

AUG 2019 ENG 10H

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
05	06	07	08	09
<ul style="list-style-type: none"> → Teacher Work Day → Last Day of Freedom for Students 	<ul style="list-style-type: none"> → Welcome to English 10H → Distribute Syllabus → Introduction to Class → Interest Inventory → Pre-Test of Knowledge → Barthes & Blue Velvet <p>HW: None</p>	<ul style="list-style-type: none"> → Vocabulary Workshop Unit 1 → Review Plaisir vs. Jouissance → Chaucer & TCT Background → Character Draw Activity → Distribute Chaucer Reading → TPS Last Page of SRA <p>HW: Last Page of SRA due Fri.</p>	<ul style="list-style-type: none"> → Timed Journal Writing No. 1 → Understanding Middle English (Evolution of English Language PPT.) → Read “The General Prologue” <p>HW: Last Page of SRA due Fri.</p>	<ul style="list-style-type: none"> → Check SRA Page → Begin Student Presentations of Chaucer’s <i>The Canterbury Tales</i> <p>HW: None</p>
12	13	14	15	16
<ul style="list-style-type: none"> → Finish Student Presentations of Chaucer’s <i>The Canterbury Tales</i> <p>HW: None</p>	<ul style="list-style-type: none"> → Journal Entry No. 2 → Finish TCT Presentations → POV PPT. & Notes → Thematic App. Tests (TPS) <p>HW: None</p>	<ul style="list-style-type: none"> → Vocabulary Workshop 1 → POV Review → Begin Reading Jonathan Nolan’s “Memento Mori” <p>HW: None</p>	<ul style="list-style-type: none"> → Journal Entry No. 3 → Finish Reading “MM” → Socratic Seminar → Types of Symbols <p>HW: None</p>	<p>[Built-In Catch Up Day]</p> <p>[Backup: Freytag’s Pyramid & The Traditional Plot Diagram; Different Modes of Narration; “That Power” by Childish Gambino]</p>
19	20	21	22	23
<ul style="list-style-type: none"> → Vocabulary Workshop 1 → American Literary Movements Guided PPT. <p>HW: None</p>	<ul style="list-style-type: none"> → Journal Entry no. 4 → Yann Martel Biography → <i>Life of Pi</i> Bkg. PPT. → Begin Reading <i>Life of Pi</i> <p>HW: Read Ch. 1-17 by Fri.</p>	<ul style="list-style-type: none"> → Vocabulary Review → Distribute Reading Guide → Continue Reading <i>Life of Pi</i> → Reading Day <p>HW: Read Ch. 1-17 by Fri.</p>	<ul style="list-style-type: none"> → Journal Entry No. 5 → [Built-in Catch Up Day] <p>HW: Read Ch. 1-17 by Tomo.</p>	<p>Vocabulary Assessment 1</p> <ul style="list-style-type: none"> → Vocabulary Squares Collected → Start of Class → In-Class Reading Time <p>HW: Rd. Ch. 18-26 by Tues.</p>

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
26	27	28	29	30
→ Vocabulary Workshop 2 → Discuss <i>LoP</i> → <i>LoP</i> Literary Devices PPT. & Discussion → Reading Time HW: Rd. Ch. 18-26 by Tues.	→ Timed Journal Entry No. 6 → <i>LoP</i> Reading Check (1-26) → Reading Time HW: Rd. Ch. 27-36 by Thurs.	→ Vocabulary Workshop 2 → <i>LoP</i> Literary Devices Quizlet Live Review Session → Reading Time HW: Rd. Ch. 27-36 by Thurs.	→ Timed Journal Entry No. 7 → Discuss Part One of <i>LoP</i> → [Built-In Catch Up Day] HW: Rd. Ch. 37-46 by Tues.	Substitute Teacher → POV Packets → Work on DQs for <i>LoP</i> → Get the reading knocked out for <i>LoP</i> → Enjoy the three-day weekend! HW: Rd. Ch. 37-46 by Tues.

Indiana Academic Reading Standards Covered : **9-10.RL.2.1** Cite strong and thorough textual support evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. (Assessed in ISTEP format); **9-10.RL.2.2** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details; **9-10.RL.2.3** Analyze how dynamic characters (e.g. those with multiple or conflicting motives) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (Supporting Indicator); **9-10.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g. parallel episodes), and manipulate time (e.g. pacing; flashbacks) create such effects as mystery, tension, or surprise. (Assessed in ISTEP format); **9-10.RL.3.2** Analyze how the author creates such effects as suspense or humor through differences in points of views of the characters and reader (e.g. created through the use of dramatic irony); **9-10.RL.4.1** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text; **9-10.RI.4.2** Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Indiana Academic Writing Standard Covered: **9-10.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Indiana Academic Vocabulary Standards Covered: **9-10.RV.2.1** Use context to determine or clarify the meaning of words and phrases; **9-10.RV.2.3** Analyze nuances in the meaning of words with similar denotations; **9-10.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology; **9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings; **9-10.RV.3.3** Interpret figures of speech (e.g., *euphemism*, *oxymoron*) in context and analyze their role in the text.

Indiana Speaking & Listening Standards Covered: **9-10.SL.2.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively; **9-10.SL.2.5** Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented; **9-10.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (e.g., *visually*, *quantitatively*, *orally*) evaluating the credibility and accuracy of each source; **9-10.SL.4.1** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; **9-10.SL.4.2** Create engaging presentations that make strategic and creative use of digital media (e.g., *textual*, *graphical*, *audio*, *visual*, and *interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.

Indiana Academic Media Literacy Standards Covered: **9-10.ML.4.2** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture; **9-10.ML.4.2** Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.

Other Literature-Related Stuff:

Spotlight Library of the Month: The Radcliffe Camera, Bodleian Library (Oxford University- UK- 1749)

Spotlight Author of the Month: Yann Martel (1963-Present)

Spotlight Poet of the Month: Geoffrey Chaucer (1343-1400)

Spotlight Quotation of the Month: "Confusion is the highest form of consciousness." -Patricia Ingham (Indiana University)