WINTON WOODS CITY SCHOOL DISTRICT

WINTON WOODS HIGH SCHOOL

Warrior Extended Learning Packets - DAY 1

Course	English 12
Teachers	Richardson, Roy
Standard	• W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11-12.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • W.11-12.1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • W.11-12.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • W.11-12.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • W.11-12.1e - Provide a concluding statement or section that follows from and supports the argument presented. • NV 6.12.6 - Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position.
Assignment	Using the prompt, write an outline. **ACT Writing Sample Essay Prompt 1** Educators debate extending high school to five years because of increasing demands on students from employers and colleges to participate in extracurricular activities and community service in addition to having high grades. Some educators support extending high school to five years because they think students need more time to achieve all that is expected of them. Other educators do not support extending high school to five years because they think students would lose interest in school and attendance would drop in the fifth year. In your opinion, should high school be extended to five years? I. Introduction A. Lead B. Background/link C. Thesis II. A. Topic sentence 1. Example 1 2. Example 2 3. Example 3 B. Transition

	III. A. Topic sentence 1. Example 1 2. Example 2 3. Example 3 B. Transition IV. A. Topic sentence 1. Example 1 2. Example 2 3. Example 3 B. Transition V. A. Counter argument 1. Some may say….. 2. Refute the position 3. Others may say… 4. Refute the position 5. Opponents may state… 6. Refute the position B. Transition VI. Conclusion A. Restate thesis B. Significance
Due Date	April 10, 2015

WINTON WOODS CITY SCHOOL DISTRICT

WINTON WOODS HIGH SCHOOL

Warrior Extended Learning Packet -DAY 2

Course	English 12
Teachers	Richardson, Roy
Standard	• W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11-12.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • W.11-12.1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • W.11-12.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • W.11-12.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • W.11-12.1e - Provide a concluding statement or section that follows from and supports the argument presented. • NV 6.12.6 - Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position.
Assignment	Using your outline, write the essay. **ACT Writing Sample Essay Prompt 1** Educators debate extending high school to five years because of increasing demands on students from employers and colleges to participate in extracurricular activities and community service in addition to having high grades. Some educators support extending high school to five years because they think students need more time to achieve all that is expected of them. Other educators do not support extending high school to five years because they think students would lose interest in school and attendance would drop in the fifth year. In your opinion, should high school be extended to five years?
Due Date	April 10, 2015

WINTON WOODS
CITY SCHOOL DISTRICT

WINTON WOODS HIGH SCHOOL

Warrior Extended Learning Packet -DAY 3

Course	English 12
Teachers	Richardson, Roy
Standard	• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, as well as other authors.) • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Assignment	Read the passage and answer the ten questions that follow it.
Due Date	April 10, 2015

3 3

READING TEST

35 Minutes—40 Questions

DIRECTIONS: This test includes four passages, each followed by ten questions. Read the passages and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passages as often as necessary when answering the questions.

PASSAGE I

PROSE FICTION: *The Summer Sandwich Club*

Maxwell was one of those kids I know I will remember for the rest of my life. I first met Max three summers ago when he showed up at the park on the first day of camp with his mother Katherine. After a brief good morning, he went off to play with the rest of the five and six year olds who I would be counseling for the next several weeks. As his mother walked back to her car, I couldn't help but notice that she looked as though she had just finished running a marathon; however, that thought left my mind soon after she drove away, as I was surrounded by the smiling faces of thirty brand new campers.

The summer started off great, and Max and I hit it off right away; he looked up to me as an older brother, and I thought he was a great little kid. There were a few things that stuck out in my mind as odd, though, like when he would complain of being hungry an hour or so after lunch at least once or twice a week. By the third week of camp, I decided that it was something I needed to investigate, and during lunch time I went over to his table and asked if I could sit next to him. He giggled and said, "Sure Jake," feeling special that I would want to spend my lunch break with him. His lunch consisted of a bag of potato chips, a can of soda, and a chocolate bar—hardly a healthy meal for a five year old. I offered him half of my sandwich and his eyes lit up like it was his birthday.

That afternoon, when Katherine came to pick Max up from the park, I pulled her aside to discuss the lunch issue.

"Katherine, Maxwell needs to have a healthy lunch." She looked down at the ground.

"What do you mean, Jake?"

"I mean Max can not keep eating junk food every day."

"Oh. That. I'm sorry about that. It's just that I work back-to-back jobs every night and barely make it home in time to get him out of bed and dressed before camp starts in the morning. His babysitter is supposed to pack Max's lunch for him at night when she puts him to bed. We have had a couple of new babysitters lately, and sometimes they forget to do it, so I end up having to throw something together at the last minute. I'll make sure it doesn't happen any more."

"It happens to the best of us; I just wanted to make sure you knew what he was eating. After a couple days of him being hungry I got worried and wondered who was making his lunch for him. See you tomorrow morning then."

Several days later I expected to see Max eating a sandwich went I went over to him at lunchtime. His lunch once again consisted entirely of junk food. Something had to change; at the very least he needed to be eating much less sugar.

"Katherine," I called to his mother as she stepped out of her car that afternoon. I really had no idea what I was supposed to say. It was quite a predicament. "We really need to fix this problem with Max's lunch."

"Jake, I know, it's just that the house payment was due yesterday, and I haven't had the, uh, time to get to the grocery store," she trailed off. "Things are just a little hard for us right now."

She was obviously self-conscious at the moment, and I felt bad for having brought it up again. I told her that I had a plan, and not to worry about it. After explaining what I meant, the look on her face was one of relief and thanks, and she and Max headed home for the day.

For the rest of the summer, I spent my lunches with Max and his friends, having meetings of what we called the "Sandwich Club": every day I would bring a couple of extra sandwiches, and anybody who wanted to try one could have some. Max never seemed to care what kind of sandwiches I brought to the club, but just giggled and smiled up at me every afternoon.

At the end of the summer, I got a letter from Katherine, thanking me for being so kind to she and Max. I wrote back telling her that I could hardly wait until the next meeting of the "Sandwich Club," and to tell Max that I said hello.

For the next two years, the "Sandwich Club" had regular meetings, Monday-Friday at noon, all summer long. After that, Max and his mother moved to be closer to his grandparents, and I went back to having my lunch

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