve	(V) to find the solution to a problem
source	(N) origin
specific	(ADJ) detailed and exact
statement	(N) something you say that gives information or an opinion
strategy	(N) method
study	(V) to spend time learning about something OR (N) the activity of learning
subject	(N) topic
substitute	(N) something or someone used instead OR (V) to take the place or something/someone
suggest	(V) to propose
sum	(V) to state the main points in a short or clear form OR (N) the number you get when you add something
summarize	(V) to state the main points in a short or clear form
summary	(N) a retelling of the most important parts of what was read or said
support	(V) to provide details and proof to show something that is true OR (V) to encourage or help
synonym	(N) a word that has the same meaning of another

Name _____

Date _____

Academic Vocab list 13 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

solve	source	specific	statement	support
	strategy	summarize	sum	substitute
subject	suggest	study	summary	synonym

1. _____ (N) origin
2. _____ (N) topic
3. _____ (N) the number you get when you add something
4. _____ (V) to state the main points in a short or clear form
5. _____ (V) to find the solution to a problem
6. _____ (V) to spend time learning about something OR (N) the activity of learning
7. _____ (V) to propose
8. _____ (N) something you say that gives information or an opinion
9. _____ (N) a retelling of the most important parts of what was read or said
10. _____ (N) a word that has the same meaning of another
11. _____ (ADJ) detailed and exact
12. _____ (V) to provide details and proof to show something that is true OR (V) to encourage or help
13. _____ (N) something or someone used instead OR (V) to take the place or something/someone
14. _____ (N) method

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. In his _____ to the country on Friday night, the President spoke about the need to create more jobs and better pay.
2. Some math problems are easy to do on your own. For others, you need a calculator to _____ the problem and get the correct answer.
3. When Jack didn't have time to read the chapters of the novel for homework, he looked online for a short _____ to read quickly and get the main idea of what happened.
4. The soccer team's _____ for winning the game is to pass the ball around and move around the field constantly.
5. I asked the waiter "Which dish is the best?" and he said "I _____ the chicken and rice".
6. A word that means the same as *calm* is *tranquil*. *Tranquil* is a _____ for *calm*.
7. The librarian said: "The internet can be a great _____ of information but be sure to check each website to see where the information comes from".
8. When you add 5 and 5, you get 10. When you add 10 and 10, the _____ is 20.
9. Bart's favorite _____ is Social Studies because he likes to learn about the world, different countries and how people have resolved their problems over time.
10. I didn't understand your directions to the train station. Could you be more _____? Where exactly do I have to turn?
11. The most important thing you can do the night before a test is _____ all the notes, flashcards and homeworks you've been given on the topic. This way you review all the information and are prepared for the test.
12. When we write an essay, the conclusion paragraph is where we _____ the key details of the essay and restate the main idea.
13. Teachers, guidance counselors and principals are always available to _____ students. You can talk to them anytime you need help or advice.
14. When Mrs. Palermo was absent, the _____ teacher was in charge and we read a story together from the textbook.

Name _____

Date _____

Academic Vocab list 14 (B)

table	(N) a list of facts or numbers arranged in order
technique	(N) a method, skill or way
term	(N) a word or phrase used as the name of something OR (N) a period of time
test	(N) examination OR (V) to examine or try
theme	(N) the main idea or lesson you learn
timeline	(N) a horizontal line used to represent time with the past on the left and the future towards the right
title	(N) the name of a work
told	(V) expressed in words (past of "tell")
topic	(N) subject
trait	(N) characteristic
translate	(V) to express in a different language
utilize	(V) to use
writer	(N) author

Name _____

Date _____

Academic Vocab list 14 (B) - QUIZ

Directions: Match the word in the box with its correct definition.

table	technique	term	test	timeline
theme	title	told	topic	
trait	translate	utilize	writer	

1. _____ (N) examination OR (V) to examine or try
2. _____ (N) the name of a work
3. _____ (N) a word or phrase used as the name of something OR (N) a period of time
4. _____ (N) characteristic
5. _____ (V) to express in a different language
6. _____ (V) expressed in words (past of "tell")
7. _____ (N) a list of facts or numbers arranged in order
8. _____ (N) a method, skill or way
9. _____ (V) to use
10. _____ (N) subject
11. _____ (N) author
12. _____ (N) a horizontal line used to represent time with the past on the left and the future towards the right
13. _____ (N) the main idea or lesson you learn

II. Directions: Write the word that best fits in the blank to complete the sentence.

1. The ice-skaters will be judged on creativity and _____, how beautifully they move and dance on the ice.
2. I love reading poetry, short stories and fiction. When I grow up, I want to be a _____ like J.K. Rowling.
3. When I was young, my parents always _____ me to tell the truth and treat others with kindness.
4. My new student speaks only Spanish. Will you help _____ for me?
5. The _____ we are studying in Math is finding the area of a triangle.
6. The Periodic _____ of Elements lists all the elements in different rows and columns, according to their atomic number.
7. How would you describe yourself in two words? I would say my main personality _____ is being funny.
8. President Obama served two _____ as President, for a total of 8 years.
9. For my Social Studies project, I made a _____ of important events in American history. I started with the Civil War on the left and ended up World War II on the right.
10. I think I did really well on the Math _____ today. It was 40 questions and I didn't have to use my calculator once!
11. For Calculus class, you will need a notebook, calculator and graphing paper. We will _____ these materials every day so don't forget them.
12. Each book or story has a main idea or lesson you learn. The main _____ of the novel Wonder is kindness.
13. What was the _____ of the book you were reading last week? I'm thinking of borrowing it from the library but I can't remember what it was called.

~ Content Support ~

Materials and suggestions for
Integrated ENL classes

Name _____

Date _____

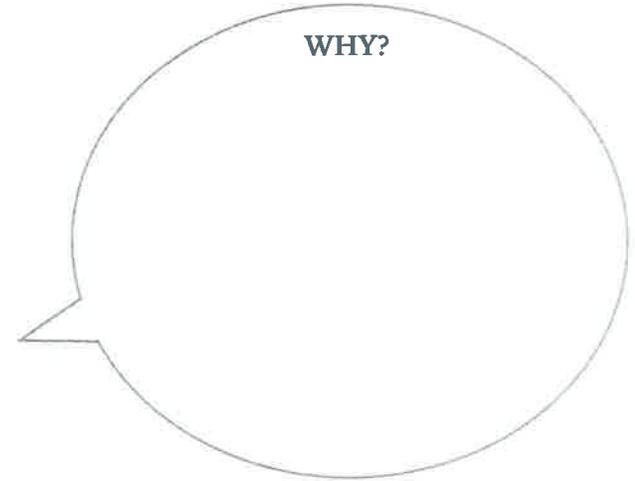
Reading Nonfiction

Title _____

Author _____

Publication Date _____

Source (MLA Citation) _____



WHAT?

New Vocabulary:

WORD	PART OF SPEECH	DEFINITION

My reaction to this article is... because ...

Questions I have:

Name _____

Date _____

Reading Fiction

Title _____

Author _____

Genre _____

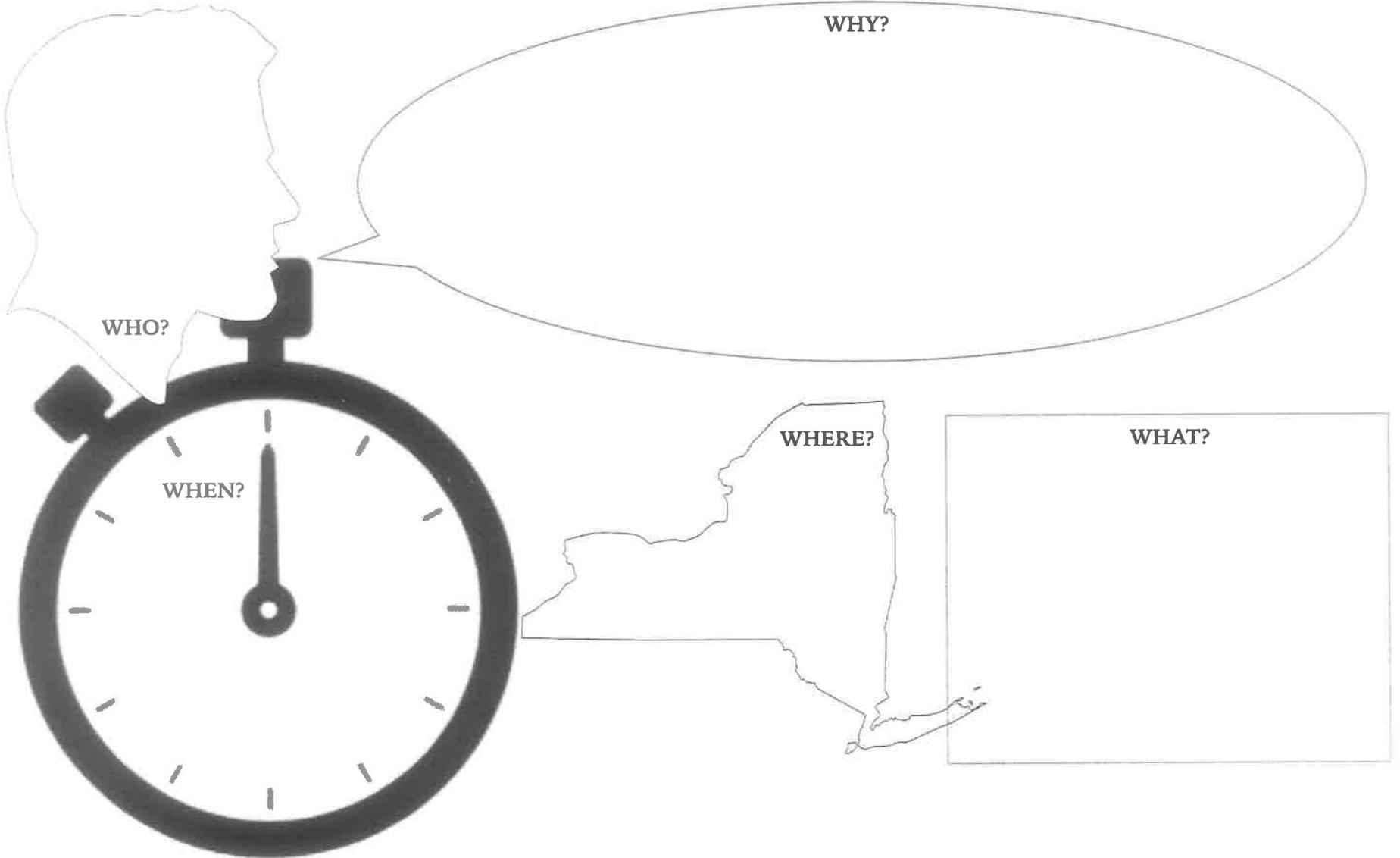
WHY?

WHO?

WHEN?

WHERE?

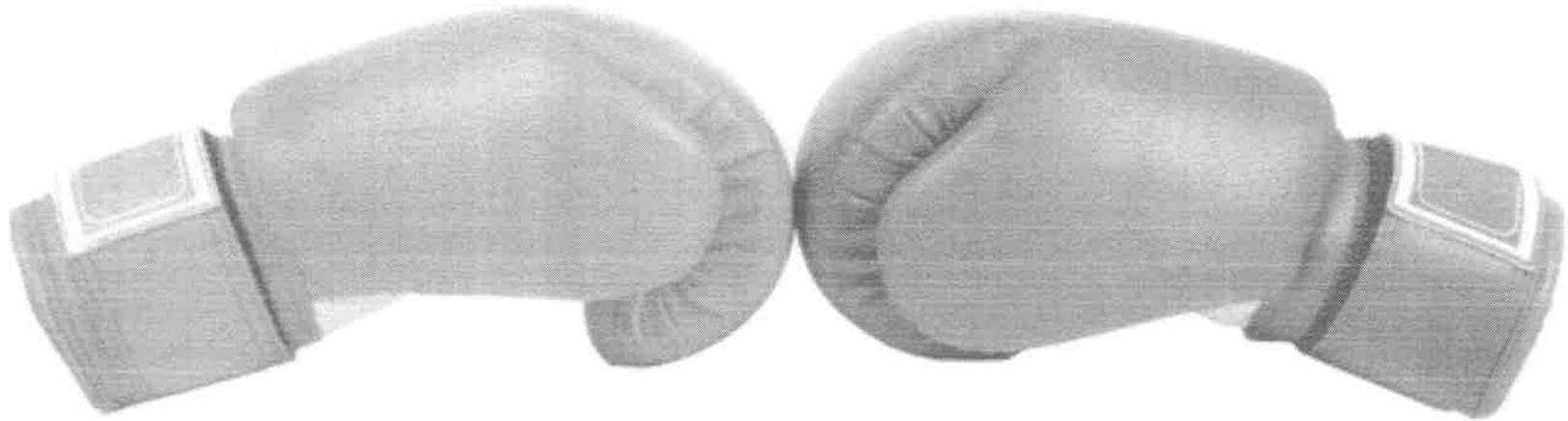
WHAT?



New Vocabulary:

WORD	PART OF SPEECH	DEFINITION

CONFLICT?



Questions I have:

The Greasers



The Outsiders Adapted Book

By: S. E. Hinton

Adapted by: Beth Frisby & Christina Quattro
Haralson County School System
Fall 2013

The Socs



The Outsiders is a twelve chapter book written by S. E. Hinton. The setting of the book is in Tulsa, Oklahoma.

Setting:
Tulsa, Oklahoma

1965



Let's Read!

The Greasers Characters

Ponyboy (The Narrator)



Johnny

Sodapop



Dally

Darry



Two Bit



The Socs Characters

Cherry



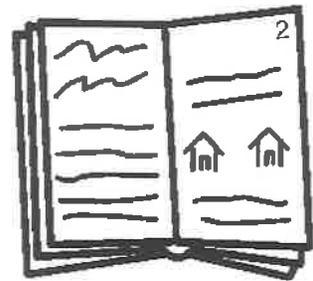
Marcia



Randy



Bob



Chapter

1 One

Ponyboy thinks about the differences between the Greasers and Socs.
 The Greasers are poor and the Socs are rich.



When I stepped out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home.

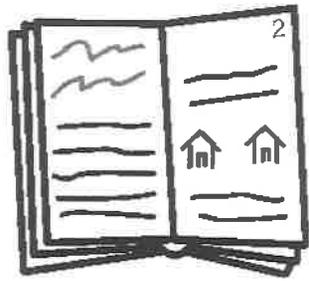


Ponyboy behaves because his big brother Darry would be angry if he got in trouble.

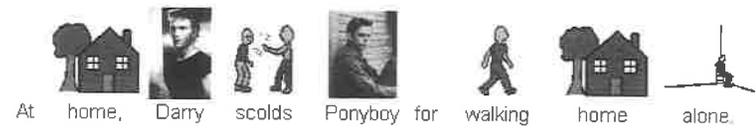
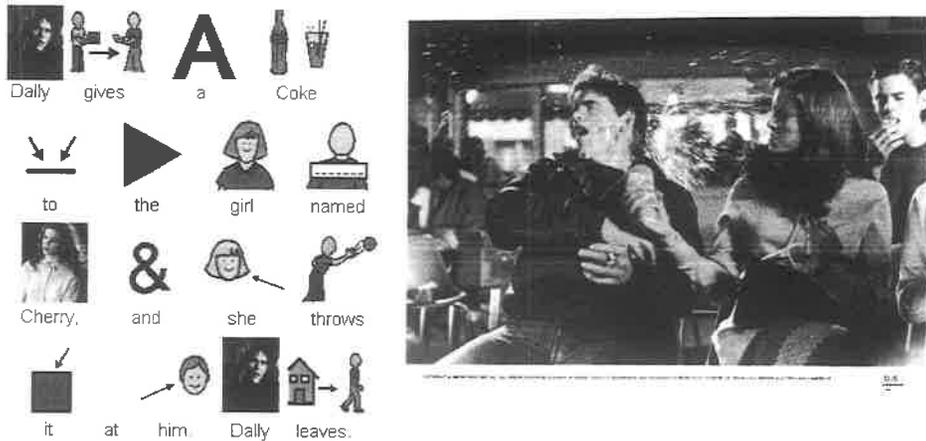
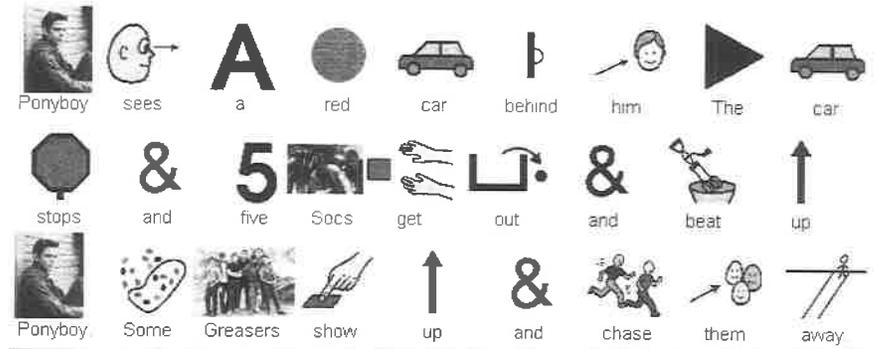
Ponyboy's parents died, so Ponyboy, Darry, and Sodapop live alone.



