LA 9

Quarter 1

Afnorthliterature.weebly.com

Elements of Literature textbook ,my.hrw.com

Great Expectations Reading Schedule

1. Chapters 1 -4 (p. 1-30) Due Aug.25
2. Chapters 5-9 (p. 30-75) Due Sept. 2
3. Chapters 10-13 (p. 76-112) Due Sept. 10
4. Chapters 14-19 (p. 112-170) Due Sept. 17
5. Chapters 20-24 (p.171-214) Due Sept. 25
6. Chapters 25-28 (p.214-245) Due Oct.1
7. Chapters 29-32, skip 31 (p.245-280) Due Oct.8
8. Chapters 33-35 (p. 281-304) Due Oct. 14

*GE=Great Expectations*

*EOL=Elements of Literature* textbook

**Major Assessments:**

 **Life Event Blog Essay** Post by Aug.20, 2 Peer responses due by Aug. 25

 **Successful Student Essay** email to afnorthliterature@gmail.com by Sept. 4

 **Literary Analysis Essay** email to afnorthliterature@gmail.com by Oct. 10

|  |  |  |
| --- | --- | --- |
| Date | In-Class | Homework |
| First DayAugust 18  | Intro to Class websites“What an Essay can Do”—Annie Dillard“Narration and Description”--HandoutLife Events Brainstorm: 7 Key Events of Your Life and the people involved—Quick Write | Read *GE*—Chap. 1-4 (1-30) and Organizers due Aug. 25Life Event Graphic Organizers for Character and Story: Select 1 life event and focus on the “plot” of the story and the “characters.” Final assignment will be 400 words and assessed on your use of concrete details, conventions, powerful verbs and adjectives, and plot development. |
| Tues. Aug. 19  | Techniques of Narration and Description: Autobiographical IncidentGreat Expectations: Chapter 1 and Sample Organizer“The Birth”—Teacher SampleLife Event First Draft: Expand your life event story using the techniques of narration and description. 400 words minimum. | Read *GE*—Chap. 1-4 (1-30) and Organizers due Aug. 25Life Event Final Draft—Edited, Typed, and Posted on BlogPeer Response: Select at least two peers to discuss strengths and weakness in terms of narration and description rubric. |
| Thurs. Aug. 21 | Process Analysis Bubble Chart: How I can be a Successful Student?* What type of learner are you?
* What are your strengths and weakness as a student?
* What learning strategies do you use or could use more to be successful?
* How can you create a study place that supports your strengths as a student?

