

# September

2018

## English 10H Tentative Calendar

Period 5

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
<b>Labor Day No School</b>	<b>Journal Entry</b> → <i>LoP</i> Reading Guide Literary Devices PPT. & Discussion → Part One PPT. Review → In-Class Reading <i>LoP</i>	<b>Vocabulary Workshop Unit 2</b> → Literary Devices Review Sess. → Bloomington Hipster Secrets → Advanced Expository Paragraphing Activity → Paragraph Response for <i>LoP</i>	<b>Journal Entry</b> → <u>Life of Pi</u> Reading Guide (Understanding Symbolism) → Quizlet Live Vocab. Review → In-Class Reading <i>LoP</i>	<b>Vocabulary Assessment 2</b> → Vocab. Frayers Due → In-Class Reading Time
	HW: Read Ch. 37-46 by Friday	HW: Read Ch. 37-46 by Friday	HW: Read Ch. 37-46 by Friday	HW: Read Ch. 46-55 by Tuesday
10	11	12	13	14
<b>Vocabulary Workshop Unit 3</b> → <i>LoP</i> Reading Check (Ch. 10-46) → Types of Literary Criticism PPT. → In-Class Reading <i>LoP</i>	<b>Journal Entry</b> → In-Class Discussion and Synopsis → In-Class Reading <i>LoP</i>	<b>Vocabulary Workshop Unit 3</b> → In-Class Reading & Discussion → <i>LoP</i> Reading Guide	<b>Journal Entry</b> → Word Specific Analysis PPT. → Small Group Quote Analysis	<b>Built-In Catch-Up Day</b>
HW: Read Ch. 46-55 by Tomorrow	HW: Read Ch. 55-68 by Friday	HW: Read Ch. 55-68 by Friday	HW: Read Ch. 55-68 by Friday	HW: Read Ch. 69-89 by Wed.
17	18	19	20	21
<b>Vocabulary Workshop Unit 3</b> → Quarter One CFA Pre-Test	<b>Journal Entry</b> → In-Class Reading → Essay Writing Questions (Page 7 of the <i>LoP</i> Reading Guide)	<b>Vocabulary Workshop Unit 3</b> → <i>LoP</i> Reading Check → Symbolism & Allegory → Chart Activity	<b>Journal Entry</b> → Types of Literary Analysis → L. Devices Crash Course → Notecards (Tentative)	<b>Vocabulary Assessment 3</b> → Vocab. Frayers Due → In-Class Reading Time
HW: Read Ch. 69-89 by Wed.	HW: Read Ch. 69-89 by Wed.	HW: Read Ch. 89-100 by Tues.	HW: Read Ch. 89-100 by Tues.	HW: Read Ch. 89-100 by Tues.

24	25	26	27	28
Vocabulary Workshop Unit 4 → <i>LoP</i> Review Session	<i>Life of Pi</i> <b>Unit Exam</b> <b>Part One</b>	<i>Life of Pi</i> <b>Unit Exam</b> <b>Part Two</b>	Journal Entry → Theories on Fear → Video Clip (2016?) → Read “The Human Chair” by Edogawa Rampo	Vocabulary Workshop Unit 4 → Discuss Euro Guro Nansensu → Finish Reading “THC” → Dreaded Discussion Questions
HW: Study for <i>LoP</i> Exam	HW: None	HW: None	HW: None	HW: None

Assessment Overview:

- Friday, September 7: Vocabulary Assessment Unit 2
- Monday, September 10: *Life of Pi* Reading Check
- Monday, September 17: CFA Quarter One Pre-Test (Literary Analysis)
- Friday, September 21: Vocabulary Assessment Unit 3
- Tuesday, September 25: *Life of Pi* Unit Exam Part 1
- Wednesday, September 26: *Life of Pi* Unit Exam Part 2

Quote of the Month: "It's a misery peculiar to would-be writers. Your theme is good as are your sentences. Your characters are so ruddy with life they practically need birth certificates. The plot you've mapped out for them is grand, simple, and gripping. You've done your research, gathering the facts- historical, social, climatic, culinary- that will give your story its feeling of authenticity. The dialogue zips along, crackling with tension. The descriptions burst with colour, contrast, and telling detail. Really, your story can only be great. But it all adds up to nothing. In spite of the obvious, shining promise of it, there comes a moment when you realize that the whisper that has been pestering you all along from the back of your mind is speaking the flat, awful truth: it won't work. An element is missing, that spark that brings to life a real story, regardless of whether the history or the food is right. Your story is emotionally dead, that's the crux of it. The discovery is something soul-destroying, I tell you. It leaves you with an aching hunger" (Martel VIII-IX).

Indiana Academic Standards Covered:

- RL.1 (Students interact with texts proficiently and independently- *Life of Pi*)
- RL.2.1 (Cite strong and thorough textual evidence to support analysis- *Life of Pi*- Advanced Expository Paragraphing)
- RL.2.2 (Analyze in detail the development of two or more central ideas throughout the course of a novel- *Life of Pi*)
- RL.2.3 (Analyze how dynamic characters develop throughout the plot- *Pi* in *Life of Pi*)
- RL.3.1 (Analyze author's choice for structure of work- time manipulation- flashbacks, pacing, etc. to create mystery or suspense- *Life of Pi*)
- RL.4.1 (Analyze multiple interpretations of a story- *Life of Pi*)
- RL.4.2 (Analyze cultural significance in a text- *Life of Pi*- Indian culture)
- RV.1 (Acquire and use accurately academic and content-specific vocabulary- vocabulary units 2 and 3 as well as *Life of Pi* literary devices)
- RV.2.1 (Use context clues- *Life of Pi*- Word Specific Analysis)
- RV.2.5 (Use resources- vocabulary frayers)
- RV.3.1 (Analyze the meanings of words as they are used in literature- including figurative language- *Life of Pi* WSA & lit. devices)
- RV.3.3 (Interpret figures of speech in context of a text's meaning- *Life of Pi* Reading Guide)
- W.1 (Write routinely- journal entries- seven 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- *Life of Pi* literary analysis activities)
- W.4 (The Writing Process- brainstorm, plan, develop, draft, revise, use technology- *Life of Pi* literary analyses)
- W.6.1 (Conventions of Standard English Grammar: including pronoun usage, verb usage, effective adjectives and adverbs, appropriate capitalization, spelling, and punctuation- *Life of Pi* written assessments)
- SL.2.1 (Initiate and participate effectively in a range of collaborative discussions- journal entries, in-class discussions on *Life of Pi*, reading check discussions, etc.)
- SL.2.2 (Examine, analyze, and reflect on ideas and support or refute ideas under discussion- *Life of Pi* Reading Guide)
- SL.2.4 (Propel conversations by posing deeper questions about applicable translations and points of controversy in contemporary society- *Life of Pi* discussions)
- SL.2.5 (Respond thoughtfully and critically to multiple perspectives and interpretations- *Life of Pi* in-class discussions and reading guide)