Ponyboy walks home after seeing a movie. He wishes he had a friend to walk with because it's not safe for the Greasers gang. The Socs gang likes to fight them.



Chapter Two

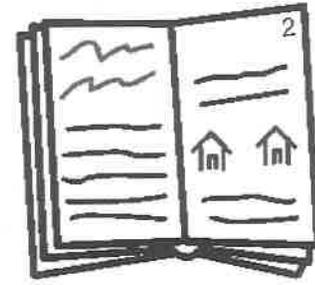


 The  boys  offer  Cherry  and  Marcia  a  ride  home.
 Ponyboy  thinks  it  is  easy  to  talk  to  Cherry.



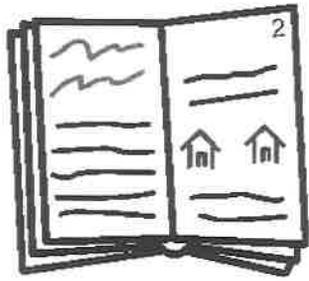
 Cherry  and  her  friend  Marcia  invite  Ponyboy  and  Johnny  to
 watch  the  movie  with  them.

 Ponyboy  and  Cherry  have  a  lot  in  common-  they
 like  to  read  and  watch  sunsets  They  talk  about
 the  differences  between  the  Socs  and  the  Greasers



3

Chapter Three



4

Chapter Four

A blue car stops beside them. The car is Bob
 & Randy's, Cherry and Marcia's Soc boyfriends. The Greasers and Socs
 almost fight, but the girls leave with their boyfriends



Right then, the blue car from earlier stops and some
 Socs get out. A Soc grabs Ponyboy and holds his head
 under water until he blacks out. When he wakes up, Bob
 is next to them, dead. Johnny says he killed him.



Ponyboy gets home and Darry is angry with him for being
 out late. Darry hits Ponyboy and Ponyboy leaves the house. Ponyboy
 finds Johnny and they agree to run away.



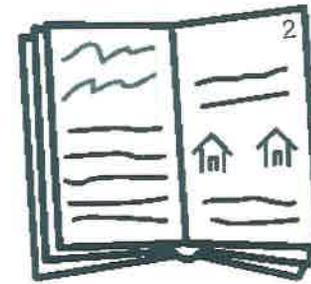
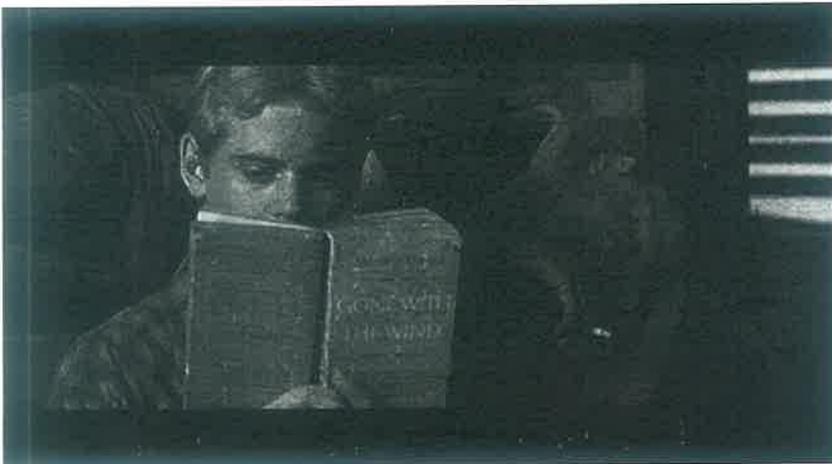
The next morning, Johnny goes to the store to buy
 food, cigarettes, and the book Gone with the Wind Johnny
 says they need to cut their hair as a disguise.



Dally gives the boys money, clothes, and a gun He
 tells them to take a train to Windrxville and
 hide in a church
 When they get
 there, they go
 to sleep.



For a week, the boys hide at the church, read Gone
 with the Wind, smoke, and eat sandwiches



Chapter

5

Five

Johnny wants to go home and confess his crime. Dally tries to change his mind, but Johnny says no, so he drives the boys home. They drive by the church and see it is on fire. They jump out to look

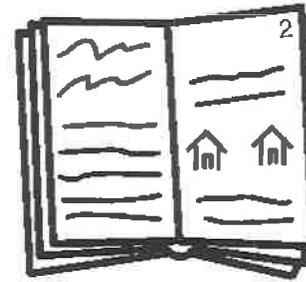


After five days, Dally shows up. He takes the boys to Dairy Queen. He says in a few days the Greasers and the Socs will meet for a big fight.



They hear someone crying that children are missing. They hear screaming inside, so Ponyboy and Johnny run into the burning church. They find the children and lift them out.

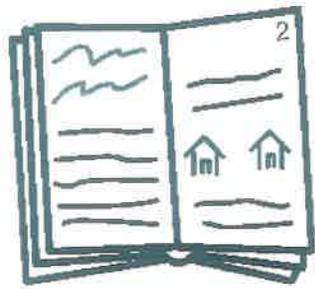
Ponyboy gets out safely and the church falls on Johnny. Ponyboy goes back for Johnny, but blacks out.



Chapter

6

Six



7

Chapter Seven

When Ponyboy wakes up, he is in an ambulance. A man tells Ponyboy that his back caught on fire. He says Dally was burned and would be ok but Johnny looked bad.



The police interview Ponyboy in the hospital. The doctors say Dally will be fine and Johnny broke his back. If Johnny lives, he will be hurt for the rest of his life.

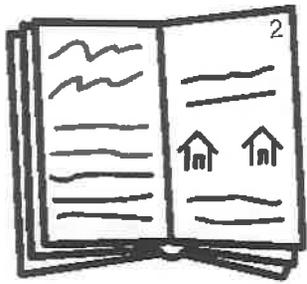
Darry and Sodapop come see Ponyboy in the hospital. They all hug and Darry cries. Ponyboy is not angry with Darry anymore. He learned that Darry cares about him, he loves Ponyboy and wants him to be safe.





Two-Bit & Ponyboy go to the hospital to bring Johnny
 a new Gone with the Wind book They see Cherry
 on the way He asks if she can see the sunset
 on the West side, and tells her he can see
 it on the East side too

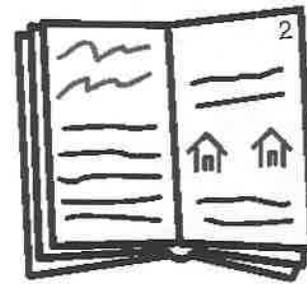
Two-Bit and Ponyboy go to the Tasty Freeze. A blue
 car stops and Randy says he is not going to
 the big fight because he feels bad about Bob's death
 Randy says that Bob
 was his best friend



Chapter

9

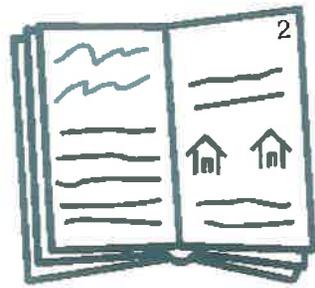
Nine



Chapter

8

Eight



Chapter

10

Ten

Ponyboy walks home He tells the Greasers that Johnny died.
 Right then, Dally calls and says he robbed a store.



The police chase Dally Dally shows his gun and the
 police shoot him. Dally falls down, dead Ponyboy blacks out.

The boys make themselves look tough and then go
 to the big fight
 Darry starts the fight against
 A Soc. After a long
 fight, the Greasers win



When the fight ends, Dally and Ponyboy go to the
 hospital to see Johnny Johnny is dying Johnny tells Ponyboy
 to "stay gold," then dies Dally is sad and runs
 out of the room



 has  stay  bed  a  week

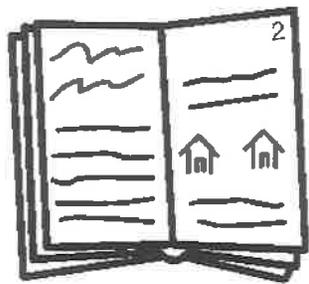


 The  hearing  is  scheduled  soon  after

 wakes  up  next  to  Darry  Ponyboy  got  a  concussion

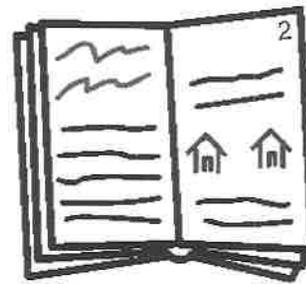
 during  the  big  fight.  He  was  kicked  in  the  head

 and  had  been  in  bed  for  three  days



12

Chapter Twelve



11

Chapter Eleven

The boys go home Ponyboy reads Johnny's copy of Gone
 with the Wind He finds a note from Johnny telling
 him to "stay gold" Ponyboy wants to tell the story
 of his friends for his paragraph so that people will not be
 angry at the world and ignore the beauty in it



Cherry testifies for Ponyboy at the hearing The Judge asks Ponyboy
 about his home and clears him of all trouble

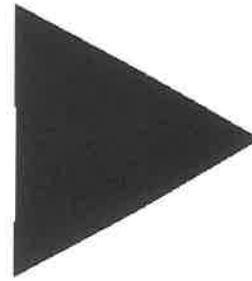


Ponyboy's grades go down His teacher says Ponyboy is
 failing and can raise his grade by writing a paragraph

He starts his paragraph with "When I stepped out into
 the bright sunlight from the darkness of the movie house,
 I had only two things on my mind: Paul Newman
 & a ride home"



That night, when Ponyboy and Darry fight about Ponyboy's grades,
 Sodapop runs away. They are scared and go to find
 him He says their fighting is upsetting and asks them
 to stop They promise to try



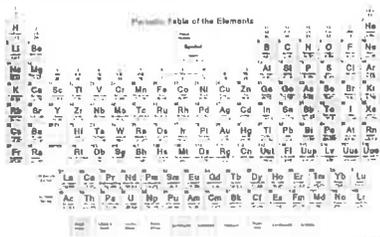
The



End

The element with 3 protons is:

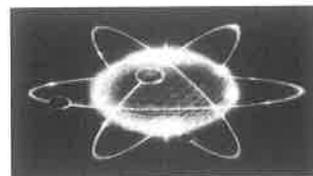
- a) lithium
- b) fluorine
- c) potassium



Oct 22-9:51 AM

The tiny particles that make up all matter are called:

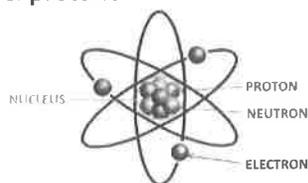
- a) dust
- b) atoms
- c) air
- d) elements



Oct 22-9:53 AM

What are the components of an atom?

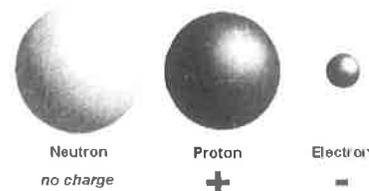
- a) protons
- b) electrons, neutrons & protons
- c) neutrons & protons
- d) electrons & protons



Oct 22-9:46 AM

Electrons have _____ charge.

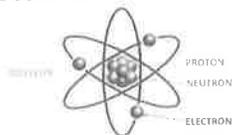
- a) positive
- b) zero
- c) neutral
- d) negative



Oct 22-9:48 AM

What is located in the nucleus of an atom:

- a) protons & neutrons
- b) protons & electrons
- c) neutrons, protons & electrons



Oct 22-9:47 AM

When a boy pulls a sweater off over his head, his hair is attracted to the sweater due to:

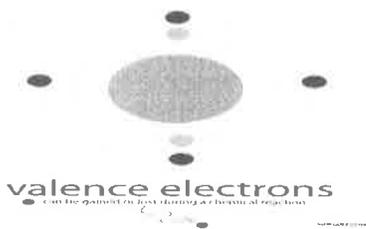
- a) an electrical charge
- b) a magnetic force
- c) a chemical change



Oct 22-9:56 AM

What are valence electrons?

VALENCE ELECTRONS
ELECTRONS IN THE OUTERMOST SHELLS



Oct 22-9:54 AM

The total number of protons & neutrons is the atomic:

- a) charge
- b) mass
- c) electrons
- d) number

Carbon Atom

protons = 6
neutrons = 6

$6 + 6 = 12$

Atomic Mass = 12

Oct 22-9:51 AM

Air is considered matter because it has:

- a) volume & length
- b) protons & electrons
- c) mass and takes up space

Oct 22-9:55 AM

The atomic number of an element is equal to:

- a) electrons or neutrons
- b) protons or electrons
- c) neutrons
- d) neutrons or protons

The Atoms Family - Atomic Math Challenge

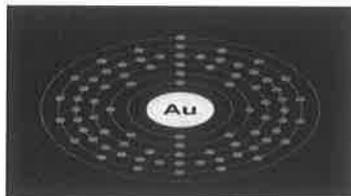
8	← Atomic Number
O	← Symbol
Oxygen	← Name
15.999	← Atomic Mass

Atomic number equals the number of protons or electrons
Atomic mass equals the number of protons + neutrons

Oct 22-9:49 AM

In an atom, the greatest number of electrons that can fit into the 2nd energy level is:

- a) 2
- b) 8
- c) 18



Oct 22-9:55 AM

What is density?

- (A) a measure of how tightly packed the molecules in a substance are.
- (B) the amount of space an object occupies.
- (C) the amount of matter in a substance

Oct 6-10:17 AM

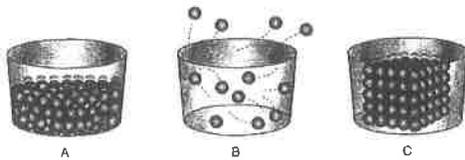
The density of water is exactly:

- (A) 2.0 g/mL
- (B) 1.5 g/mL
- (C) 1.0 g/mL
- (D) 0.1 g/mL



Oct 6-10:18 AM

Which diagram has the greatest density?



- (A) Diagram A because its molecules are shaking
- (B) Diagram B because its molecules are flying away
- (C) Diagram C because its molecules are closest together and packed tightly
- (D) Diagram A because its molecules are flying away

Oct 6-10:19 AM

An object with a density LESS THAN WATER will

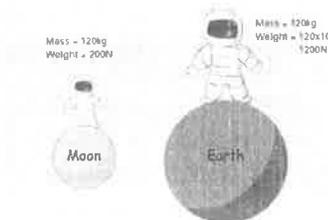
- (A) sink
- (B) float
- (C) break in half



Oct 6-10:20 AM

The amount of space an object takes up is called:

- (A) mass
- (B) volume
- (C) density



Oct 6-10:20 AM

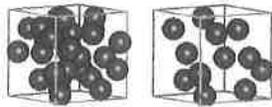
The equation for density is:

- (A) mass x volume
- (B) volume / mass
- (C) mass / volume
- (D) weight x space

Oct 6-10:21 AM

The amount of space an object takes up is called:

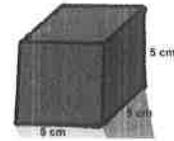
- (A) mass
- (B) volume
- (C) density



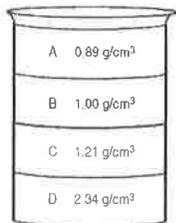
Oct 6-10:22 AM

Volume is measured in cm^3 because:

- (A) we measure volume in 3 sides
- (B) density unit is g/cm^3
- (C) the ruler says cm^3



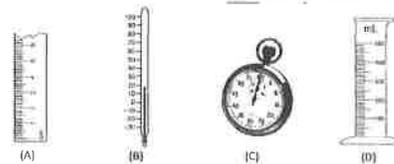
Oct 6-10:22 AM



If an object with a density of $1.73 \text{ g}/\text{cm}^3$ is dropped into the beaker, where will it stop?

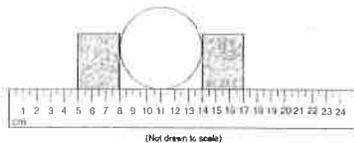
- (A) on top of liquid A
- (B) between liquids B and C
- (C) between liquids C and D
- (D) at the bottom of the beaker

Oct 6-10:23 AM



What instrument is used to measure length?

