

Mr. Lavery
May 27th, 2017

Assignments Timeline

Sept. 2nd, 2016

- Assignment: Syntax
- Objective: Learn syntax
- Method: Individual
- Material: Class notes
- Reflection: We started taking syntax quizzes a week into school starting, these quizzes have always helped me even if they were difficult. They are meant to help us memorize all the different types of syntax so we can use them in our everyday writing.
- Score: 8

Sept. 7th, 2016

- Assignment: Frederick Douglass Chart
- Objective: Reading comprehension
- Method: Whole-class
- Material: “An American Slave” handout
- Reflection: We had to make a chart stating the mood, tone and symbols in Douglass’, “An American Slave”. We had to write at least 5 bullet points for each category. This activity helped me for the essay, but other than that I thought it was kind of pointless.
- Score: 5

Sept 15th, 2016

- Assignment: Frederick Douglass on demand essay
- Objective: Reading comprehension
- Method: Individual
- Material: “An American Slave” handout
- Reflection: Mr. Lavery gave the class about 45 minutes to do an on demand writing sample on Frederick Douglass’, “An American Slave”. He corrected them and handed them back to us so we could see our mistakes. This was our first writing piece. It helped me see what Mr. Lavery wanted in future essays.
- Score: 7

Sept. 23rd, 2016

- Assignment: Puritan essay
- Objective: Reading comprehension

- Method: Partner
- Material: Puritans handout
- Reflection: This was our first partner essay and I really liked it. I like the idea of partner essays because you can take two different ideas and thoughts and put them into one essay. Although I did not like learning about the puritans, I liked the idea of a partner essay.
- Score: 6

Oct. 2nd, 2016

- Assignment: Interview questions for a family member
- Objective: Speaking
- Method: Individual
- Material: Recording of interview and notes
- Reflection: We had to set up an appointment with a family member, make up questions to ask them and write them all down. I loved getting to know my grandpa even more than I already do. It was fun to hear about his background and how he grew up to be a successful businessman. This interview will help me in college.
- Score: 9

Oct. 12th, 2016

- Assignment: CST corrections
- Objective: Rhetoric, reading comprehension
- Method: Small-groups
- Material: CST test
- Reflection: This was the first time we corrected a test and went over the answers in small groups. In the groups, we each shared our wrong answers and helped each other correct them. I liked this activity because it gave me the skill of working with other people to find the right answer. Although it was tough sometimes to get a word in, this group exercise will help me in college
- Score: 8

Oct. 18th, 2016

- Assignment: Oral presentation on anything of our choice
- Objective: Speaking
- Method: Individual, whole-class
- Material: Computer, notes
- Reflection: This was our first oral presentation. We could do it on anything we wanted so I did it on field hockey. I like having the choice on what to present. Speaking in front of the class makes me very nervous but through the year it got easier. This is a huge skill that I will need to develop thoroughly before college so I like this assignment.

- Score: 10

Oct. 23rd, 2016

- Assignment: Corporal Punishment socratic seminar
- Objective: Speaking, reading comprehension
- Method: Whole-class
- Material: Corporal punishment handout, computer
- Reflection: We did our first socratic seminar on corporal punishment. We had to read a handout and take notes on it so we were prepared to discuss it in class. I liked the idea of talking and sharing my own opinion with the other students without raising my hand. I also liked learning about corporal punishment and having to take a side. The socratic seminar gave me confidence.
- Score: 10

Nov. 14th, 2016

- Assignment: Frederick Douglass 30 question test
- Objective: Reading comprehension
- Method: Partner or individual
- Material: "Narrative of the Life of Frederick Douglass" book
- Reflection: We had to either create a 20 question test on Frederick Douglass individually, or create a 30 question test on Frederick Douglass with a partner. I chose to have a partner because again, I like taking two separate ideas and putting them together. This assignment was difficult and tedious but it made me realize how hard it is to create a test.
- Score: 4

Nov. 25th, 2016

- Assignment: Frederick Douglass essay
- Objective: Reading comprehension, rhetoric
- Method: Partner
- Material: "Narrative of the Life of Frederick Douglass" book
- Reflection: We had to write an essay on Frederick Douglass and incorporate 5-10 of our questions we made up from the 30 question test. I think this essay was pointless because we already have studied Frederick Douglass so many times in September and October. I did not learn anything new.
- Score: 3

Dec. 2nd, 2016

- Assignment: Corporal Punishment essay
- Objective: Reading comprehension
- Method: Individual
- Material: Corporal punishment handout, computer

- Reflection: We had to write an essay on corporal punishment and flogging. We had to use our notes from the socratic seminar. I liked writing a persuasive essay and using evidence to back up my opinions. It was hard trying to state my opinion without using personal pronouns but it eventually got easier
- Score: 7

Dec. 14th, 2016

- Assignment: Syntax
- Objective: Learn Syntax
- Method: Individual
- Material: Class notes
- Reflection: We had to learn 5 random syntax words and we got quizzed on them. These syntax quizzes never got easier for me. However, these words will help me in the long run.
- Score: 3

Jan. 3rd, 2017

- Assignment: Old Man and the Sea essay
- Objective: Reading comprehension
- Method: Individual
- Material: "Old Man and the Sea" book
- Reflection: We had to read the "Old Man and the Sea" and write an essay on it. We had to talk about how the book related to Romanticism. I did not like the book, I thought it was very boring. It was not difficult comparing it to Romanticism however, I did not enjoy it.
- Score: 2

