

Course Syllabus

AP English Literature & Composition

Google Classroom: 1M-66j5s7i; 1W-bxqzzst; 2W-yq66ghl

Kerry Lathrop

klathrop@auburnschl.edu

Room 202

I. Weekly Schedule of Instruction and Assessment:

Teachers will update the class syllabus with the following week's agenda in regards to instruction and assessment by the end of the day each Friday. *Therefore parents, please revisit this syllabus for updates on a weekly basis.* Powerschool will be updated each Friday to include all assignments that coincide with the upcoming week's syllabus. As is the expectation, teachers will post assignments and a more detailed instruction for students in Google Classroom as they are assigned.

Monday, 6/13	Tuesday, 6/14	Wednesday, 6/15	Thursday, 6/16	Friday, 6/17
Return all textbooks. 1W, 2W: In class: -Group final assignment–creative character analysis.	3M, 4M Finals No Class	3W, 4W Finals No Class	Make-up Day No class	Teacher Workshop Day HAVE A GREAT SUMMER!

Monday, 6/6	Tuesday, 6/7	Wednesday, 6/8	Thursday, 6/9	Friday, 6/10
Return all textbooks. 1M: Mrs. Lathrop will be out today. In class: –Essay/poster work time.	No class today: state science testing for all juniors.	Return all textbooks. 1M: Assignment due: Quotation poster; party food or drink that represents something we've read.	Return all textbooks. 1W/2W: Assignment due: Quotation poster; party food or drink that represents something we've read.	Return all textbooks. 1M: In class: -Group final assignment–creative character analysis.

COLLEGE APPLICATION ESSAY #2 DUE BY END OF CLASS. Homework: Quotation poster due next class. Bring food or drink to share at the party—should represent something we read this year.		In class: -Show posters and explain why you chose your quotation. -PARTY!	In class: -Show posters and explain why you chose your quotation. -PARTY!	
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Monday, 5/30	Tuesday, 5/31	Wednesday, 6/1	Thursday, 6/2	Friday, 6/3
MEMORIAL DAY	Return all textbooks. 1M: In class: -Discuss results of mock admissions activity. -Essay/poster work time Homework: Work on college application essay #2 and quotation poster.	Return all textbooks. 1W/2W: In class: -Read and discuss “Waiting for the Letter” by Jo Ellen Parker and “Stressed for Success?” by David Brooks. -Essay/poster workshop time Homework: Work on college application essay #2 and quotation poster.	Return all textbooks. 1M: In class: -Read and discuss “Waiting for the Letter” by Jo Ellen Parker and “Stressed for Success?” by David Brooks. -Essay/poster workshop time Homework: Continue working on college application essay #2 and quotation poster.	Return all textbooks. 1W/2W: Mrs. Lathrop will be out today. In class: -Essay/poster work time. COLLEGE APPLICATION ESSAY #2 DUE BY END OF CLASS. Homework: Work on quotation poster.

Monday, 5/23	Tuesday, 5/24	Wednesday, 5/25	Thursday, 5/26	Friday, 5/27
Return all textbooks. 1W/2W: In class: -Lesson: Types of College Application Essays (lecture and looking at samples) -Essay workshop time	Return all textbooks. 1M: In class: In class: -Lesson: Types of College Application Essays (lecture and looking at samples)	Return all textbooks. 1W/2W: Assignment due: College application essay #1 In class: -Go over quotation poster requirements.	Return all textbooks. 1M: Assignment due: College application essay #1 In class: -Go over quotation poster requirements.	Return all textbooks. 1W/2W: Note: 2W shortened for awards assembly. In class: -Discuss results of mock admissions activity.