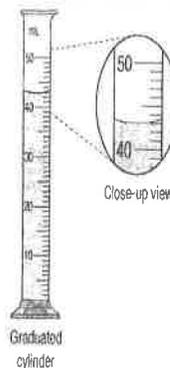
Oct 6-10:24 AM



Measure the width of the ball

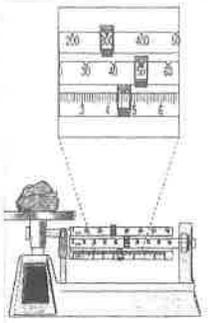
- (A) 6.0 cm
- (B) 8.0 cm
- (C) 14.0 cm
- (D) 17.0 cm

Oct 6-10:24 AM



Measure the volume.

Oct 6-10:25 AM



What is the mass of the rock being weighed.

Oct 6-10:26 AM

Liters (deciliter, milliliter) measure...

- (A) liquid
- (B) solids
- (C) air



Grams (kilograms) measure...

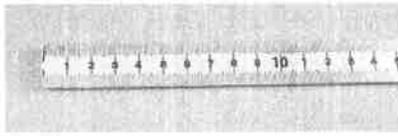
- (A) liquids
- (B) solids
- (C) length



Oct 6-10:26 AM

Meters (centimeters, kilometers) measure...

- (A) length
- (B) weight
- (C) shape



Oct 6-10:37 AM

The formula to find density of an object is:

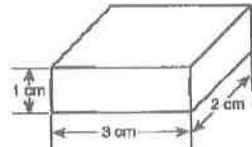
- (A) mass divided by volume
- (B) length x width x height
- (C) volume divided by mass
- (D) mass divided by length

Oct 6-10:28 AM

To measure volume....

- (A) divide length by width
- (B) add height and mass
- (C) multiply length x width x height
- (D) multiply density by mass

Oct 6-10:29 AM



(Not drawn to scale)

Find the volume of the cube. Show your work.

Oct 6-10:29 AM

How many meters are in 1,000 millimeters?

- (A) one
- (B) ten
- (C) a thousand
- (D) a million

Oct 6-10:29 AM

Liquids	Volume	Mass	Density
Liquid 1	5 ml	3 g	0.6 g/mL
Liquid 2	20 ml	6 g	0.3 g/mL
Liquid 3	15ml	5 g	0.33 g/mL
Liquid 4	10ml	4 g	0.4 g/mL

The chart shows the volume and mass of 4 liquids.

If you pour all 4 liquids into a glass cylinder, which of the following represents the correct order for the liquids?



(A)



(B)



(C)



(D)

Oct 6-10:30 AM

Immigration

1890-1920

Sep 17-7:36 AM

“not merely a nation but a nation of nations”

-Lyndon B. Johnson

Sep 17-7:38 AM

Immigrate

When one moves to a country in order to live

Sep 17-7:38 AM

"Old Immigrants"

- 1600's-1700's: The British
- 1700's: African Slaves
- Mid 1800's: The Irish

** here in America for generations

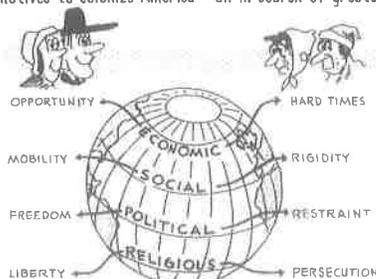
** know the culture (language, customs)

Why did they move to the "New World"?

Sep 17-7:39 AM

THE AMERICAN DREAM: FREEDOM

Roller coaster upheavals in England created economic, social, religious, and political motives to colonize America—all in search of greater freedom.



Sep 17-7:42 AM

" New Immigrants"

mostly came to the US after 1890

mostly from non-English speaking countries

**same push and pull factors

Sep 17-8:52 AM

Reasons why immigrants left their native countries

Push Factors:
Forced to leave their country



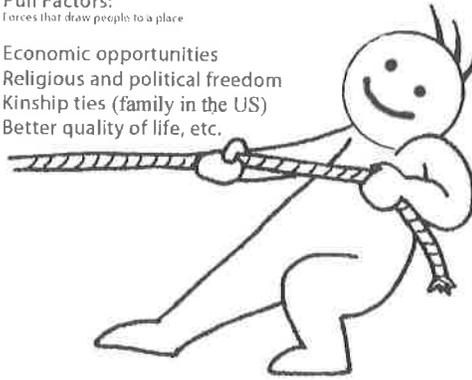
- Political instability
- Poverty
- Natural Disasters
- Wars
- Unemployment
- Lack of opportunities
- Political and religious persecution (little freedom)

Sep 17-7:43 AM

Why immigrants chose America

Pull Factors:
Forces that draw people to a place

- Economic opportunities
- Religious and political freedom
- Kinship ties (family in the US)
- Better quality of life, etc.



Sep 17-7:44 AM

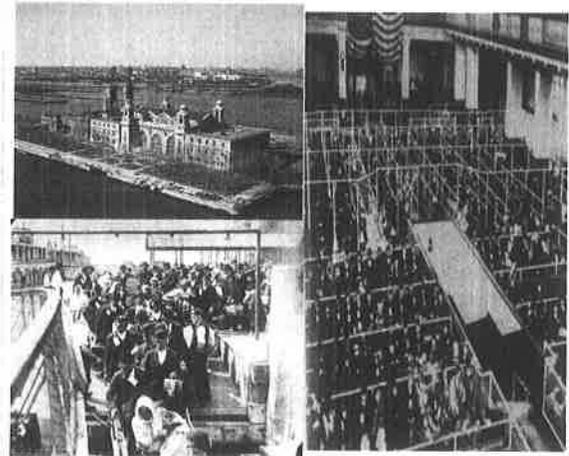
Immigration Centers

Purpose: Process the immigrants

- > Health
- > Economic situation
- > Motives for coming to America

Ellis Island: East Coast (1892-1954)
Angel Island: West Coast (1910-1940)

<http://teacher.scholastic.com/activities/immigration/tour/stop2.htm>



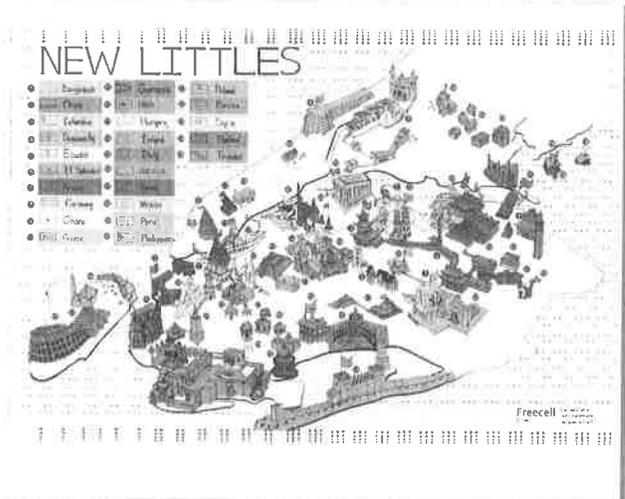
Sep 17-7:47 AM

Sep 17-7:47 AM

Life in America

Culture Shock: extreme anxiety due to a totally new way of life

** formation of ethnic communities (GHETTOS)



Sep 17-7:49 AM

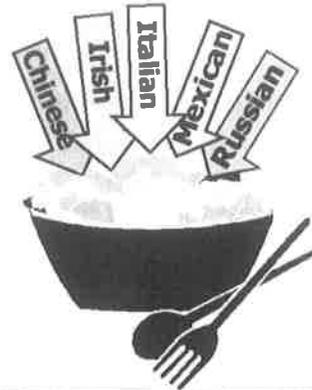
Sep 17-7:50 AM

MELTING POT



Sep 17-7:51 AM

SALAD BOWL



Sep 17-7:52 AM

Urbanization

Moved to cities → Jobs in factories

**others moved out west to farm, build railroads, and mine for gold

Sep 17-7:53 AM

- Tenements: poor, crowded, unsanitary, dangerous housing



Laissez-faire government
**lazy government
(no laws to protect them)

Sep 17-8:30 AM



Laws did not keep up with the expansion: sanitation (garbage removal), safety standards (fire escapes...), disease, fire

Sep 17-8:31 AM

Immigrants were exploited
(taken advantage of)

Laissez-faire government
**lazy government

(no laws to protect them)

Sep 17-8:32 AM

Working conditions

Dangerous: no safety laws

Excerpt from The Jungle by Upton Sinclair

Let a man so much as scrape his finger pushing a trunk in the pickle-rooms, and he might have a sore that would put him out of the world; all his joints might be eaten by acid, one by one... you could scarcely find a person who has use of his thumb.

Sep 17-8:38 AM

Excerpt from The Jungle by Upton Sinclair

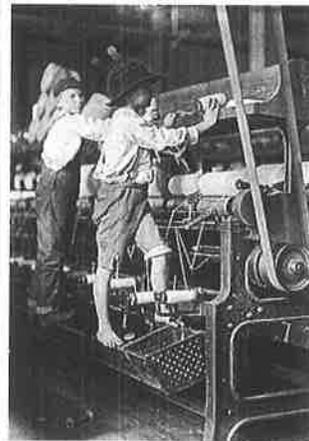
There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats.

Sep 17-8:41 AM

Little pay (\$3.50/week)

Long hours (12-16 hour days; 6 days a week)

Sep 17-8:43 AM



Child labor
**not going to school... cyclical

(happens generation after generation)

Sep 17-8:44 AM

Survival of the Richest



SOCIAL DARWINISM
By Angela Gant

**Justifies laissez-faire (government not passing laws to help)

Sep 17-8:54 AM

Gilded Age:

To give an often deceptively attractive or improved appearance to

Sep 17-8:56 AM



The American Dream

- Job opportunities
- Free Land
- Growth of business
- Rags to Riches Stories (Andrew Carnegie)
- New Technologies

**Economic Expansion

Sep 17-8:57 AM

Not so dreamy...

- bad working conditions
- bad living conditions
- Corrupt government

Sep 17-8:59 AM



Oct 3-8:29 AM



Nativism/ Nativist:

dislikes immigrants

Sep 17-9:05 AM

Old vs. New

- Different language, religious, customs...
- Here to change America
- Here to harm America
- Bad for unions (too many workers makes strikes ineffective)

Sep 17-9:01 AM

Immigration Laws Then:

Limited immigration from "new immigrant" countries

- Ex. Chinese Exclusion Act
- Gentleman's Agreement
- Quotas

Sep 17-9:02 AM



Looking Backward

Sep 17-9:18 AM

Immigration Laws Now:

First come first serve

**not based on where the immigrant is from

Sep 17-9:06 AM

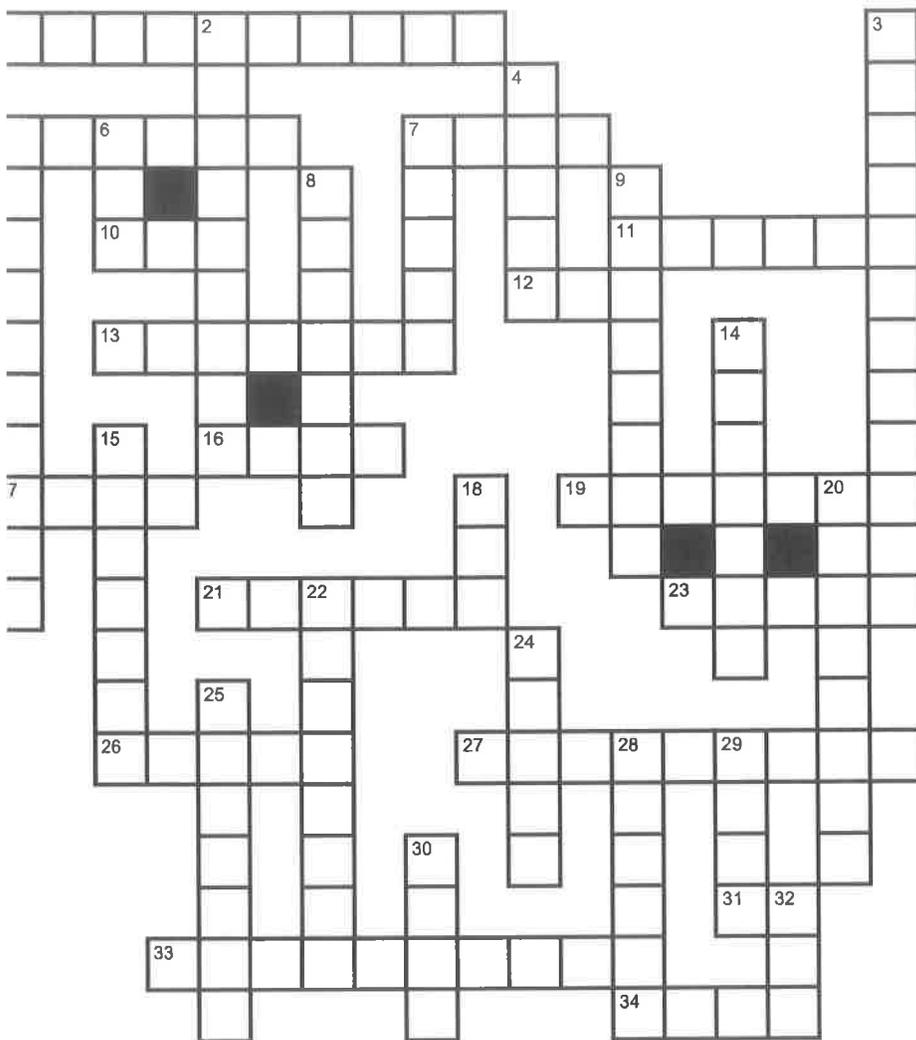
National and World events' impact on immigration policy:

need for workers- welcome immigrants
**westward expansion; industrialization)

War: limit immigration

Depression (high unemployment)- limit immigration

Sep 17-9:08 AM



Down

- 2. A home in the city.
- 3. A place to study after high school.
- 4. A narrow street behind a building.
- 5. A very tall building.
- 6. What some people take to work.
- 7. Government official in charge of a city.
- 8. A place where people make things.
- 9. A place to go when you are sick.
- 14. A place on the sidewalk where you can put your mail.
- 15. _____ lights. Lights that tell cars when to go or stop.
- 18. A traffic _____. A time when traffic almost stops because there are too many cars on the road.
- 20. A time when many people are driving on the road to get to work.
- 22. A place where people walk next to the road.
- 24. A lot of people gathered together.
- 25. A road where people drive fast.
- 28. Cities have lots of these bright things at night.
- 29. Many people take this to work instead of their own car.
- 30. A place where people save their money.
- 32. A short sleep.

