

September

2018

AP Literature Tentative Calendar

Period 3

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
Labor Day No School	<p>Journal Entry</p> <ul style="list-style-type: none"> → Review General Prologue → Chaucer Background PPT. (Chaucer, Middle English, Iambic Meter, Epic Poetry, Medieval England) → Create Weebly Websites → Character Sketches (Use Sway) <p>HW: Read Background Article</p>	<p>Vocabulary Workshop Unit 2</p> <ul style="list-style-type: none"> → Continue Working Character Sketches (Workshop) <p>HW: Read Background Article</p>	<p>Journal Entry</p> <ul style="list-style-type: none"> → Discuss Background Article → Begin Page 2 in Reading Guide → Present Character Sketches <p>HW: None</p>	<p>Vocabulary Assessment 2</p> <ul style="list-style-type: none"> → Vocab. Frayers Due → In-Class Reading Time: Begin "The Knight's Tale" OR finish character sketches presentations <p>HW: Read "TKT" by Tuesday</p>
10	11	12	13	14
<p>Vocabulary Workshop Unit 3</p> <ul style="list-style-type: none"> → Background Knowledge: Code of Chivalry, Roman Mythology, & The Great Chain of Being → In-Class Reading "TKT" → In-Class Reading Guide Work (Page 6 of Reading Guide) <p>HW: Read "TKT" by Tuesday</p>	<p>Journal Entry</p> <ul style="list-style-type: none"> → Brief Film Analysis (A Knight's Tale) → Critical Questions for "TKT" and Advanced Expository Writing (Page 10 in Reading Guide) <p>HW: Continue Critical Responses 1-5</p>	<p>Vocabulary Workshop Unit 3</p> <ul style="list-style-type: none"> → Epistemology Background → In-Class Reading of "The Wife of Bath's Tale" (Paired Readings) → Work on Reading Guide <p>HW: Read "WoBT" by Friday</p>	<p>Journal Entry</p> <ul style="list-style-type: none"> → In-Class Reading → Small Group Quote Analysis: Who painted the lion? AND the loathly lady archetype <p>HW: WoBT Critical Responses 1-3</p>	<p>DIDLS Critical Framework</p> <ul style="list-style-type: none"> → Apply DIDLS Strategy to "The Wife of Bath's Tale" <p>HW: Read "TPT" by Wed.</p>
17	18	19	20	21
<p>AP Retreat (TBA- AP Test Prep)</p> <p>HW: Read "TPT" by Wed.</p>	<p>AP Retreat (TBA- AP Test Prep)</p> <p>HW: Read "TPT" by Wed.</p>	<p>Vocabulary Workshop Unit 3</p> <ul style="list-style-type: none"> → <i>Harry Potter</i> and the Tale of Three Brothers → Close Read: "Roman de la Rose" → In-Class Discussion of "TPT" <p>HW: Critical Responses for "TPT"</p>	<p>Journal Entry- AOW</p> <ul style="list-style-type: none"> → Black Death Article Synopsis → Begin Reading "TNPT" → Work on Reading Guide <p>HW: Read "TNPT" by Tues.</p>	<p>Vocabulary Assessment 3</p> <ul style="list-style-type: none"> → Vocab. Frayers Due → In-Class Reading Time <p>HW: Read "TNPT" by Tues.</p>

24	25	26	27	28
<p>Vocabulary Workshop Unit 4 → <i>The Canterbury Tales</i> Review Session & Reading Guide Workshop → Provide Lit. Analysis Handout</p> <p style="text-align: center;">The Canterbury Tales Unit Exam (Reading Guide Collected)</p> <p>HW: Study for TCT Exam</p>	<p style="text-align: center;">The Canterbury Tales Unit Exam (Reading Guide Collected)</p> <p>HW: None</p>	<p>Vocabulary Workshop Unit 4 → Types of Literary Analysis PPT. → Discuss Lit Analysis Guidelines → Notecard Pre-Writing Activity → Begin Literary Analysis</p> <p>HW: Literary Analysis Paper</p>	<p>Writer's Workshop</p> <p>HW: Literary Analysis Paper Due Wednesday (October 3rd)</p>	<p>Writer's Workshop</p> <p>HW: Literary Analysis Paper Due Wednesday (October 3rd)</p>

Assessment Overview:

- Friday, September 7: Vocabulary Assessment Unit 2
- Friday, September 21: Vocabulary Assessment Unit 3
- Tuesday, September 25: *The Canterbury Tales* Unit Exam (Reading Guide Due)
- Wednesday, October 3: Formal Literary Analysis Paper

Quote of the Month: “For it is a false assertion that the sense of man is the measure of things. On the contrary, all perceptions as well of the sense of the mind are according to the measure of the individual and not according to the measure of the universe. And the human understanding is like a false mirror, which, receiving rays irregularly distorts and discolors the nature of things by mingling its own nature with it... For everyone (besides the errors common to human nature in general) has a cave or den of his own, which refracts and discolors the light of nature, owing either to his own proper and peculiar nature, or to his education and conversation with others, or to the reading of books, and the authority of those whom he esteems and admires; or to the difference of impressions, accordingly as they take place in a mind indifferent and settled, or the like. So that the spirit of man (according as it is meted out to different individuals) is in fact a thing variable and full of perturbation, and governed as it were by chance” -Sir Francis Bacon Novum Organum