Homework: College application essay #1 due next class.	-Essay workshop time Homework: College application essay #1 due next class.	-Mock admissions activity -Essay/poster workshop time Homework: Start working on college application essay #2 and quotation poster.	-Mock admissions activity -Essay/poster workshop time Homework: Start working on college application essay #2 and quotation poster.	-Essay/poster workshop time Homework: Work on college application essay #2 and quotation poster.
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Monday, 5/16	Tuesday, 5/17	Wednesday, 5/18	Thursday, 5/19	Friday, 5/20
Return all textbooks. 1M: In class: -Finish NWEA reading test--those who are finished can begin working on homework. -Short lesson: Introduction to College Application Essays -Introduce college application essay unit and rubric Homework: Finish Brainstorming Questions and Core Values Assessment	Return all textbooks. 1W/2W: Assignment due: Brainstorming Questions and Core Values Assessment. In class: -Short lesson: Introduction to College Application Essays -Introduce college application essay unit and rubric -Finish NWEA reading test (those who are finished can begin exploring college application essay prompts and brainstorming ideas.) Homework: Work on first college application essay (due next Wednesday.)	Return all textbooks. 1M: Assignment due: Brainstorming Questions and Core Values Assessment. In class: -Lesson: College Application Essay Structure (lecture and looking at samples.) -Essay workshop time. Homework: Work on first college application essay (due next Thursday.)	Return all textbooks. 1W/2W: In class: -Lesson: College Application Essay Structure (lecture and looking at samples.) -Essay workshop time. Homework: Work on first college application essay (due next Wednesday.)	COMMUNITY SERVICE DAY: NO CLASS

Monday, 5/9	Tuesday, 5/10	Wednesday, 5/11	Thursday, 5/12	Friday, 5/13
Return all textbooks. 1W/2W:	Return all textbooks. 1M:	Return all textbooks. 1W/2W:	Return all textbooks. 1M:	Return all textbooks. 1W/2W:

In class: AP EXAM WEEK BREAK 1W: Watch <i>The Batman</i> 2W: Watch <i>Forrest Gump</i>	In class: AP EXAM WEEK BREAK Watch <i>The Batman</i>	In class: –Finish movie (if needed) 1W: <i>The Batman</i> 2W: <i>Forrest Gump</i> –BEGIN NWEA READING TEST	–Finish movie (if needed) <i>The Batman</i> –BEGIN NWEA READING TEST	In class: (Mrs. Lathrop out today) –Brainstorming Questions and Core Values Assessment Homework: Finish Brainstorming Questions and Core Values Assessment if not completed in class.
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Monday, 5/2	Tuesday, 5/3	Wednesday, 5/4	Thursday, 5/5	Friday, 5/6
Textbook not needed today. 1M: Assignment due: War and Peace Final Essay In class: –Final test-day advice –Practice brainstorming for Question 3 prompts from past ten years. Homework: Review for AP exam and get rest!	Textbook not needed today. 1W/2W: In class: –Final test-day advice –Practice brainstorming for Question 3 prompts from past ten years. Homework: Review for AP exam and get rest!	AP EXAM DAY! Arrive at Auburn Public Library by 7:45 a.m. with charged laptop.	1W/2W: Return all textbooks. In class: AP EXAM WEEK BREAK 1W: Watch <i>The Batman</i> 2W: Watch <i>Forrest Gump</i>	1M: Return all textbooks. In class: AP EXAM WEEK BREAK Watch <i>The Batman</i>

Monday, 4/25	Tuesday, 4/26	Wednesday, 4/27	Thursday, 4/28	Friday, 4/29
Textbook not needed 1W/2W: Assignments due: First draft of War and Peace final essay. In class: –Go over how to prepare/study for AP exam. –Peer and teacher feedback on essay drafts.	Textbook not needed 1M: Assignments due: First draft of War and Peace final essay. In class: –Go over how to prepare/study for AP exam. –Peer and teacher feedback on essay drafts.	Textbook not needed 1W/2W: Assignment due: Revised War and Peace essay draft. In class: –Pick movie to watch May 5 & 9. –Choose whether you want to do poem or passage multiple	Textbook not needed 1W/2W: Assignment due: Revised War and Peace essay draft. In class: –Pick movie to watch May 6 & 10. –Proofreading and editing of War and Peace essays.	Textbook not needed 1W/2W: Assignment due: War and Peace final essay. In class: –Practice multiple choice. Homework: Review major works to prepare for AP exam.