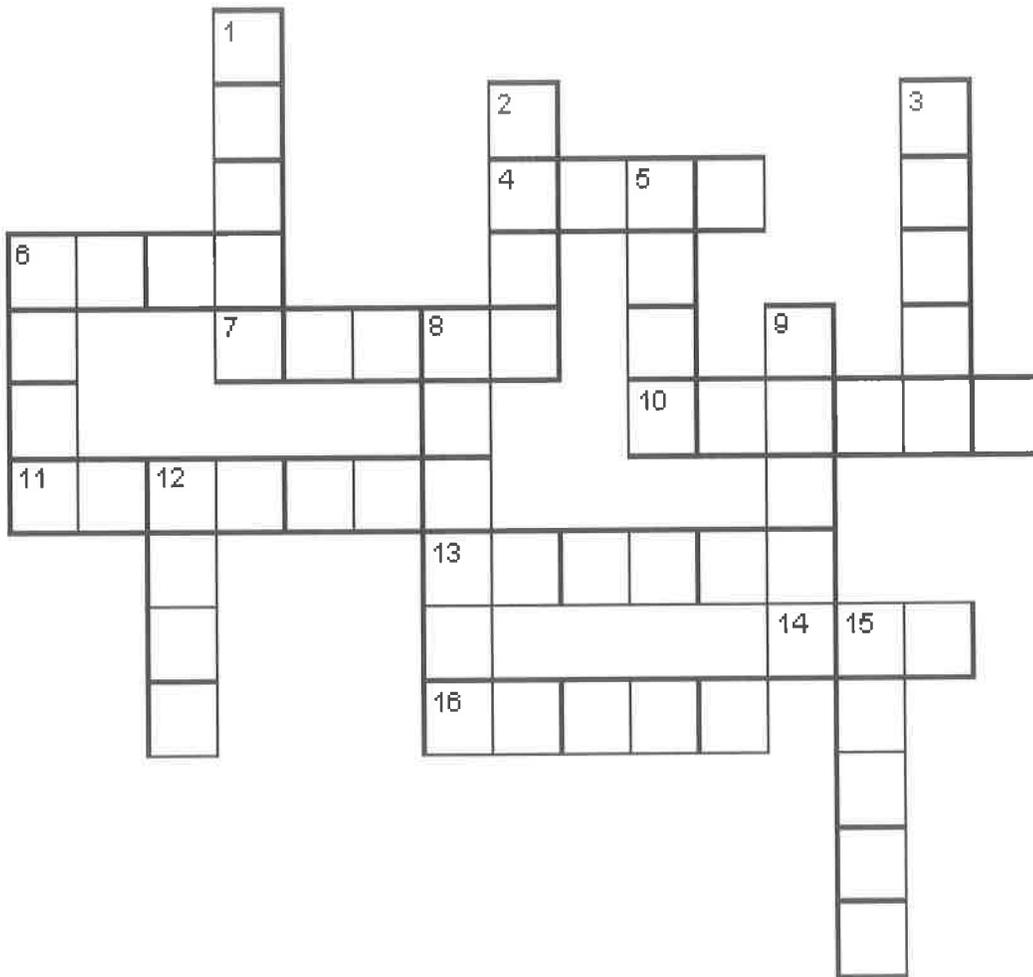
Across

- 1. A place to get something to eat.
- 17. A place to go for a walk.
- 19. A place to view art.
- 21. A place to learn history.
- 23. Many sounds.
- 26. Stealing or robbing.
- 27. Dirty air or dirty water.
- 31. Go _____. Enter.
- 33. A place where people park their cars.
- 34. What you do at a department store.
- 7. Go left or right.
- 10. An underground form of transportation.
- 13. A place with many shops in one building.
- 15. What you do on a bench.
- 16. The opposite of no.
- 18. A place where many business people work.
- 20. A place to see a show.





The Five Senses Crossword



Across

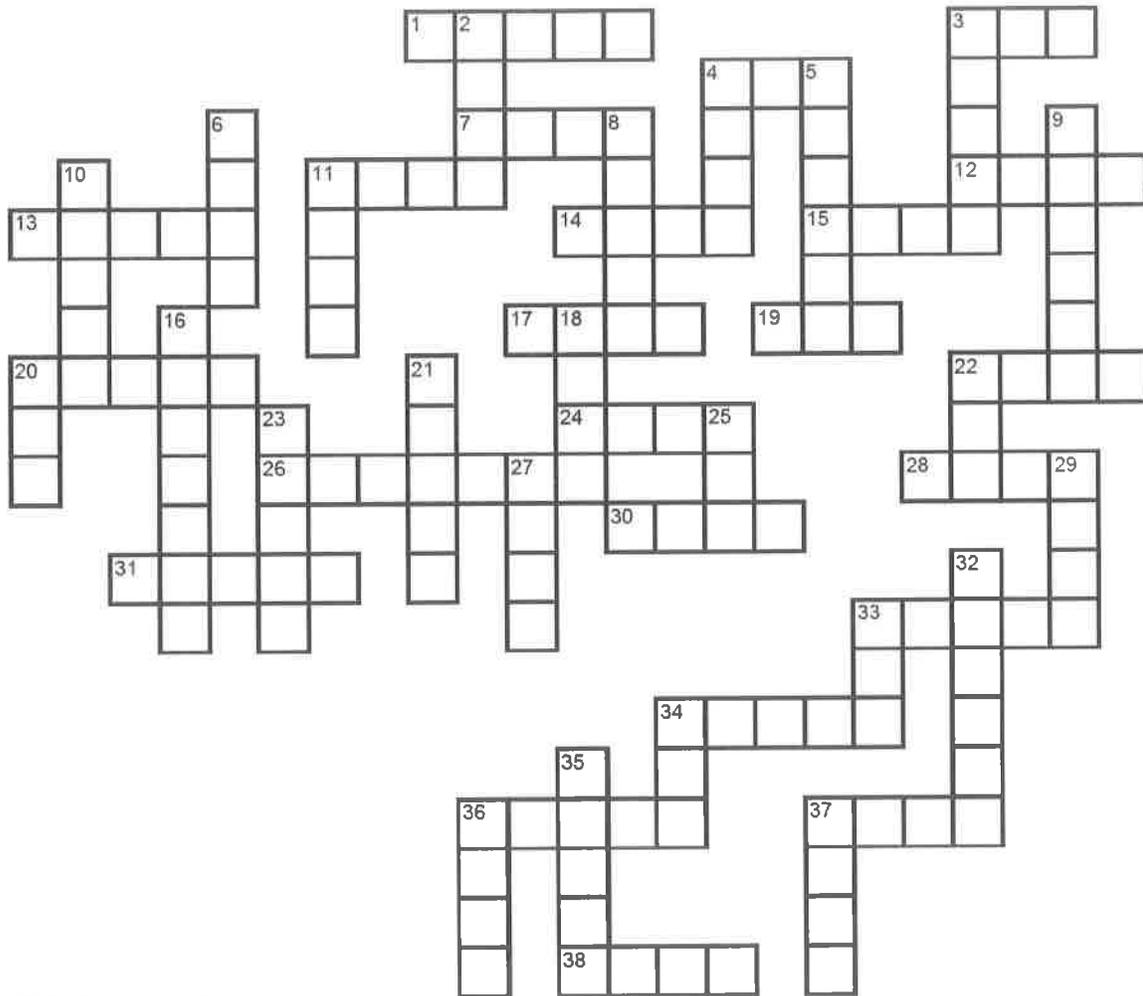
- 4. You need these to see.
- 6. No light.
- 7. I _____ a flower.
- 10. That _____ like a siren.
- 11. You use these to touch things.
- 13. The organ you use to taste.
- 14. How many eyes do you have?
- 16. Loud sounds.

Down

- 1. That cloud _____ like a fish.
- 2. Another word for touch.
- 3. Not able to see.
- 5. What you hear with.
- 6. Not able to hear.
- 8. I _____ to music.
- 9. Not noisy.
- 12. The organ you use to smell.
- 15. I _____ TV.

Crossword Puzzle: Irregular Past Tense Verbs 2

Directions: Fill in the boxes with the irregular forms of the past tense.



ESL Worksheets and Lesson Plans.com

ACROSS

- 1 choose
- 3 see
- 4 let
- 7 read
- 11 shut
- 12 keep
- 13 drink
- 14 cost
- 15 give
- 17 fly
- 19 eat
- 20 hear
- 22 ride
- 24 sell
- 26 think
- 28 know
- 30 make
- 31 shake
- 33 steal
- 34 sheep
- 36 spend
- 37 feel
- 38 tell

DOWN

- 2 hurt
- 3 speak
- 4 lend
- 5 teach
- 6 wake
- 8 drive
- 9 spread
- 10 write
- 11 sing
- 16 bring
- 18 lose
- 20 hide
- 21 find
- 22 run
- 23 stand
- 25 do
- 27 hold
- 29 wear
- 32 forget
- 33 set
- 34 sat
- 35 mean
- 36 swim
- 37 fall

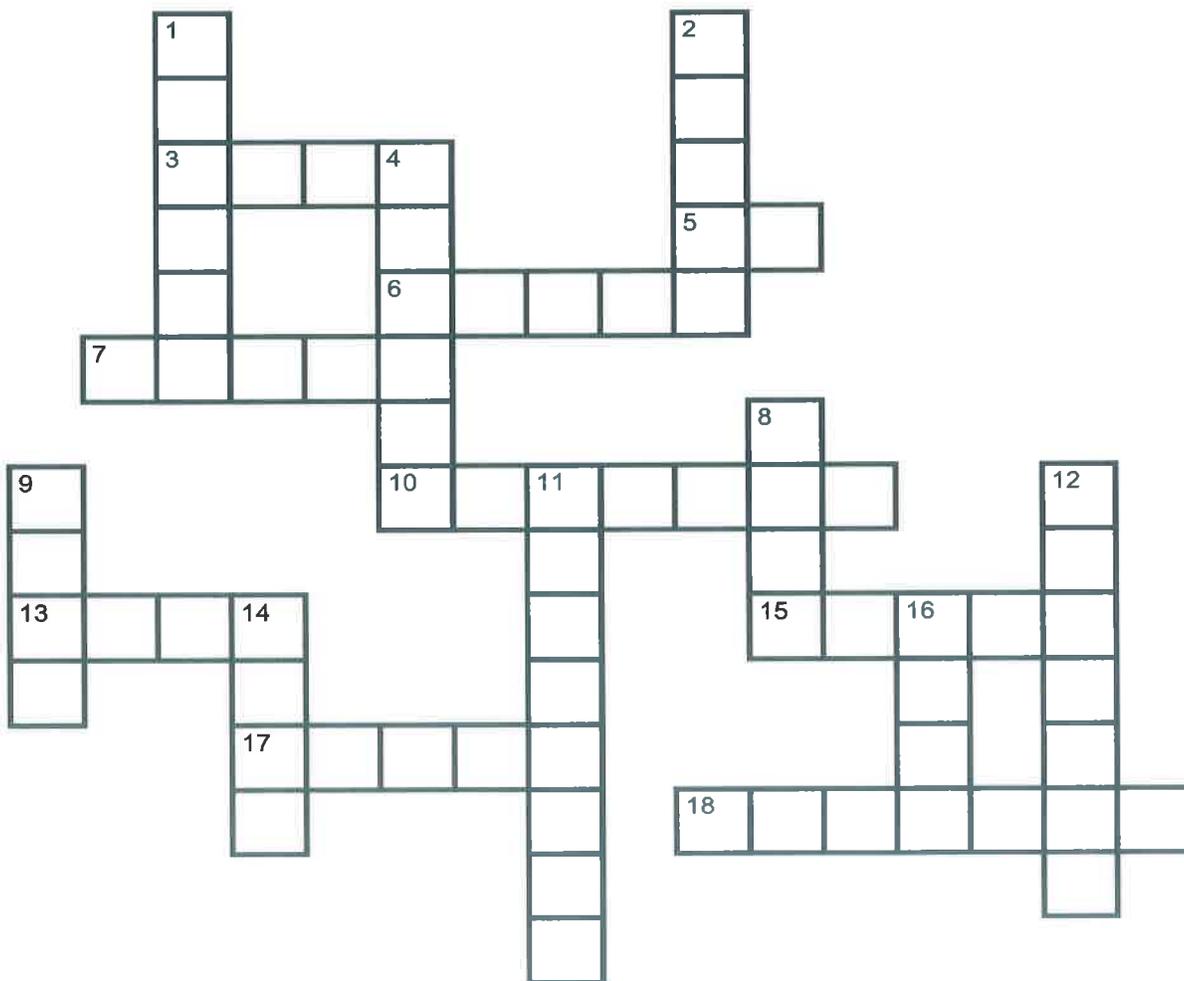
Opposite Verbs Crossword

Across

3. The opposite of start
5. The opposite of come
6. The opposite of throw
7. The opposite of fix
10. The opposite of take out
13. The opposite of buy
15. The opposite of exit
17. The opposite of sit
18. The opposite of put on

Down

1. The opposite of ask
2. The opposite of cry
4. The opposite of put down
8. The opposite of love
9. The opposite of pull
11. The opposite of turn up
12. The opposite of turn on
14. The opposite of find
16. The opposite of give



Crossword Puzzle: Names of Vegetables

Directions: Fill in the boxes with the names of vegetables in the photos.

ACROSS

1.



3.



8.



10.



11.



12.



15.



17.



21.



23.



DOWN

2.



4.



5.



6.



7.



9.



13.



14.



15.



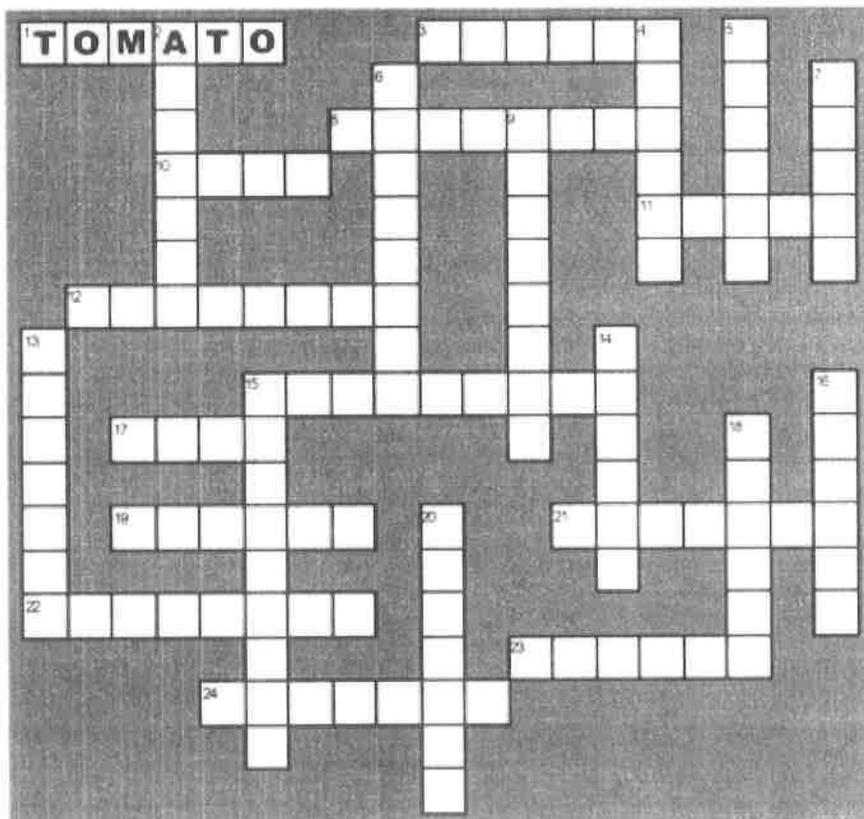
16.



18.



20.



19.



22.



24.



Name _____

Date _____

Read about some common Western superstitions.

These are some common Western superstitions. Many of them originated during a time when there were no scientific explanations for events that happened. People used to believe in witches, magic, dragons, and fairies. There are still people who continue to believe in superstitions and live their lives according to these beliefs.

Superstition

Meaning

Baseball Bat

Spit on a new bat when using it for the first time to make it lucky.

Bed

It's bad luck to put a hat on a bed.

Bell

When a bell rings, an angel has received its wings.

Cats

If a black cat crosses your path, you will have bad luck.

Clover

It's good luck to find a four-leaf clover.

Knives

If a friend gives you a knife, you should give him/her a coin.

Ladybugs

It is bad luck to kill a ladybug.

Ladder

It's bad luck to walk under a ladder.

Mirror

If you break a mirror, it is seven years bad luck.

Salt

If you spill salt, you must throw some over your left shoulder.

Umbrella

It's bad luck to open an umbrella in the house.

Wood

Knock on wood anytime you mention good fortune.

Yawn

Cover your mouth so your soul doesn't go out of your body.

Itchy Ear

Someone is talking about you.

Friday the 13th

This day is traditionally unlucky unless you were born on it.

Comprehension Questions:

1. What should you do to a bat to make it lucky?
2. What shouldn't you put on a bed?
3. How can cats be unlucky?
4. What kind of clover is good luck?
5. If a friend gives you a knife, what should you give in return?
6. How can ladders be unlucky?
7. How can ladybugs be unlucky?
8. What can give you seven years bad luck?
9. If you spill salt, what should you do?
10. How can umbrellas be unlucky?
11. When should you knock on wood?
12. What should you do when you yawn?
13. What does an itchy ear mean?

Name _____

Date _____

The Halloween Tradition in the United States

Tradition:

Prank:

Fill in the first two columns of the chart below and then we'll watch a short video.

What do <u>I know</u> about Halloween	What do <u>I want to know</u> about Halloween	What <u>did I learn</u> about Halloween?

September 29, 2015

Principal Ms. Taryn Johnson

Dear Ms. Johnson,

My name is Dianne Bailey, and I am interested in enrolling my twelve-year old daughter, Claire, in your school. Claire has never been to school before due to the frequent orthopedic surgeries she has had for her severe cerebral palsy; instead she has received some tutoring while recuperating in the hospital, and the rest of the time I have homeschooled her.

Claire is an intelligent young girl who greatly enjoys reading; she just finished the Harry Potter series on her own. Due to her medical condition her speech can be difficult to understand, and she will sometimes use a computer to communicate more easily.

Claire has been restricted to a wheelchair for most of her life, but her most recent surgery has allowed her to begin using a walker for the first time. Our hope is that she will one day be able to walk with little assistance.