3-Ring Bubble Chart: Successful Student Strategies | Read *GE*—Chap. 1-4 (1-30) and Organizers due Aug. 25PROCESS ANALYSIS Complete Bubble Chart and Write first paragraph using the Jane Shaffer organizer. Your final draft will be assessed on your development of a process, the quality of your main ideas and supporting details, and whether your conclusion has a final action plan.For each “successful student” quality, you need 3 examples EX. Organization (binder, agenda, location of materials) |
| Mon. Aug. 25 | Writing Style in *Great Expectations*—Dickens’ technique of the mini-storyJane Shaffer: Paragraphs and Rubric—Paragraph 1 | Read *Great Expectations*—Chapters 5-9 and chapter organizers (30-75) due Sept. 2Student Prompt: Complete Paragraph 2 and 3 |
| Weds. Aug. 27 | Peer Review of Paragraphs—Identifying Jane Shaffer StrategiesGreat Expectations: Viewing of Opening of Novel—Compare/Contrast—Discussion of Chapters 1-4 | Read *GE*—Chap. 5-9 (30-75) and Organizers (30-75) due Sept. 2Revise Body Paragraphs for Final Draft—Add introduction and conclusion |
| Fri. Aug. 29 | Critical Reading, Vocabulary and Editing Workshop: “Can Animals Think?”(EOL38-43)Habits of Mind | Read *GE*—Chap. 5-9 (30-75) and Organizers (30-75) due Sept. 2Final Draft due via email by Sept. 4 |
| Tues. Sept. 2 | SRI AssessmentActive Reading Strategies: Plot *EOL* 2-3*GE* Chapters 5-9: Working with DetailsChap. 1-9:Making Meanings and ChoicesDangerous Game Vocabulary: Prefixes EOL, 37 | Read *GE*—Chap. 10-13 (76-112) due Sept. 10Read “The Most Dangerous Game, “ EOL, 16-37Dangerous Game Vocabulary MapFinal Draft due via email by Sept. 4 |
| Thurs. Sept. 4  | Discussion “The Most Dangerous Game,” *EOL*, 16-37AVID Clock Evidence Collection: Character Analysis Graphic Organizers: Rainsford and General ZaroffThe Sequel: Post-Ending Brainstorm (EOL, 36) | Read *GE*—Chap. 10-13 (76-112) due Sept. 10The Sequel: Post-Ending using the techniques of narration and description, EOL 36. 400 words.  |
| Mon. Sept 8 | Setting *EOL* 60-61“A Christmas Memory”—*EOL* 62-75Setting and Plot Graphic Organizers: Body Paragraph | Read *GE*—Chap. 10-13 (76-112) due Sept. 10Post Final Draft of The Sequel to Blog and provide feedback to 2 peers.Vocabulary Map: A Christmas Memory |
| Weds. Sept. 10Fri. Sept 12(no school) | Great Expectations Comparisons—Frustrated Expectations, Girl Problems, and Classist AttitudesApplying Collection 1 Vocabulary to *GE* | Read *GE*—Chap. 14-19 (112-170) due. Sept. 17Study Collection 1 Vocabulary for Quiz |
| Mon. Sept. 15  | Vocabulary Quiz: Collection 1Character *EOL* 96-97 and Character Interaction, *EOL*, 138-139“Thank You, Ma’am,” *EOL*, 108-116Vocab Development, *EOL*, 117 | Read *GE*—Chap. 14-19 (112-170) due Sept. 17Vocabulary Map-Thank You Ma’am |
| Weds. Sept. 17 | Chap. 10-19:Making Meanings and Reading Strategies Body Biography Sketch and Evidence | Choices: Chap. 10-19 Blog and Free ChoiceRead *GE*—Chap. 20-24 (171-214) due Sept. 25 |
| Fri. Sept. 19 | AVID Strategies: Informational Text: “Teaching Chess and Life,” “Community Service and You,” “Feeding Frenzy,” *EOL*, 118-125Habits of Mind | Come in during seminar to finish Body BiographyRead *GE*—Chap. 20-24 (171-214) due Sept. 25 |
| Tues. Sept. 23 | “Marigolds,” *EOL*, 140-151Vocabulary Development, EOL, 152Vocabulary Map: Marigolds | Come in during seminar to finish Body BiographyRead *GE* 20-24 (171-214) due Sept. 25 |
| Thurs. Sept. 25  | A New City: New Settings, Characters and InteractionsBody Biography Presentations | Read *GE* 25-28 (.214-245) due Oct.1 |
| Mon. Sept. 29 | Narrator and Voice, *EOL*, 170-171“The Cask of Amontillado,” EOL, 210-219Vocabulary Development, *EOL*, 220 | Read *GE* 25-28 (.214-245) due Oct.1Vocabulary Map: The Cask of Amontillado |
| Weds. Oct. 1Fri. Oct. 3 (no school) | Discussion of Suspense Techniques—Poe and GEGuided Body Paragraphs on Literary DevicePrompt: Using 2 stories and *Great Expectations*, discuss how they develop a one literary element: Plot, Setting, Character, or Character Interactions. **Collect at least 3 quotes, with page numbers, from each story which reflect the literary element for In-Class Draft Writing** | Read *GE* 29-32, skip 31 (.245-280) due Oct. 8Vocabulary Map: The InterlopersRewrite Body Paragraph with quotes |
|  Mon. Oct 6 | “The Interlopers,” *EOL*, 188-195Vocabulary Development, *EOL*, 196Guided Body Paragraphs on Literary Device | Read *GE* 29-32, skip 31 (.245-280) due Oct. 8Vocabulary Map: The InterlopersRewrite Body Paragraph with quotes |
| Weds. Oct. 8 | Literary Analysis First Draft: Intros and ConclusionsComplete 3 Body Paragraphs | Read *GE—*Chap. 33-35 (281-303) due Oct. 14**Final Draft of Essay due via email by Oct. 10** |
| Fri. Oct 10 | AVID Strategy: Informational Texts on Poe’s Death, *EOL,* 221-230 Vocabulary Application Activity | Read *GE—*Chap. 33-35 (281-303) due Oct. 14 |
| Tues. Oct. 14  | Great Expectations—Group and Individual Choices | GE Blog Prompt and 2 Free Choices |
| Thurs. Oct 16  | Great Expectations—Group and Individual Choices | October Break: No Homework |