Jan. 5th, 2017

- Assignment: Oral presentation on what we're thankful for
- Objective: Speaking
- Method: Individual, whole-class
- Material: Computer, notes
- Reflection: We had to do an oral presentation on what we're thankful for. I chose safety in neighborhoods. I really liked this topic because it made me realize how much I take for granted. I also liked showing the class what they should be thankful for as well as what their topic was about.
- Score: 10

Jan. 17th, 2016

- Assignment: Notebooks

- Objective: All
- Method: Individual
- Material: Notes
- Reflection: We had to turn in our notebooks for a grade based on quantity. I take a lot of notes so this assignment was very easy for me. Taking notes on my own helps a lot and it will prepare me for note-taking in college.
- Score: 10

Feb. 1st, 2017

- Assignment: Civil Disobedience cornell notes
- Objective: Reading comprehension
- Method: Individual
- Material: "Civil Disobedience" by Henry David Thoreau
- Reflection: We had to write 10 cornell notes on "Civil Disobedience". I have never taken cornell notes where you write questions based on the answers so this was new for me. I thought Civil Disobedience was boring and it was hard for me to read.
- Score: 3

Feb. 15th, 2017

- Assignment: Dyal "open notes" quiz
- Objective: Reading comprehension
- Method: Individual
- Material: Existentialism
- Reflection: We had to take a timed, open note quiz on Existentialism. I liked the idea of having open notes because you can refer to the notes during the quiz. However, I do not like how we did not get a lot of time to take the quiz. I felt stressed to finish it.
- Score: 4

Feb. 28th, 2017

- Assignment: Romanticism essay
- Objective: Reading comprehension, rhetoric
- Method: Individual
- Material: Romanticism handouts
- Reflection: We had to write an essay on Romanticism and had to use stories we read prior to that about Romanticism. This essay was difficult for me and I did not like it. I do not fully understand what Romanticism is.
- Score: 2

Mar. 10th, 2017

- Assignment: Oral presentations on career

- Objective: Speaking
- Method: Individual
- Material: Computer, notes
- Reflection: We had to research a career and do an oral presentation on it. I chose the Behavioral Analysis Unit within the FBI. I liked how we got to choose a job because I had to research everything on my own. I got to choose a job I am really interested in and it made me even more interested after the we did the presentations. I also liked how we got to share with everyone what we're interested in.
- Score: 10

Mar. 20th, 2017

- Assignment: Career essay
- Objective: Reading comprehension, rhetoric
- Method: Individual
- Material: Computer, notes
- Reflection: We had to write an essay on a career of our choice. We had to use facts that we used in our oral presentations. I did really well on this essay and it took me a while to write. This essay forced me to do more research on my job and now I have a lot of knowledge on the BAU.
- Score: 8

April 7th, 2017

- Assignment: Great Gatsby quiz #1 and #2
- Objective: Reading comprehension
- Method: Individual
- Material: "The Great Gatsby" book, notes
- Reflection: We took a quiz on the first 2 chapters of "The Great Gatsby" by F. Scott Fitzgerald. I loved reading The Great Gatsby and I liked how we took 2 quizzes in 1 period. These quizzes were very easy and they kept reminding me to read.
- Score: 9

April 25th, 2017

- Assignment: Great Gatsby final exam
- Objective: Reading Comprehension
- Method: Individual
- Material: "The Great Gatsby" book, notes
- Reflection: We had to take a final exam on The Great Gatsby and it was worth a lot of points. I liked how the test was all multiple choice. I also liked how it was really easy if you read the book. I did well on the test so I liked it.

- Score: 8

May 1st, 2017

- Assignment: 1850-1930 timeline
- Objective: Reading comprehension
- Method: Individual
- Material: Computer, notes
- Reflection: We had to create a timeline of events from 1850-1930 and relate them to The Great Gatsby. I was very confused by this assignment and I thought it was pointless. There was not much instruction on what events we should pick.
- Score: 2

May 10th, 2017

- Assignment: The Great Gatsby vocab
- Objective: Rhetoric, Syntax
- Method: Individual
- Material: "The Great Gatsby" book, computer
- Reflection: We had to pick out at least 30 words we do not understand from The Great Gatsby. We had to type the definitions, examples and synonyms of each word. I thought this assignment was very tedious and long. However, I have learned a lot more words because of it.
- Score: 5

May 15th, 2017

- Assignment: The Great Gatsby essay
- Objective: Reading comprehension, rhetoric
- Method: Individual
- Material: "The Great Gatsby" book, notes
- Reflection: We had to write an essay on The Great Gatsby and talk about the symbols throughout the book. We also had to compare it to existentialism or the puritans. This essay was difficult for me and I did not like how it was worth a lot of points.
- Score: 4

May 16th, 2017

- Assignment: Oral presentation on anything of our choice
- Objective: Speaking
- Method: Individual
- Material: Computer, notes
- Reflection: We had to do an oral presentation on anything of our choice. I did mine on tattoos. I liked how we got to choose a fun and entertaining topic to talk about. I am really passionate about tattoos and I loved sharing the history of them to the class. At this

point, these oral presentations have really prepared me for college and I am very comfortable with them.

- Score: 10