We are hoping that the students of Merrick Avenue Middle School will welcome Claire into their community. While she has a very supportive family, she is missing the joy that friends her own age could bring, and it is for that reason my husband and I are interested in enrolling her in school. We would like to meet with you soon to discuss this possibility.

I hope to hear from you soon.

Mrs. Dianne Bailey

Name: _____

Date: _____

Directions: Pretend you found the attached letter in the hallway of our school. After reading the letter, respond to the following questions. Remember to answer each question from the different **perspectives**.

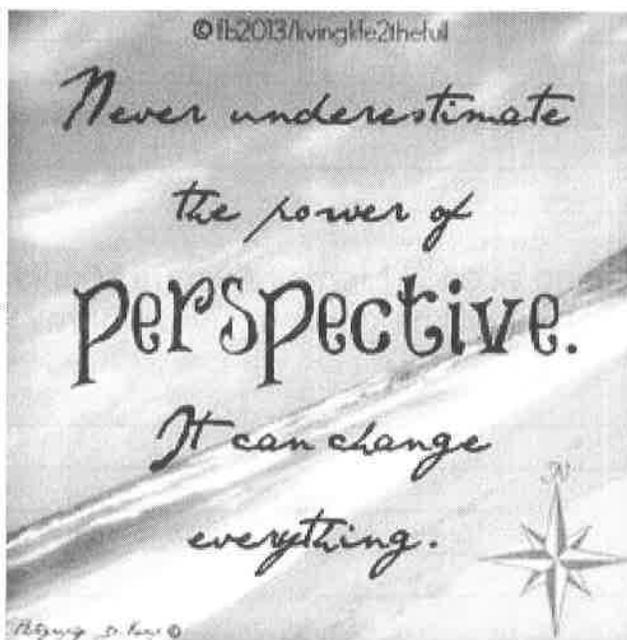
1. How do you think Claire is feeling as she prepares to enter Merrick Avenue Middle School? What questions or concerns do you think she has? Do you think she should feel that way?

2. How do you think Claire's mother is feeling as she writes the letter to Ms. Johnson? Why do you think she feels this way?

3. Claire has one brother who attends Merrick Avenue Middle School. How do you think he feels now that his sister will be going to school here? Why do you think he feels that way?

4. Now that you know Claire will be joining our school, how do you think you will react to her being in our class? How do you think the other students will react? Why?

5. How do you think Ms. Johnson will react when she receives this letter? What do you think she will do?



“Diving Under” – Chapter 1

1. Why is Chapter 1 called “Diving Under”?

Bryce is always trying to get away from Juli. In Chapter 1, page 3, he says, “I dive behind my mother.” On page 4, he says, “I spotted her in the nick of time and dove under my bed, but man that right there tells something about Juli Baker”.

2. What does Bryce mean by “better to dive down”? (4)

He would rather dive down under his bed than to get seen by Juli. He didn’t want to play with her and she was looking into his bedroom window to see if he was there.

“Flipped” – Chapter 2

3. What is Juli’s opinion of Bryce?

Juli likes Bryce a lot. She thinks he is so cute. (page 11) She says, “The first day I met Bryce Loski, I flipped”.

4. Why does Juli dislike Shelly Stalls?

Juli dislikes Shelly Stalls because Bryce asked Shelly to be his girlfriend. “That pushy little princess had no business hanging on to him like that.”(page 17)

“Buddy Beware” – Chapter 3

5. What does Bryce think of the sycamore tree?

Bryce thinks the sycamore tree is “the ugliest tree known to man” (page 21), but he felt badly for Juli when the tree was getting cut down. “Stupid as it was, she loved that tree, and cutting it down would be like cutting out her heart.” (page 25)

6. What does Juli think of the sycamore tree?

Juli loved the sycamore tree. She loved to climb it and look out for the school bus. She argued with Bryce telling him that he was “visually challenged”

(page 21). She climbed the tree so that they would not cut it down but it didn't work. (page 25)

Name: _____

Date: _____

Period: _____

Flipped Vocabulary – chapter 1 &2

Word Bank:

Dilemma	Calisthenics	Radically	Catapult	Retrieve	Recruit
Indebted	Dissertation	Corrupt	Antagonize	Sabotage	Implication

Avoidance Strategic

- 1) A situation in which a difficult choice has to be made between two or more alternatives, especially equally undesirable ones. A difficult situation or problem.

- 2) Relating to the identification of long-term or overall aims and interests and the means of achieving them.

- 3) Gymnastic exercises to achieve bodily fitness and grace of movement. Carefully designed or planned to serve a particular purpose or advantage.

- 4) An act or practice of avoiding or withdrawing from something the action or state of being involved in something.

- 5) Thorough going or extreme, especially as regards change from accepted or traditional forms: a radical change in the policy of a company; favoring drastic political, economic, or social reforms.

-
- 6) The conclusion that can be drawn from something, although it is not explicitly stated.

-
- 7) A device in which accumulated tension is suddenly released to hurl an object some distance, in particular.

Hurl or launch (something) in a specified direction

-
- 8) Deliberately destroy, damage, or obstruct (something), especially for political or military advantage.

-
- 9) Get or bring (something) back; regain possession of.
An act of retrieving something. The possibility of recovery.

-
- 10) Cause (someone) to become hostile.

-
- 11) Enlist (someone) in the armed forces.
a person newly enlisted in the armed forces and not yet fully trained

-
- 12) Having or showing a willingness to act dishonestly in return for money or personal gain. Cause to act dishonestly in return for money or personal gain.

13) A long essay on a particular subject, especially one written as a requirement for the Doctor of Philosophy degree.

14) owing gratitude for a service or favor

1. **awareness:** a person's knowledge or understanding of a situation
2. **believable:** able to be believed
3. **conclude:** bring something to an end
4. **convince:** persuade someone to agree; sway someone's thinking
5. **debate:** n. discussion between two people with opposite views
v. discuss different views on a subject
6. **evaluate:** judge how good or successful something is
7. **evidence:** facts, objects or signs that prove that something is true
8. **explain:** describe or demonstrate something in a way that makes it clear and understandable
9. **factual:** based on facts; truthful
10. **fiction:** stories about imaginary people and events
11. **insight:** personal understanding or wisdom on a subject
12. **perceive:** see or recognize something; discover; identify
13. **reality:** what actually happens or is true; real life
14. **reveal:** uncover a secret; make something known
15. **truth:** what can be proved, based on facts

1. **antagonize:** - cause (someone) to become hostile
2. **avoidance:** - an act or practice of avoiding or withdrawing from something
- the action or state of being involved in something
3. **calisthenics:** gymnastic exercises to achieve bodily fitness and grace of movement
4. **catapult:** - a device in which accumulated tension is suddenly released to hurl an object some distance, in particular.
- hurl or launch (something) in a specified direction with or as if with a catapult.
5. **corrupt:** -having or showing a willingness to act dishonestly in return for money or personal gain
-cause to act dishonestly in return for money or personal gain
6. **dilemma:** - a situation in which a difficult choice has to be made between two or more alternatives, especially equally undesirable ones
- a difficult situation or problem
7. **dissertation:** - a long essay on a particular subject, especially one written as a requirement for the Doctor of Philosophy degree
8. **implication:** - the conclusion that can be drawn from something, although it is not explicitly stated
9. **indebted:** - owing gratitude for a service or favor
10. **radically:** - thorough going or extreme, especially as regards change from accepted or traditional forms; a radical change in the policy of a company.
-favoring drastic political, economic, or social reforms.
11. **recruit:** - enlist (someone) in the armed forces
- a person newly enlisted in the armed forces and not yet fully trained
12. **retrieve:** - get or bring (something) back regain possession of.
- an act of retrieving something
- the possibility of recovery
13. **sabotage:** - deliberately destroy, damage, or obstruct (something), especially for political or military advantage
- the action of sabotaging something
14. **strategic:** - relating to the identification of long-term or overall aims and interests and the means of achieving them
- carefully designed or planned to serve a particular purpose or advantage

Name – _____

Date – _____

Vocabulary quiz

Team 4 – English

Word Bank –

Conclude Convince Evaluate Perceive Reveal Debate Evidence Fiction
Believable Explain Insight Truth Awareness Factual Reality

- 1) What can be proved based on facts. _____
- 2) Personal understanding or wisdom on a subject. _____
- 3) Based on facts: truthful. _____
- 4) Describe or demonstrate something in a way that makes it clear and understandable. _____
- 5) Able to be believed. _____
- 6) Bring something to an end. _____
- 7) Uncover a secret; make something known. _____
- 8) Persuade someone to agree; sway someone's thinking. _____
- 9) See or recognize; discover; identify. _____
- 10) Judge how good or successful something is. _____
- 11) What actually happens or is true; real life. _____

12) Stories about imaginary people and events. _____

13) Facts, objects, or signs that prove something is true _____

14) *n.* Discussion between two people with opposite views.
v. discuss different views on a subject. _____

15) A person's knowledge or understanding of a situation. _____

Common and Proper Nouns

Directions: Underline each common noun. Circle each proper noun.

1. The audience enjoyed the performance of the Nutcracker.
2. There are many amazing monuments in Paris.
3. People often drink coffee in the afternoon.
4. Selena Gomez is a famous singer.
5. Thomas Edison, a famous inventor, was born in Ohio.

Plural and Possessive Nouns

Directions: Underline the correct form of the noun for each sentence.

1. The (wave's, waves) washed over the shore.
2. The (boy's, boys) house was near the school.
3. The (passengers, passengers') faces showed that they were scared.
4. Each (days, day's) work brings some progress.
5. The (womens, women's) shoes were the latest fashion.

Name _____

ENL

A. Decide if the following is a common name or a proper noun. If the noun is proper, rewrite it correctly.

1. dog -

2. mary -

3. lake erie -

4. house -

5. the new york times –

B. Circle the correct subject pronoun.

1. Paul and (I, me) are going to the library.

2. I and Mary, Mary and I) went to the store.

3. Mr. Wilen and (we, us) saw a basketball game yesterday.

4. Bob and (her, she) will be there.

5. (He, Him) and his brother played baseball.

C. Circle the correct object pronoun.

1. John gave the book to Bill and (he, him).

2. Give Mary and (I, me) some cookies, please.

3. The dog chased (they, them) many times.

4. Mom brought Cindy and (she, her) to the museum.

5. The teacher gave Abby and (I, me) directions.

D. Make the nouns show possession – rewrite the sentences correctly.

1. Paul team beat Jack team yesterday.

2. My two sisters tests were on the table.

3. Which store has babies clothes?

4. In my aunt store they sell men and ladies clothes.

5. The dog collar was on the table.

Geography/ Culture/ Native Americans:

1. Primary source: _____

Examples: _____

2. Define geography: _____

Mountain: _____

Island: _____

Peninsula: _____

Hemisphere: _____

Equator: _____

What happens to climate as one gets closer to the equator? _____

Prime Meridian: _____

Which hemisphere is the US in? _____

3. Define culture: _____

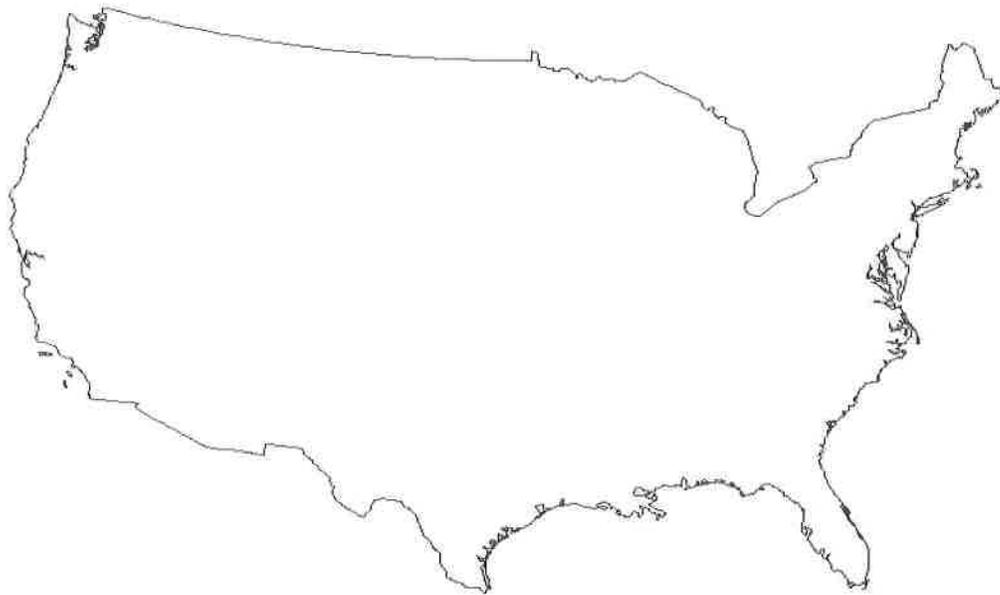
Give an example of an ethnocentric statement: _____

4. Eastern Tribes: _____

How geography impacted their culture: _____

Iroquois Confederacy: _____

Label the following features: Atlantic Ocean(A), Pacific Ocean(B), Mississippi River(C), Rocky Mountains(D), Appalachian Mountains(E), Great Plains(F), Gulf of Mexico(G)



A. Long Island	E. Niagara Falls
B. Hudson River	F. Catskill Mts
C. Finger Lakes	G. Albany
D. Lake Champlain	Label the areas A-G on the map

Exploration:

Land Bridge Theory: _____

Use the space below to list reasons for exploration for each European nation.

Portuguese	Spanish	French

Columbus: _____

Goals: _____

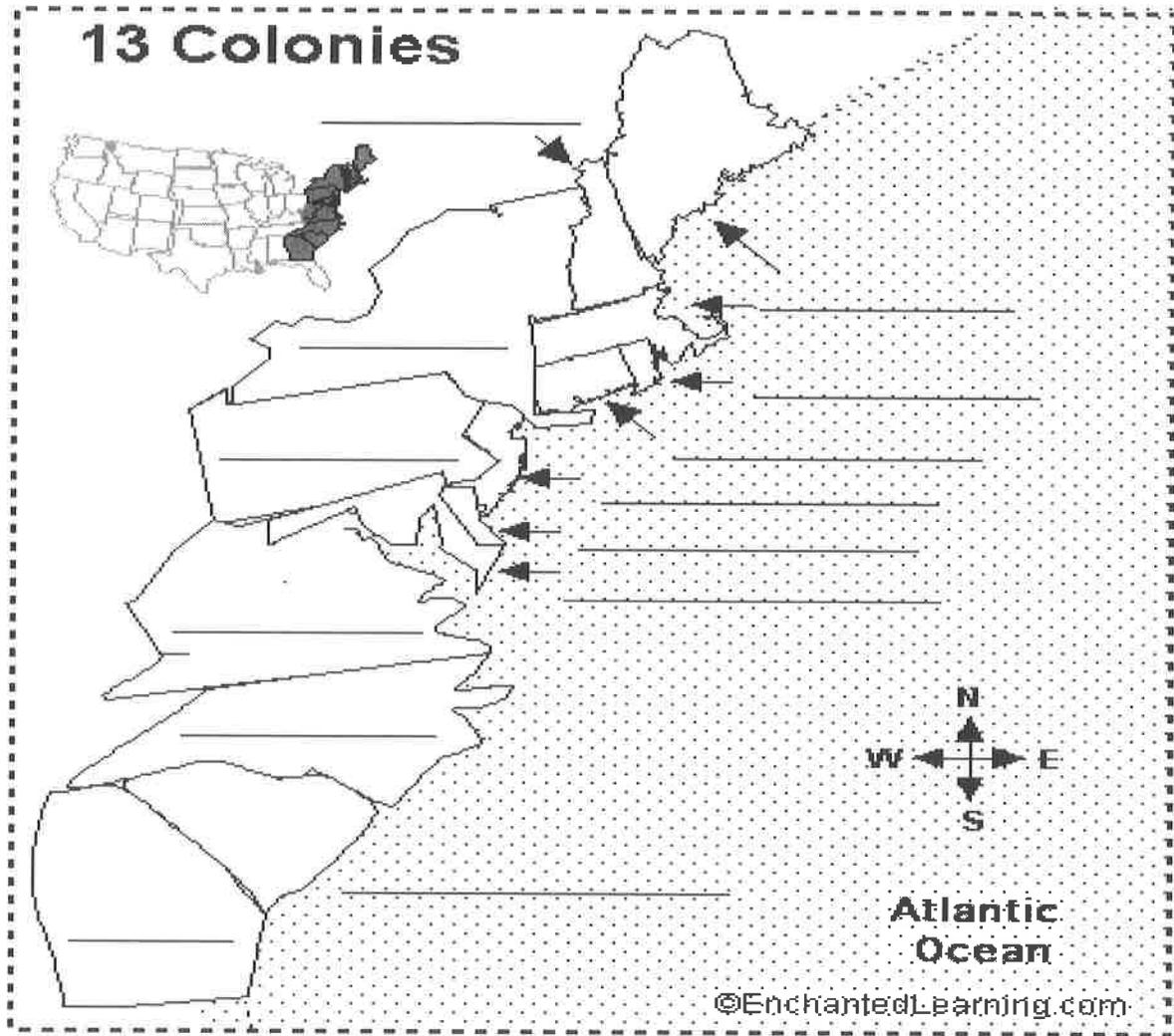
Accomplishments: _____

Columbian Exchange: _____

Positive impacts of exploration: _____

Negative impacts of exploration: _____

Colonization:



