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](mailto:afnorthliterature@gmail.com) by Sept. 4

**Literary Analysis Essay** email to [afnorthliterature@gmail.com](mailto:afnorthliterature@gmail.com) by Oct. 10

|  |  |  |
| --- | --- | --- |
| Date | In-Class | Homework |
| First Day  August 18 | Intro to Class websites  “What an Essay can Do”—Annie Dillard  “Narration and Description”--Handout  Life 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. 25  Life 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 Incident  Great Expectations: Chapter 1 and Sample Organizer  “The Birth”—Teacher Sample  Life 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. 25  Life Event Final Draft—Edited, Typed, and Posted on Blog  Peer 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. 25  PROCESS 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-story  Jane Shaffer: Paragraphs and Rubric—Paragraph 1 | Read *Great Expectations*—Chapters 5-9 and chapter organizers (30-75) due Sept. 2  Student Prompt: Complete Paragraph 2 and 3 |
| Weds. Aug. 27 | Peer Review of Paragraphs—Identifying Jane Shaffer Strategies  Great 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. 2  Revise 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. 2  Final Draft due via email by Sept. 4 |
| Tues. Sept. 2 | SRI Assessment  Active Reading Strategies: Plot *EOL* 2-3  *GE* Chapters 5-9: Working with Details  Chap. 1-9:Making Meanings and Choices  Dangerous Game Vocabulary: Prefixes EOL, 37 | Read *GE*—Chap. 10-13 (76-112) due Sept. 10  Read “The Most Dangerous Game, “ EOL, 16-37  Dangerous Game Vocabulary Map  Final Draft due via email by Sept. 4 |
| Thurs. Sept. 4 | Discussion “The Most Dangerous Game,” *EOL*, 16-37  AVID Clock Evidence Collection: Character Analysis Graphic Organizers: Rainsford and General Zaroff  The Sequel: Post-Ending Brainstorm (EOL, 36) | Read *GE*—Chap. 10-13 (76-112) due Sept. 10  The 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* 62-75  Setting and Plot Graphic Organizers: Body Paragraph | Read *GE*—Chap. 10-13 (76-112) due Sept. 10  Post Final Draft of The Sequel to Blog and provide feedback to 2 peers.  Vocabulary Map: A Christmas Memory |
| Weds. Sept. 10  Fri. Sept 12  (no school) | Great Expectations Comparisons—Frustrated Expectations, Girl Problems, and Classist Attitudes  Applying Collection 1 Vocabulary to *GE* | Read *GE*—Chap. 14-19 (112-170) due. Sept. 17  Study Collection 1 Vocabulary for Quiz |
| Mon. Sept. 15 | Vocabulary Quiz: Collection 1  Character *EOL* 96-97 and Character Interaction, *EOL*, 138-139  “Thank You, Ma’am,” *EOL*, 108-116  Vocab Development, *EOL*, 117 | Read *GE*—Chap. 14-19 (112-170) due Sept. 17  Vocabulary 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 Choice  Read *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*, 118-125  Habits of Mind | Come in during seminar to finish Body Biography  Read *GE*—Chap. 20-24 (171-214) due Sept. 25 |
| Tues. Sept. 23 | “Marigolds,” *EOL*, 140-151  Vocabulary Development, EOL, 152  Vocabulary Map: Marigolds | Come in during seminar to finish Body Biography  Read *GE* 20-24 (171-214) due Sept. 25 |
| Thurs. Sept. 25 | A New City: New Settings, Characters and Interactions  Body 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, 210-219  Vocabulary Development, *EOL*, 220 | Read *GE* 25-28 (.214-245) due Oct.1  Vocabulary Map: The Cask of Amontillado |
| Weds. Oct. 1  Fri. Oct. 3 (no school) | Discussion of Suspense Techniques—Poe and GE  Guided Body Paragraphs on Literary Device  Prompt:  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. 8  Vocabulary Map: The Interlopers  Rewrite Body Paragraph with quotes |
| Mon. Oct 6 | “The Interlopers,” *EOL*, 188-195  Vocabulary Development, *EOL*, 196  Guided Body Paragraphs on Literary Device | Read *GE* 29-32, skip 31 (.245-280) due Oct. 8  Vocabulary Map: The Interlopers  Rewrite Body Paragraph with quotes |
| Weds. Oct. 8 | Literary Analysis First Draft: Intros and Conclusions  Complete 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 |