Indiana Academic Standards Covered:

- RL.1 (Students interact with texts proficiently and independently- *The Canterbury Tales*)
- RL.2.1 (Cite strong and thorough textual evidence to support analysis- *The Canterbury Tales*- Advanced Expository Paragraphing- Critical Responses Reading Guide- Literary Analysis)
- RL.2.2 (Analyze in detail the development of two or more central ideas throughout the course of a novel- *The Canterbury Tales*)
- RL.2.3 (Analyze how dynamic characters develop throughout the plot- *The Canterbury Tales*- character sketches)
- RL.3.1 (Analyze author’s choice for structure of work- time manipulation- flashbacks, pacing, etc. to create mystery or suspense- *The Canterbury Tales*)
- RL.3.2 (Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended- *TCT*)
- RL.4.1 (Analyze multiple interpretations of a story- *The Canterbury Tales*)
- RL.4.2 (Analyze cultural significance in a text- *The Canterbury Tales*- Medieval British Context)
- RN.1 (One of a variety of nonfiction articles- The Black Death & “The Parson’s Tale”)
- RV.1 (Acquire and use accurately academic and content-specific vocabulary- vocabulary units 2 and 3)
- RV.2.1 (Use context clues- *The Canterbury Tales*- Word Specific Analysis- Middle English- “The General Prologue”)
- RV.2.5 (Use resources- vocabulary prayers)
- RV.3.1 (Analyze the meanings of words as they are used in literature- including figurative language- *The Canterbury Tales* lit. devices in reading guide)
- RV.3.3 (Interpret figures of speech in context of a text’s meaning- *The Canterbury Tales* Reading Guide)
- W.1 (Write routinely- journal entries- five this month)
- W.3.1 (Write arguments in a variety of forms- introduce claims, develop claims with textual support, use effective transitions, maintain appropriate tone for audience and purpose, and integrate an effective and comprehensive conclusion- *The Canterbury Tales* literary analysis activities)
- W.4 (The Writing Process- brainstorm, plan, develop, draft, revise, use technology- *The Canterbury Tales* Formal Literary Analysis)
- W.6.1 (Conventions of Standard English Grammar: including pronoun usage, verb usage, effective adjectives and adverbs, appropriate capitalization, spelling, and punctuation- *TCT* written assessments)
- SL.2.1 (Initiate and participate effectively in a range of collaborative discussions- journal entries, in-class discussions on *TCT*, reading check discussions, etc.)
- SL.2.2 (Examine, analyze, and reflect on ideas and support or refute ideas under discussion- *The Canterbury Tales* Reading Guide)

- SL.2.3 (Work with peers to game plan for a presentation- *TCT* character sketches)
- SL.2.4 (Propel conversations by posing deeper questions about applicable translations and points of controversy in contemporary society- *TCT* discussions)
- SL.2.5 (Respond thoughtfully and critically to multiple perspectives and interpretations- *TCT* in-class discussions and reading guide)
- SL.4.1 (Present information, findings, and supporting evidence conveying a clear perspective with clear line of reasoning- *TCT* character sketches)
- SL. 4.2 (Create engaging presentations using digital media- *TCT* character sketches)
- ML.1 (Critically analyze information found in electronic, print, and mass media used to transmit culture- film clips for *TCT*)

College Board Academic Standards Covered:

- R.1 (Students reads works from several genres and periods- *The Canterbury Tales*)
- R.2 (Student understands a work's thematic meaning and recognizes its complexity- *TCT* Reading Guide & Critical Responses)
- R.3 (Student analyzes how meaning is embodied in literary form- *TCT*)
- R.4 (Student engages in close reading involving: the experience of literature, the interpretation of literature, and the evaluation of literature- *TCT* Lit. Analysis & Reading Guide)
- R.5 (Student makes careful observations of textual detail, establishes connections, and draws inferences that feed into the interpretation of meaning and value- *TCT* Reading Guide)
- R.6 (Student demonstrates an understanding of Biblical and classical mythological references and their influence on Western literary creations- *TCT*)
- R.7 (Student participates in thoughtful discussion of literature with fellow students- yep- *TCT*)
- W.1 (Student produces writing that focuses on the critical analysis of literature and includes expository, analytical, and argumentative essays- *TCT* Formal Literary Analysis & Critical Responses)
- W.3 (Student organizes ideas in clear and cohesive manner- *TCT* Formal Literary Analysis)
- W.4 (Student attends to matters of precision and correctness in writing- *TCT* Formal Literary Analysis)
- W.5 (Student produces piece of writing that displays stylistic maturity, wide-ranging vocab., varying sentence structures, logical and cohesive organization of ideas, balance between summary and analysis of details, and a consistent tone and voice appropriate to given audience- *TCT* Formal Literary Analysis)
- W.7 (Student prepares for essay questions of the AP English Literature exam through exercises analyzing short passages and practicing "open" analytical questions- *TCT* Critical Response Prompts)