Reasons for coming to the "New World:"

Pilgrims/ Quakers/ Puritans: _____

What was the first successful English colony? _____

What contributed to its success? _____

1. New England: Geography: _____

How geography impacted culture of the area: _____

Mayflower Compact/Fundamental Orders of Connecticut: _____

Subsistence Farming: _____

2. Middle: Geography: _____

How geography impacted culture of the area: _____

Bread Basket: _____

Assemblies: _____

3. Southern: Geography: _____

How geography impacted culture of the area: _____

Cash Crops: _____

**Plantations

House of Burgesses: _____

Define the following:

Mercantilism: _____

Salutary Neglect: _____

The American Revolution:

1. Explain events and how they contributed to the outbreak of the Revolution:

French and Indian War: _____

* Albany Plan of Union: _____

Proclamation Line of 1763: _____

"No taxation without representation": _____

Give Examples: _____

Boycott: _____

Boston Massacre: _____

Define Propaganda: _____

Quartering Act: _____

Boston Tea Party: _____

Coercive Acts/ "Intolerable Acts": _____

Loyalist: _____

Patriot: _____

2. Lexington and Concord: _____

**Before Declaration of Independence

Declaration of Independence: _____

Battle of Saratoga: _____

French Alliance: _____

Battle of Yorktown: _____

Treaty of Paris: _____

Government:

Democracy: _____

Articles of Confederation: _____

Positives: _____

Negatives: _____

Shay's Rebellion: _____

Constitutional Convention: _____

Great Compromise: _____

3/5's Compromise: _____

Constitution: _____

Preamble: _____

Federalism: _____

Delegated Powers: _____

Reserved Powers: _____

Concurrent Powers: _____

Separation of Powers: _____

Executive: _____

Legislative: _____

Judicial: _____

Checks and Balances: _____

Judicial Review (Marbury vs. Madison): _____

Electoral College: _____

Bill of Rights: _____

**First 10 Amendments **Federalists vs. Anti-Federalists

Amendment Process/ Elastic Clause: _____

First 7 Presidents:

George Washington: Explain 4 major precedents established by him:

a. _____

b. _____

c. _____

d. _____

What advice did Washington give in his Farewell address: _____

Whiskey Rebellion: _____

Explain rise of political parties: _____

Federalists: _____

Democratic-Republicans: _____

John Adams: _____

Alien Act: _____

Sedition Act: _____

XYZ Affair: _____

Thomas Jefferson: _____

Louisiana Purchase: _____

Lewis and Clark: _____

Embargo Act: _____

Nonintercourse Act: _____

James Madison: _____

War of 1812: _____

Causes: _____

Results: _____

War Hawk: _____

Nationalism: _____

Treaty of Ghent: _____

James Monroe: _____

** "Era of Good Feelings"

Monroe Doctrine: _____

John Quincy Adams: _____

Election of 1824: _____

Andrew Jackson: _____

****Leader of the common man**

Indian Removal Act: _____

****Trail of Tears**

Spoils System: _____

Veto: _____

National Bank: _____

Westward Expansion: _____

Manifest Destiny: _____

How the US acquired land:

Treaty of Paris(1783): _____

Louisiana Purchase: _____

Mississippi River: _____

Annexation of Texas: _____

Mexican- American War: _____

Motives to move west:

Transcontinental Railroad: _____

Gold Rush: _____

Homestead Act: _____

Cattle kingdom/cowboys: _____

What impact did westward expansion have on Native Americans? _____

How did westward expansion lead to sectionalism? _____

Civil War: _____

Rise of Sectionalism: _____

*differences in geography

Rise of Abolition Movement: _____

Harriet Beecher Stowe, Uncle Tom's Cabin: _____

Dred Scott Decision: _____

Lincoln's "House divided" speech: _____

Missouri Compromise: _____

Kansas-Nebraska Act: _____

Popular Sovereignty: _____

Bleeding Kansas: _____

Election of 1860: _____

States' vs. National Government's Rights: _____

Secession: _____

Fort Sumter: _____

Lincoln's primary reason for fighting the war: _____

Advantages of the North: _____

Advantages of the South: _____

Emancipation Proclamation: _____

Battle of Gettysburg: _____

Appomattox Courthouse: _____

Reconstruction: _____

Explain the conditions of the south after the Civil War:

Economy: _____

Political: _____

Social: _____

Lincoln's 10% Plan: _____

*go easy on the south (preserve the union)

Who assassinated Abraham Lincoln? _____

Johnson's Presidential Reconstruction Plan: _____

**similar to Lincoln's (Radical Republicans in Congress hated the plan)

Reconstruction Act: _____

*severely punish the south

Freedmen's Bureau: _____

13th Amendment: _____

14th Amendment: _____

15th Amendment: _____

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 1 – Faction Introduction. Copy one line of evidence that proves that people from Abnegation are completely different from people from Dauntless.

Abnegation		Dauntless	
Characteristic	Evidence	Characteristic	Evidence
simple		brave	
selfless		standout	

Chapter 2. The Aptitude Test. For each of the choices made by the narrator, write a characteristic (adjective) and explain your answer.

Beatrice's Choice of Action	Beatrice's Characteristic	Your Explanation
She did not follow instructions when she was told to choose, so she did not have a knife or a piece of cheese to use on the dog.		
She tried to remember what books taught her about dogs. She knelt down in front of the dog and stretched her legs out behind her to lean on her elbow.		
She jumped to save the little girl from the dog.		
She tells the man on the bus that she does not know the man in the picture.		

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 5. The Choosing Ceremony. After reading the chapter, complete the table below using information from each faction.

FACTION/ SYMBOL	SYMBOL MEANING	WHAT THEY REJECT	THEIR PURPOSE
			
			
			
			
			

Chapter 6. The Right Decision? Answer the following questions about what happened after the Choosing Ceremony.

1. What are the 3 physical tasks Beatrice needs to complete immediately as a Dauntless Initiate? Why does she need to complete these 3 tasks?

2. Why do people call the Abnegation "Stiff"? Explain.

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 7. Dauntless Living.

A. Contrast Abnegation from Dauntless living using the aspects provided below.

	ABNEGATION	DAUNTLESS
CLOTHING		
FOOD		
INTERACTION		

B. How will the Dauntless choose their initiates? In your opinion, is this fair? Why or why not?

Chapter 8. Training to be Dauntless. During Dauntless Training, we can see how each faction is different through the different characters. For each character, write their faction of origin, and evidence that they exhibit behavior from that faction. Explain your evidence.

CHARACTER	FACTION OF ORIGIN	PROOF AND EXPLANATION
TRIS		
FOUR		
CHRISTINA		
WILL		

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 9. People vs. Christina. Answer the following questions.

1. Why doesn't Christina like Peter, Drew and Molly (Page 93)?

2. How can a person win a fight in Dauntless training? Copy evidence from the book to support your answer (Page 95).

3. In Page 99, Christina doesn't want to continue fighting and says, "I'm done." How does Eric react to this? Why does he react this way? Refer to Page 100 for your answer.

Chapter 10. Tris vs. Peter. In this chapter, we examine the real meaning of courage. For each event, choose whether it is an ACT OF COURAGE or a COWARDLY ACT. Then explain your answer.

EVENT	COURAGEOUS OR COWARDLY?	EXPLANATION
Peter spray-paints STIFF on Tris's mattress.	<input type="checkbox"/> Act of Courage <input type="checkbox"/> Cowardly Act	
Peter fights Tris until Tris passes out.	<input type="checkbox"/> Act of Courage <input type="checkbox"/> Cowardly Act	
Al doesn't want to hurt anyone while fighting.	<input type="checkbox"/> Act of Courage <input type="checkbox"/> Cowardly Act	

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 11. Field Trip to the Fence. During the field trip, Four shows the initiates what the Dauntless protect. Tris thinks about her job options after initiation. Look at the options below and for each, write a PRO and CON.

JOB	PRO	CON
<p align="center">Security (guard the fence or areas in the city)</p>		
<p align="center">Recreation and Entertainment (draw tattoos, make weapons, or fight each other for show)</p>		
<p align="center">Dauntless Leader (train Dauntless initiates, decide changes in your faction)</p>		

Chapter 12. Capture the Flag. Read each quote from the pages indicated and explain what each means for members of Dauntless.

QUOTE	DAUNTLESS EXPLANATION
<p>Page 130 - Even though I am still injured, I had to fight again today.</p>	
<p>Page 133 - "What do we get if we win?" someone shouts. "Sounds like the kind of question someone not from Dauntless would ask," says Four, raising an eyebrow. "You get to win, of course."</p>	
<p>Page 138 - A Dauntless Ferris wheel wouldn't have cars. You would just hang on tight with your hands, and good luck to you.</p>	
<p>Page 139 - Mental preparedness is one aspect of your Dauntless training. Arguably, it is the most important aspect.</p>	
<p>Page 156 - If my entire life is like this, loud laughter and bold action and the kind of exhaustion you feel after a hard but satisfying day, I will be content.</p>	

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 13. Playing with Knives. Read each quote from the chapter and in your own words, explain what is happening. Then determine what kind of conflict there is in the scene, and why there is a conflict.

QUOTE	WHAT IS HAPPENING?	WHAT IS THE SOURCE OF THE CONFLICT?
A half hour later, Al is the only initiate who hasn't hit the target yet. The next time he tries and misses, Eric marches toward him and demands, "How slow are you, Candor? Do you need glasses? Should I move the target closer to you?"		
Al throws another knife, and this one sails a few feet to the right of the target. "I think you should get it," Eric says. He scans the other initiates' faces--everyone has stopped throwing again--and says, "Did I tell you to stop?"		
Anger bubbles in my chest, and bursts from my mouth: "Stop it. Any idiot can stand in front of a target. It doesn't prove anything except that you're bullying us. Which, as I recall, is a sign of cowardice."		

Chapter 14. Tris vs. Molly. Answer the following questions about the chapter.

<p>1. Why did Tris say that she wanted to hurt Peter, Drew and Molly? (Pages 168-170)</p> <p>2. Copy 3 examples of VERBAL ABUSE that Tris received from Peter, Drew or Molly. (Pages 168, 169 and 172)</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>3. How can you tell that Tris is more Dauntless now than Abnegation? Explain how this can be seen in her actions and copy one line from the chapter to support your answer. (Pages 173-174)</p>

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Chapter 15. Visiting Day. Beatrice's mother, Natalie, asks her very important questions during Visiting Day. For each question, write down the answer and an explanation as to why it is important for her mother to get this information.

QUESTION	ANSWER	WHY IS THIS IMPORTANT?
"How are you really doing, Beatrice? How have the fights been? How are you ranked?"		
"What were your aptitude test results?"		
"You have to be very careful during the next stage of initiation. Stay in the middle of the pack, no matter what you do. Don't draw attention to yourself. Do you understand?"		
"I can't go visit your brother, but you can, when initiation is over. So I want you to go find him and tell him to research the simulation serum. Okay? Can you do that for me?"		

Chapter 16. Rankings and Competition. After receiving the rankings for the first round of initiation, Tris finds out that she is 6th in the group, Christina is 4th, and Peter is only 2nd to Edward (Page 198). This makes the competition more difficult, because four initiates will be removed and will become factionless. For this Reading Log, do the following:

- | |
|---|
| A. Summarize Pages 200-203, where Peter does something to make the competition easier for him. |
| B. Pretend that you are #7 on the list, and you are in danger of being factionless. What will you do to make sure that you are not removed from initiation? |

Divergent by Veronica Roth – Reading Log

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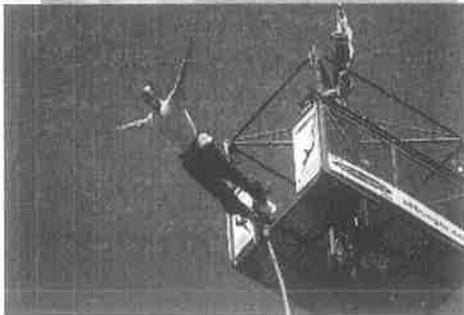
Date: _____

Chapter 17. Chicago Zipline. In this chapter, Tris experiences something exciting with some Dauntless-born initiates. Complete the tasks below to analyze the events in the chapter and to relate the events to your life.

A. For each inference, copy evidence from the pages indicated and explain how the evidence supports the inference.

INFERENCE	EVIDENCE and EXPLANATION
Tris knows more about Four's fears than Shauna does. (Pages 212-213)	
Tris is not afraid to do daring things. (Pages 221-222)	

B. Read the list of extreme sports activities below and rank them 1-5, 1 being the first one you would try and 5 being the last one. Then explain why you would try number 1 more than number 5.

EXPLANATION	<input type="checkbox"/> ziplining <input type="checkbox"/> skydiving <input type="checkbox"/> hand gliding <input type="checkbox"/> bungee jumping <input type="checkbox"/> white water rafting
	    

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 18. Fear Landscape. Answer the following questions about the chapter.

1. Describe what Tris is afraid of. (Pages 232-234)

2. What does Four mean when he says, "Learning how to think in the midst of fear is a lesson that everyone needs to learn," and do you agree or disagree with this? Explain. (Page 237)

Chapter 19. Molly's Revenge. Interpret each line by writing them in your own words.

LINE	YOUR INTERPRETATION
"The recent transfer of Beatrice and Caleb Prior, the children of Andrew Prior, calls into question the soundness of Abnegation's values and teachings."(Page 242)	
"It's your old faction, and there's nothing you can do about what they say, so you might as well just ignore it." (Page 245)	
"Peace is restrained; this is free." (Page 250)	

Chapter 20. Fear Landscape 2. Answer the following questions about the chapter.

1. During this simulation, what was Tris afraid of? How did she get out of it? (Pages 252-254)

2. Why is it dangerous to be Divergent? Explain your answer with evidence from the text. (Page 257-260)

Divergent by Veronica Roth – Reading Log

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Date: _____

Chapter 21. Mind Mirror. There are a lot of things Tris is thinking about at this point of the novel. Using the mind mirror below, provide details about the topics swirling in Tris's head.



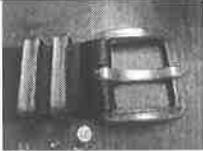
Chapter 22. Four's Advice. After the attack on Tris, explain what Four suggested she do the next day when she walks in the cafeteria. Why do you think this is the advice Four gives Tris?

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 25. Four's Four. Look at the images below and describe how each is connected to Four's fears.

WHAT IS FOUR AFRAID OF?	WHY IS FOUR AFRAID OF THIS?
	
	
	
	

Chapter 26. Four's Origin. Explain the discovery Tris makes about which faction Four came from.

Which faction did Four originally belong to?

What is his real name?

Why do you think he left his faction to join Dauntless?

Chapter 27. Your Fear Landscape. Describe what appeared in Tris's Fear Landscape (Page 343-344). Then draw or describe your own Fear Landscape.

Divergent by Veronica Roth – Reading Log

Name: _____

Date: _____

Chapter 28. The Truth. In this chapter, Tris finds herself trying to find the truth and lying at the same time. For each page, explain what TRUTH or LIE is discussed and why it is necessary for Tris to find out the truth or lie to another person.

CHARACTERS AND PAGES	TRUTH OR LIE? (explain what happened in the pages)	EXPLANATION (explain why this is important)
Tris and Caleb (Pages 350-355)		
Tris and Jeanine (Pages 356-360)		
Tris and Eric (Pages 361-364)		

Chapters 29-31. Final Exam. Answer the following questions about the chapter.

1. How is the Abnegation Initiation Ceremony different from the Dauntless Initiation?

2. List down the 7 things that appear on the Fear Landscape of Tris and explain how she was able to overcome each of her fears.

Chapter 32. Final Rankings and A Realization. Answer the following questions about this chapter.

1. What is the rank of Tris among the initiates? Do you think she deserves this rank? Why or why not?

2. Upon celebrating her rank, what does Tris realize about the Erudite and the Dauntless? Explain.

Divergent by Veronica Roth – Reading Log

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Date: _____

Chapters 33-38. Climax. For each chapter, there is an obstacle Tris must get through in order to stop the Erudite from starting a war. Write down the obstacle and describe how Tris goes on to the next chapter.

CHAPTER	OBSTACLE	SOLUTION
33 Dauntless Robots		
34 Face to Face with Jeanine		
35 Courage Under Gunfire		
36 Plan of Action		
37 Dauntless Headquarters		
38 Confronting Four/Tobias		

Chapter 39. Getting Away from Dauntless. Answer the final questions about the novel.

1. How does the novel end? How does Tobias/Four get out of his trance?
2. What do you think will happen next? Make a prediction and explain why you think this is the most logical thing that will happen.

Divergent by Veronica Roth – Reading Log

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Date: _____

BONUS QUESTIONS:

1. What purpose does each of the five factions serve in society? What personality types are drawn toward each faction? Do you think these factions represent every basic personality type and fulfill all the basic needs of people? If not, what faction(s) would you create to fill in any gaps?
2. Do you think factions are working “toward a better society and a better world” (Page 44) as they say they are?
3. What faction do you think you would have been born into, given your family and its values? Which faction would you select at your Choosing Ceremony? Why?
4. What choices have you made that have transformed you? What future choices might you also make, and how do you think that they will change you?
5. How does the idea of “faction before blood” come into play throughout the book? Do you think this idea has a place in today’s society, or is it contrary to what most people believe?
6. Do you agree or disagree with this quote? **“Valuing knowledge above all else results in a lust for power, and that leads men into dark and empty places.”** (Page 35) Why or why not?
7. Do you agree or disagree with this quote? **“It must require bravery to be honest all the time.”** (Page 62) Why or why not?
8. What is the difference between being fearless and learning to control your fears? Do you believe anyone can be truly fearless? What does Tris mean when she says that “half of bravery is perspective” (Page 458)?
9. Do you agree or disagree with this quote? **“Human beings as a whole cannot be good for long before the bad creeps back in and poisons us.”** (Page 441) Why or why not?
10. Explain what it truly means to be Divergent. Would you want to be Divergent based on your explanation? Why or why not?

I'll Give You The Sun by Jandy Nelson – Reading Log

Name: _____

Date: _____

Chapter 1 – The Invisible Museum (Noah Age 13)

Part A. What are your first impressions of Noah? Write down at least 5 characteristics and copy evidence from the book to prove your answer. Then, explain how the evidence reveals Noah's character trait.

Noah's Character Traits

Adjective (Description)	Evidence (Page#, Line#)	Explanation
weak	8, 9-10	Noah tells himself that he needs to act tough, which is not what he is because it's him not acting like himself.

Part B. Answer the following questions using information from the chapter:

1. What does this line indicate about Noah's mother: "Because I can see people's souls sometimes when I draw them, I know the following: Mom has a massive sunflower for a soul so big there's hardly any room in her for organs."?

2. Why did Noah's parents have an argument over dinner? Explain.

I'll Give You The Sun by Jandy Nelson – Reading Log

Name: _____

Date: _____

Part C. Noah's Mental Paintings. Choose one of the artworks Noah imagines and gives a title to, and draw your version of it below. Then, explain the idea Noah is trying to express by imagining this artwork:

Why did Noah imagine this artwork in this part of the novel? Explain.

Part D. Friends or Frenemies? Describe the kind of relationship Jude and Noah have using one specific instance from the novel as evidence.

I'll Give You The Sun by Jandy Nelson – Reading Log

Name: _____

Date: _____

Chapter 2. The History of Luck (Jude Age 16, 3 Years Later)

Part A. Jude's Character Traits. For each of the statements, write a characteristic (adjective) and explain your answer.

Jude's Thoughts	Jude's Characteristic	Your Explanation
<p>"To avoid serious illness, keep an onion in your pocket (Check. Can't be too careful.)</p> <p>If a boy gives a girl an orange, her love for him will multiply (Jury's out. No boy has ever given me an orange.)" P.24-25</p>	<p>SUPERSTITIOUS</p>	<p>Jude believes in things that are not real because they are not scientifically proven.</p>
<p>"I search for a red spot that might indicate necrotizing fasciitis, more commonly referred to as flesh-eating disease, which I read all about in one of Dad's medical journals—</p> <p>Okay, got it: How Would You Rather Die? Eating handful after handful of crushed glass, or a whopping case of necrotizing fasciitis?" P.29-30</p>		
<p>"She will not be able to break this so easily! And more importantly, she's not going to want to. I'm going to dazzle her. I'm going to communicate with her. This is the way. "I'm so sorry, Jude," she'll whisper in my ear. "I had no idea you had it in you." P.35</p>		
<p>"You look like a hoodlum (CRIMINAL) in that getup,' Grandma Sweetwine says...'All those dresses you make locked away in your bedroom. It's a travesty.'" P.38</p>		

I'll Give You The Sun by Jandy Nelson – Reading Log

Name: _____

Date: _____

Part B. Mystery English Guy's Character Traits. For each of the statements, write a characteristic (adjective) and explain your answer.

English Guy's Statements	English Guy's Characteristic	Your Explanation
<p>"Oh Christ! I can't believe I just said bloody hell in church. And Christ, I just said Christ! Jesus!" P.41</p>	<p align="center">DISRESPECTFUL</p>	
<p>"Guess I'm damned."..."Well, doesn't matter...Always thought heaven would be crap anyway. All those preposterous puffy clouds. All that mind-numbing white. All those self-righteous, morally unambiguous goody two-shoes." P.41</p>		
<p>"You know, you really ought to put a lid on it. Such a chatterbox, a guy can't get a word in." P.42</p>		
<p>"Hope you don't mind me saying, but you look like an angel sitting there." "In any case, can't blame you for wanting out of the angelic order." "Probably quite a bit more interesting to be among us screwed-up mortals, like I said before." P.43-44</p>		

I'll Give You The Sun by Jandy Nelson – Reading Log

Name: _____

Date: _____

Chapter 3. The Invisible Museum (Noah 13 ½ years old)

Part A. Key Words. (Pages 56-66). Explain the significance of each item on the chart below.

Key Words	SIGNIFICANCE
hornets	
flying sand women	
“Where the hell is Ralph?”	
green gangster hat	
CSA	
naked models	
English people	

Part B. The New Kid. (Pages 66-71). Answer the following questions:

<p>1. Why do you think Noah wasn't able to speak at first when the kid from the roof talked to him?</p> <p>2. Why do Noah and the new kid end up laughing uncontrollably?</p> <p>3. How do you think Noah feels about this new-found friend?</p>
--

Dear Parents,

We are excited to present Edmodo in Global Studies 1. Edmodo is a free and secure learning network for teachers, students, and schools. It provides a safe way for us to connect and share content and for students to access homework, participate in discussions and receive class information. The site offers many opportunities for parents to track student progress.

Edmodo is accessible online and through any mobile device with Internet capabilities – including free apps for iPhone, iPad, iPod touch and Android devices. Students can access their account from any mobile device or computer, and set up notifications within Edmodo to receive alerts/reminders via text or e-mail.

Edmodo will not be used as a social network like Facebook or MySpace. This tool will be used strictly for educational purposes using the following guidelines:

- Students will be required to use appropriate grammar instead of texting language
- Edmodo does not allow private student-to-student messaging- the site will be used to discuss school-related content only
- No put-downs or sarcasm toward another's ideas. All school rules and consequences related to harassment apply
- Students who violate the guidelines above may face disciplinary action and/or face losing the privilege of using Edmodo.

Edmodo also offers parent accounts and we would like to invite you to join our classroom online.

With Parent Accounts, you can:

- View your child's homework assignments and due dates
- Stay up to date on your child's grades
- Receive updates on class and school events

To join our classroom on Edmodo, follow these steps:

1. Go to <http://bmchsd.edmodo.com>
2. Select "I'm A Parent" (the link is located below the student and teacher sign up buttons).
3. Key in your child's unique code: [] in the Parent Code field, then create your unique username and password.
4. Select Sign Up. That's all there is to it!

After you sign up for the first time, you will no longer need the parent code – you will login using your unique username and password to login.

**To receive text/email notifications about grades, tests and more via Edmodo please go to your account settings, choose notifications and select the method by which you would like notifications.*

We look forward to a great year as we incorporate the use of technology into our classroom curriculum. If you have any questions, please contact us at _____@bellmore-merrick.k12.ny.us or jhahn@bellmore-merrick.k12.ny.us (jmartinich@bellmore-merrick.k12.ny.us) We look forward to connecting with you on Edmodo.

Thank you

Instructions & Contract for Edmodo

The purpose of Edmodo is to provide a safe and simple forum for teachers to communicate with students and parents beyond the traditional classroom. Teachers can post homework assignments, discussion questions and notifications of upcoming tests/quizzes. Students can submit assignments directly to Edmodo and access class notes and other helpful resources. The site also gives parents a window into their child's academic progress. Students are expected to follow the *Acceptable Use Policy* outlined below.

Instructions:

- Visit <http://bmchsd.edmodo.com>
- Click "I'm a Student"
- Complete the registration form using only your BMCHSD email address. It is recommended that you use the same username and password that you were assigned for the school computers. Record your username and password in a safe and secure place. Never share login information with anyone else.
- You only need one Edmodo account for all of your courses and groups at Calhoun. Do not create duplicate accounts.

Our group code: _____

Acceptable Use Policy:

Posting Messages

- All posts will be filtered by the teacher.
- Post a note to the whole group if your question is about something the whole group should know (assignments, instructions, dates etc.)
- Send a note only to your teacher if you want to talk about something that does not relate to everyone.
- Do not post personal questions to the group.
- Keep conversations on topic.
- If you are not sure if a word or joke is okay, then it's probably not. Never post words that tease, bully, annoy, spam, use sarcasm or gossip about any other member.

Replying to Messages

- Do not answer a question if you are not sure you know the answer.
- Do not reply to a question if someone has already answered it correctly.

Groups

- If you think there is something inappropriate posted in an Edmodo group, tell a teacher immediately.

Punctuation & Grammar

- No txtng lingo. We r ur teachers...show us that u have learned how 2 spell.
- DO NOT PUT SENTENCES IN ALL CAPITAL LETTERS.
- Do not end sentences with more than one exclamation mark!!!!!!!!!!!!!! Or question mark??????????????
- Please please please do not repeat a word more than necessary.

Edmodo Code of Conduct:

1. I will use one of the avatars included with Edmodo for my profile picture or use one that I have appropriate legal permission to use (i.e. in the public domain).
2. I will use posts to discuss school-related content only.
3. I will use a respectful tone of voice when posting. All school rules and consequences related to harassment apply.
4. I will use appropriate grammar instead of texting language.
5. I will not use my posts to promote personal websites or chat rooms.
6. I will not use sarcasm to avoid misinterpretations.
7. I will not reveal any personal information on Edmodo. This includes telephone numbers, addresses, emails, etc.
8. I will not post photos or videos showing myself or classmates without permission.
9. Edmodo is to be used as instructed by your teacher ONLY

All student activity on Edmodo is visible and is supervised by the teacher, and the teacher only. Any posts not related to the website's purpose or deemed inappropriate will result in removal from the group as well as disciplinary action if necessary. Use this as a learning experience in responsible Internet use.

Please detach and return...

I _____ have read and agreed to the *Acceptable Use Policy* and *Edmodo Code of Conduct* and understand that Edmodo is strictly for the use of enhancing learning in the Global Studies course.

(Student Signature, Date)

(Parent/Guardian Signature, Date)

Name: _____

Date: _____
Presentation Date: _____

“Shared Music” Guidelines ~ English

Directions: You will present a song in English to share with your classmates and teacher. This presentation will count as TWO test grades. The song you choose must:

- be in **ENGLISH**
 - be **any genre** (hip-hop, rock, ballad, etc.)
 - have a **message** or **theme** (*Example:* “you should always work hard in life” or “you can succeed despite your difficult background,” etc.)
 - have a recognizable literary element that you can explain to the class (example: characterization, conflict, metaphor, simile, personification,)
 - **NOT** have any inappropriate words or curses!!
-

DUE THE FRIDAY BEFORE YOUR PRESENTATION:

- Share the lyrics with me via Google Docs ONE WEEK prior to your presentation.
**For each day that the lyrics are late, ten points will be subtracted from your grade.*
 - Your lyrics MUST be in MLA format and they must include song title AND singer
-

YOUR PRESENTATION:

1. Introduce yourself
 2. Hand out the lyrics
 3. Play the song for the class (from a mobile device or youtube)
 4. Explain why you chose the song and write the theme on the board
 5. Explain ONE literary element, other than theme, that appears in the song. For example: simile, metaphor, personification
 6. “Free” Writing time (5 minutes - you must also write)
 7. Sharing time
 8. **Hand in this “Shared Music” Presentation Planner when finished.**
-

YOUR GRADE:

This presentation counts as two test grades. You will be graded on:

- **Preparation** (song copy, NO spelling/grammar mistakes, lyric copies for class)
- **Presentation** (including theme and literary element)
- **Appropriateness** of language and message/theme
- **Clear and comprehensible speech**
- **Creativity** of song choice and interpretation

Name: _____

Date _____

“Shared Music” Rubric

Category	Total Points	Your Points
<p>Preparation:</p> <ul style="list-style-type: none"> -Share song with Ms. G one week prior to presentation -Appropriate lyrics in English including title and singer -MLA format -CD/mp3/youtube song found easily -Good spelling/grammar/punctuation in lyrics 	<p>Total: 35</p> <p>10</p> <p>5</p> <p>10</p> <p>5</p> <p>5</p>	
<p>Presentation and Body Language:</p> <ul style="list-style-type: none"> -Clarity of speech (understandable) -Good posture -Good eye contact (not reading off sheet) -Confidence 	<p>Total: 15</p> <p>6</p> <p>3</p> <p>3</p> <p>3</p>	
<p>Presentation of Information:</p> <ul style="list-style-type: none"> -Information about singer’s life/accomplishments -Why you chose this song and what you like -Theme/message of the song -1 literary element highlighted and explained 	<p>Total: 30</p> <p>5</p> <p>10</p> <p>5</p> <p>10</p>	
<p>“Shared Music Presentation Planner”</p> <ul style="list-style-type: none"> -Theme/Literary Element explained -Good spelling/grammar/punctuation 	<p>Total: 10</p> <p>5</p> <p>5</p>	
<p>Creativity and Overall Entertainment Value</p>	<p>Total: 10</p> <p>10</p>	
<p>Total Grade:</p>	<p>Total: 100</p>	

Name: _____

Presentation Date: _____

“Shared Music” Presentation Planner

- I shared the lyrics on google docs in MLA format **ONE WEEK BEFORE** my presentation
- I have the song on my cell phone or can find it on youtube easily and quickly to play for the class.
- I will explain:

Why I chose this song and why I like it.

Interesting details about the song writer’s life, awards, and accomplishments.

The theme or message of the song.

~ Research ~

Information and explanations
about academic integrity and
steps to the research process

Name _____

Date _____

RESEARCH WEBQUEST (B)

1. What is research?
2. What can you learn when you write a research paper?
3. What is plagiarism and what are its consequences?
4. What two things do you need to do in order to avoid plagiarism?
5. What does it mean to "cite a source?"
6. When do you need to cite a source?
7. Why is it important to credit original authors in presenting information that is not from your own brain?
8. How do you know if a website is credible?
9. *What kind of information would not be considered credible?
10. What is the URL for Calhoun Library Databases?
11. What website can I go to for assistance in creating an MLA format works cited page?
12. What information is in a "Works Cited" page, and what does it look like?

Name _____

Date _____

RESEARCH WEBQUEST (B)

1. What is research?
investigation, search for information on a specific topic
2. What can you learn when you write a research paper?
more information about a topic, write information, and also you learn different perspectives
3. What is plagiarism and what are its consequences?
To use information from a website or a person's paper or book without giving credit to the original person. Plagiarism is a kind of cheating. If you plagiarize, you may get a zero in your paper, class, or average. If you plagiarize in university, you are expelled. If you plagiarize, your teacher will be mad and not trust you any more. :(
4. What two things do you need to do in order to avoid plagiarism?
-give credit to the author with parentheses
-put quotations "" around the text that you copied
5. What does it mean to "cite a source?"
to give credit to the author
6. When do you need to cite a source?
whenever you use words from another person
7. Why is it important to credit original authors in presenting information that is not from your own brain?
because if you don't, then you are cheating
8. How do you know if a website is credible?
A site is credible if an expert wrote it, if the information is accurate (true and many people agree with it), if it was written recently
9. *What kind of information would not be considered credible?
Information is not credible if you can't trust it. If the author is not an expert or a random person giving their own opinion with no research.
10. What is the URL for Calhoun Library Databases?
(see Calhoun Library website)
11. What website can I go to for assistance in creating an MLA format works cited page?
easybib.com
12. What information is in a "Works Cited" page, and what does it look like?
A Works Cited page is a list of sources that you used to gather information during your research.

CALHOUN ENL

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~ What is Research? ~

Research is searching for and locating resources to give yourself better information on a particular topic of interest. When you write a research paper, you investigate a particular topic to gain knowledge and information as well as to make a more informed opinion based on factual information or various points of view. A research paper will include information about the topic that you have compiled and combined, and it often will contain a thesis (opinion about the topic that you will prove by the end of the paper). Use this page to help you understand the steps of research and how to properly present the your new knowledge. It is essential that when you present information that is not from your own brain, that you give credit to the original authors. If you do not do this, it is considered cheating, or **plagiarism**, and you could face serious consequences including receiving a zero for your work or being expelled from a course, school, or university.

Basic Steps in Writing a Research Paper

The 10 Steps

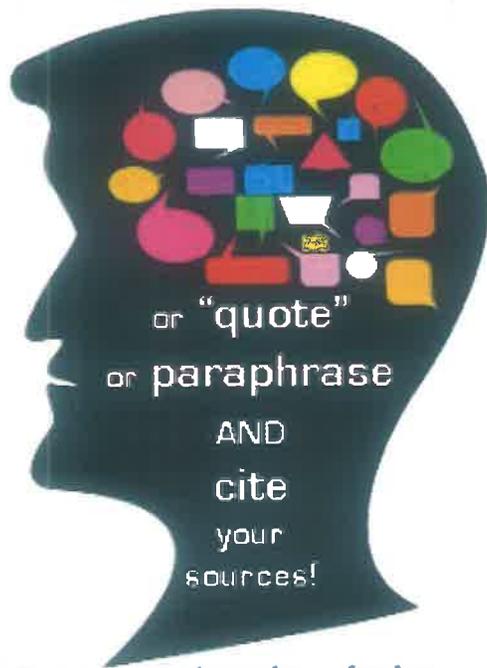
1. Select Topic
2. Narrow the Topic
3. Search for Sources
4. Read and take notes
5. Create an Outline
6. Write Rough Draft
7. In-text Citations
8. Reference Page
9. Revise and Rewrite
10. Write & Proof Final Draft



[Research Paper Vocabulary Definitions](#)

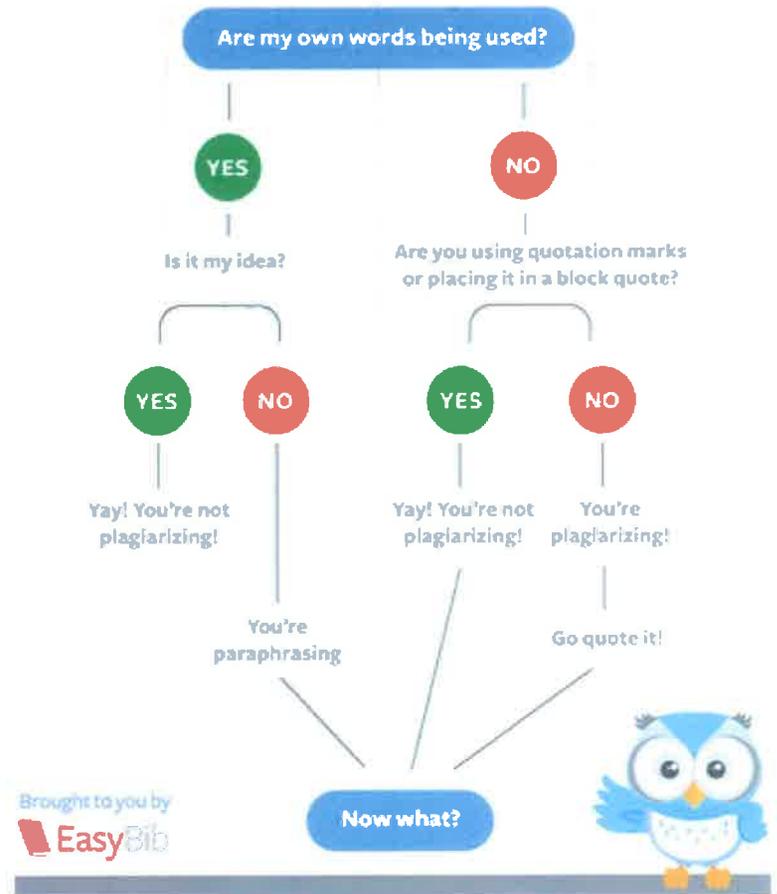
~ What is Plagiarism? ~

Use your own ideas



if you don't, it's **plagiarism!**

Plagiarism is using someone else's ideas or work without giving them credit. Essentially, when you plagiarize, you are making it appear as though the work is your own. This is essentially stealing. The problem with plagiarism is that it is dishonest. Sometimes people do it by accident, but many times people do it because they don't have enough time or they are not sure how to properly cite (give credit to) the original sources.



Cathoun Library Databases

Cathoun Library subscribes to various databases which all contain reliable information.

To access the databases, please ask your teacher or library staff for the login and password

~ Finding Reliable Sources ~

How do you know if you can trust a source? Check the source for reliability by asking yourself the following questions:

Is the source accurate? -> Can you confirm the information in another source? Do the links on the website work?

Is the source objective? -> Does the information seem accurate and fairly presented? Is the information heavily biased?

Is the source credible? -> Is the creator an expert in the field? Does he/she have any special qualifications on this subject?

Is the source current? -> When was the website last updated? Is the date easy to find?

~ Examples of Plagiarism ~

Student Paper

Inventions And Advances In Transportation

From wheels and supersonic jet planes man has made great progress in the means of transportation. Today many people take it for granted the means of travel available to them. However, the invention of transportation means led man from ground to star. Thousands of the years ago people lived and worked in small farming villages. They don't know about the world outside their village. They can travel as can as their feet or a cart could take them. The industrial revolution began and rural way life changed and in 1850 the villages became industrial town. Know travelers moved rapidly by train or steamship. Transportation is very important to business and commerce advances of transportation played a key role in shaping over lives. The world became a global village, traveling time reduce and relationships with the loved ones improved.

Early vehicles were pulled by human or animal power in 1804 train locomotive invented. Invention of locomotive trains started the transportation revolution such as car, airplane and subways. It improved the life of many people by transporting food and other goods, people would have to walk or ride horse without it. Life would be much more difficult without it. In 1839 the invention of bicycle also provided help in reducing the distance. It was a low cost invention and even poor people could ride on it. In 1843 underground railway invented it was operated at night and slaves were moved from station to station during their. In 1885 gas powered cars developed it gave low cost and faster transportation to people to make other things or meet emergencies.

Later on in 1903 airplane were invented which changed our society culture and density. Today we eat seafood or fruits which comes by airplane. Fresh flower and many other goods we send through engro planes just in few dollars. Similarly teams and patients are brought quickly from one place to another by airplane. All these advancements made way for technology advancements and mention of space shuttle revolutionized science. It has largest cargo carrying capacity it has offered a great view of cosmos. It takes people and it takes parts up to space. It has brought people and nation together.

Transportation have a lot of changes in people's lives. It is a need of everyone

Web site

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From the wheel to the supersonic jet, humanity has made leaps and bounds in transportation. Here is a brief look at some of those inventions, and how they've changed the way we look at the world.

Many people today take for granted the very means of travel available to them. Few stop to think of how life would be different had man never tamed that first wild horse, or shaped that very first wheel. How did ancient man hit on these life-altering ideas? Where did the thought first originate? How have the advances of time led humanity from the ground to the stars?

Archaeologists believe that the very first step toward man-made transportation began in either Mesopotamia or Asia, sometime around 4000-3500 BC, with the invention of the wheel. By this point, man had long since domesticated the horse, and was using it to help him till the soil and plant crops. But the invention of the wheel would eventually make man's ability to transport his crops from one place to another less awkward, and birth the idea of trade and exchange. The invention of the wheel would lead to the development of mass transportation, as man put his new invention to practical uses.

The next logical evolutionary step from the wheel was the invention of the cart and chariot. The two-wheel chariot found its birthplace in Sumeria, and is believed to be the world's first form of wheeled transportation. Built around 3500 BC, this chariot increased the speed of travel over land, and eventually led to the four-wheeled cart, which took the burden of carrying supplies and equipment off of the shoulders of the common man.

As man overcame the boundaries of land travel, his curiosity about the world around him increased. To his aid, man had developed a means of traveling on water even before he had domesticated the horse. The origin of the dugout boat is one of history's great mysteries. Historians are unable to pinpoint when or where the very first water vessel was set afloat, and even speculate that it might have been purely an accident the first time. But, however it happened, the addition of the boat changed the face of transportation. Boats allowed man to, for the first time ever, cross bodies of water without getting wet.

Over time, the simple boat evolved to include a large square of cloth mounted on a central pole. This cloth, called a sail, would turn the boat into a sail-propelled ship. This new addition gave

~ Avoiding Plagiarism ~

There are two things you need to do to avoid plagiarism:

1. Properly cite your sources in parentheses after the original information is quoted or paraphrased

AND

2. Properly list the full citation of your source/reference in a Works Cited page (or Bibliography if requested).

To cite or list 'properly' means to follow the format that the instructor is requesting. Most colleges and universities use Modern Language Association (MLA) format or American Psychological Association (APA) format.

MLA Format

Create a Full Citation

APA Format



An Anti-Plagiarism Checklist

- Did I make a list of all the books, articles, websites, and other sources I used?
- Did I keep track of which information came from which sources?
- When I used sentences just as they were in the source, did I always put quotation marks around them?
- When I summarized ideas in my own words, did I remember to give credit to the original source?
- Did I ask my teacher if I was unsure of how to list a source or whether to list it?

~ Citations & Works Cited ~

There are two types of citations. A parenthetical citation, or in-text citation, goes immediately after the words that you copied in quotations or paraphrased. It usually contains the author's last name and page number where you got the information. If there is no known author, it will contain the title of the article in quotations. Please note that the parenthetical citation comes after the quotation or borrowed words, and the period comes after the parenthetical citation. Parenthetical citations are circled below in red.

Parenthetical/In-text citations are a short way to refer to the full citation of the original source. Full citations list the author, title, publication and other information and are found only on the Works Cited page, which is the last page of your document. The works cited page always lists full citations in alphabetical order by author's last name.

where students are engaged in the process of “developing instructional materials that respond to students’ interests and respect their culture and prior learning” (Fingeret 14). A learning experience built around learners’ lives would include the following components: “reading and responding to a text; mastering the language of the text; generating new language and telling new stories; comparing experiences with experiences of other learners; and reflection or action” (Weinstein 7).

Parenthetical/In-text Citations

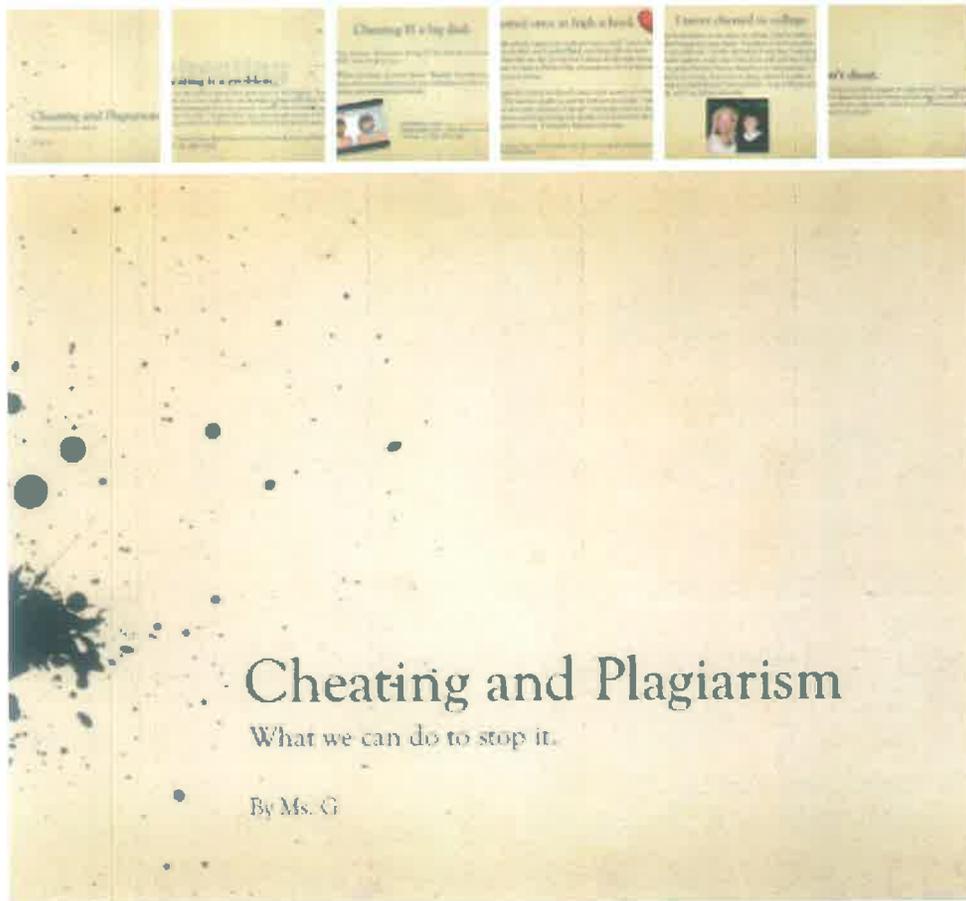
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~ Cheating: Learning from Personal Experience ~



"Facing the Consequences" movie

Thank you to the following Web sites for providing the above images:

<http://proofpal.co.nz/plagiarism-at-universities/>

<http://content.easybib.com/students/research-guide/what-is-plagiarism/>

<http://kidshealth.org/kid/feeling/school/plagiarism.html>

http://decadeit.usf.edu/stpete/lib_modules/AvoidPlagiarismMLA/AvoidPlagiarismMLA_print.html

Name _____

Date _____

United States Social History Research Project

One of the most important skills you need to be academically successful both in high school and in college in the United States of America is the ability to research, find, evaluate, analyze, and synthesize information. In order to provide this experience, we will be working on a group research project. Each pair of students in the class will write one body paragraph that will be put together into one research paper at the end of the project. Then, you will all be responsible for presenting your information as a group to an audience that is not part of the class.

You will be researching about important events in American Social History, specifically related to the Civil Rights Movement. As you do your research, you will better understand the history of racism and segregation in the United States. This is relevant to the play *A Raisin in the Sun* and the novel *To Kill a Mockingbird*, and it is also relevant to race relations today in the United States.

This project will be difficult! You will have to work hard! But when you finish, I promise you will be very proud of yourselves because this is one of the most difficult things you will ever have to do! You will use the skills you learn during this project in high school and in college, and even if you do not go to college, at some point in your life, you will need these skills when you research and present information to your boss or coworkers. It is important that you put your full effort into this project! I will be here to help you along the way.

Research Topics: Consider the following questions as you collect information:

Segregation and the Supreme Court

- What is the role of the Supreme Court in the United States government?
- What was the date, historical circumstance, outcome, and impact of the Plessy v. Ferguson case?
- What was the date, historical circumstance, outcome, and impact of the Brown v. BOE case?
- What effects did Plessy v. Ferguson and Brown v. BOE have on segregation?
- How did these Supreme Court cases affect the civil rights movement in the United States?

Montgomery Bus Boycott

- What was it?
- When was it?
- What started it?
- Who supported it?
- Who opposed it?
- What were the results of this boycott?
- How did this event affect the civil rights movement in the United States?

Scottsboro Boys

- Who were the Scottsboro boys?
- What were they accused of doing?
- What were the important details of the court case?
- When did this happen?
- What was the verdict?
- What was the reaction of the people to this case and the verdict?
- How did this event affect the civil rights movement in the United States?

Little Rock Nine

- Who are the Little Rock Nine?
- What did they do?
- When did they do it?
- Why did they do it?
- What Supreme Court case led to this event?
- Who supported the Little Rock Nine?
- Who opposed the Little Rock Nine?
- How did people show their opposition?
- What role did the government play in this event?
- How did this event affect the civil rights movement in the United States?