Homework: Revise essay draft.	Homework: Revise essay draft.	choice next class. –Proofreading and editing of War and Peace essays. Homework: Final copy of War and Peace essay due next class.	Homework: Final copy of War and Peace essay due next class.	
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Monday, 4/11	Tuesday, 4/12	Wednesday, 4/13	Thursday, 4/14	Friday, 4/15
Textbook not needed today. 1M: Assignment due: Reading: <i>The Things They Carried</i> pages 180-207. In class: –Intro optional flex session–passage multiple choice. –Discuss “The Ghost Soldiers” –Discuss theme development throughout the novel Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 208-233 (“Night Life,” “The Lives of the Dead”) and work on filling out data sheet.	Textbook not needed today. 1W/2W: Assignments due: Reading: <i>The Things They Carried</i> pages 208-233. In class: –Intro optional flex session–passage multiple choice. –In-class journal response. –Discuss homework reading and the book as whole (small group and whole class.) Homework: Finish <i>The Things They Carried</i> data sheet.	Textbook not needed today. 1M: Assignments due: Reading: <i>The Things They Carried</i> pages 208-233. In class: –Intro optional flex session–passage multiple choice. –In-class journal response. –Discuss homework reading and the book as whole (small group and whole class.) Homework: Finish <i>The Things They Carried</i> data sheet. OPTIONAL FLEX SESSION: Passage multiple choice.	Textbook not needed today. 1W/2W: Assignment due: <i>The Things they Carried</i> data sheet. In class: –Review advice for AP Exam essays. --Summative in-class essay about a passage you haven’t seen before. –Talk about how to prepare for the AP Lit exam. –Download digital exam app. Homework: First draft of War & Peace unit essay.	Textbook not needed today. 1M: Assignment due: <i>The Things they Carried</i> data sheet. In class: –Review advice for AP Exam essays. --Summative in-class essay about a passage you haven’t seen before. –Talk about how to prepare for the AP Lit exam. –Download digital exam app. Homework: First draft of War & Peace unit essay.

Monday, 4/4	Tuesday, 4/5	Wednesday, 4/6	Thursday, 4/7	Friday, 4/8
Textbook not needed 1W/2W:	Textbook not needed 1M:	EARLY RELEASE DAY Textbook not needed	Textbook not needed 1W/2W:	Textbook not needed 1W/2W:

Assignments due: Reading: <i>The Things They Carried</i> pages 85-148 In class: –In-class journal prompt on homework reading. –Discuss “Sweetheart of the Song Tra Bong,” “Stockings,” “Church,” “The Man I Killed,” “Ambush,” “Style,” and “Speaking of Courage” Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 149-179 (“Notes,” “In the Field,” “Good Form,” and “Field Trip”) and work on filling out data sheet.	Assignments due: Reading: <i>The Things They Carried</i> pages 85-148 In class: –In-class journal prompt on homework reading. –Discuss “Sweetheart of the Song Tra Bong,” “Stockings,” “Church,” “The Man I Killed,” “Ambush,” “Style,” and “Speaking of Courage” Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 149-179 (“Notes,” “In the Field,” “Good Form,” and “Field Trip”) and work on filling out data sheet.	1W/2W: Assignment due: Reading: <i>The Things They Carried</i> pages 149-179 In class: –In-class journal prompt on homework reading. –Discuss “Notes,” “In the Field,” “Good Form,” and “Field Trip” Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 180-207 (“The Ghost Soldiers”) and work on filling out data sheet.	Assignment due: Reading: <i>The Things They Carried</i> pages 149-179 In class: –In-class journal prompt on homework reading. –Discuss “Notes,” “In the Field,” “Good Form,” and “Field Trip” Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 180-207 (“The Ghost Soldiers”) and work on filling out data sheet.	Assignment due: Reading: <i>The Things They Carried</i> pages 180-207. In class: –Discuss “The Ghost Soldiers” –Discuss theme development throughout the novel Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 208-233 (“Night Life,” “The Lives of the Dead”) and work on filling out data sheet.
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Monday, 3/28	Tuesday, 3/29	Wednesday, 3/30	Thursday, 3/31	Friday, 4/1
Textbook not needed today. 1M: Assignment due: Reading: <i>The Things They Carried</i> pages 1-25. In class: –Poetry March Madness: “In This Place (An American Lyric)” vs. “We Lived Happily During the War” –Discuss “The Things They Carried.” –Intro optional flex session–poetry multiple choice.	Textbook not needed today. 1W/2W: Assignments due: Reading: <i>The Things They Carried</i> pages 26-58. In class: –Poetry March Madness: “For Women Who Are Difficult to Love” vs. “somewhere i have never travelled/gladly beyond” –Intro to AP Digital Testing (video); update College Board account –Review point of view and discuss point of view in <i>The</i>	Textbook not needed today. 1M: Assignments due: Reading: <i>The Things They Carried</i> pages 26-58. In class: –Poetry March Madness: “For Women Who Are Difficult to Love” vs. “somewhere i have never travelled/gladly beyond” –Intro to AP Digital Testing (video); update College Board account –Review point of view and discuss point of view in <i>The</i>	Textbook not needed today. 1W/2W: Assignment due: Reading <i>The Things they Carried</i> pages 59-84. In class: –Poetry March Madness Final –Review protagonist and antagonist. –Group activity: identifying protagonists and antagonists. –Discuss “true war stories.” –Work through passage analysis from “How to Tell a True War Story.”	Textbook not needed today. 1M: Assignment due: Reading <i>The Things they Carried</i> pages 59-84. In class: –Poetry March Madness Final –Review protagonist and antagonist. –Group activity: identifying protagonists and antagonists. –Discuss “true war stories.” –Complete individual writing assignment (in-class response). –Work through passage

Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 27-61 (“Love,” “Spin,” “On the Rainy River”) and work on filling out data sheet.	<i>Things They Carried.</i> –Discuss “Love,” “Spin,” and “On the Rainy River.” –Intro optional flex session–poetry multiple choice. Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 59-84 (“Enemies,” “Friends,” “How to Tell a True War Story,” “The Dentist”) and work on filling out data sheet.	<i>Things They Carried.</i> –Discuss “Love,” “Spin,” and “On the Rainy River.” Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 59-84 (“Enemies,” “Friends,” “How to Tell a True War Story,” “The Dentist”) and work on filling out data sheet. OPTIONAL FLEX SESSION: Poetry multiple choice.	Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 85-148 (“Sweetheart of the Song Tra Bong,” “Stockings,” “Church,” “The Man I Killed,” “Ambush,” “Style,” and “Speaking of Courage”) and work on filling out data sheet.	analysis from “How to Tell a True War Story.” Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 85-148 (“Sweetheart of the Song Tra Bong,” “Stockings,” “Church,” “The Man I Killed,” “Ambush,” “Style,” and “Speaking of Courage”) and work on filling out data sheet.
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Monday, 3/21	Tuesday, 3/22	Wednesday, 3/23	Thursday, 3/24	Friday, 3/25
BRING TEXTBOOK. 1W/2W: Assignments due: “The Terrorist, He Watches” questions. In class: –Poetry March Madness: “Those Winter Sundays” vs. “For Women Who Are Difficult to Love” –Discuss “The Terrorist, He Watches” –Read and discuss “Sadiq,” (page 1222) –Announce this week’s optional flex session (Wednesday)--breaking down an AP Exam passage prompt. Homework: Read	BRING TEXTBOOK. 1M: Assignments due: “The Terrorist, He Watches” questions. In class: –Poetry March Madness: “Those Winter Sundays” vs. “For Women Who Are Difficult to Love” –Discuss “The Terrorist, He Watches” –Read and discuss “Sadiq,” (page 1222) –Announce this week’s optional flex session (Wednesday)--breaking down an AP Exam passage prompt. Homework: Read	BRING TEXTBOOK. 1W/2W: Assignment due: “Twelve-Hour Shifts” questions. In class: –Poetry March Madness: “Afternoon in Andalusia” vs. “somewhere i have never travelled, gladly beyond” –Discuss “Twelve-Hour Shifts” –Read and discuss “Kissing in Vietnamese” –Sign out and introduce <i>The Things They Carried</i>. Give reading schedule. Homework: Read and be ready to discuss <i>The Things</i>	BRING TEXTBOOK. 1W/2W: Assignment due: “Twelve-Hour Shifts” questions. In class: –Poetry March Madness: “Afternoon in Andalusia” vs. “somewhere i have never travelled, gladly beyond” –Discuss “Twelve-Hour Shifts” –Read and discuss “Kissing in Vietnamese” –Sign out and introduce <i>The Things They Carried</i>. Give reading schedule. Homework: Read and be ready to discuss <i>The Things</i>	Textbook not needed 1W/2W: Assignment due: Reading: <i>The Things They Carried</i> pages 1-25 . In class: –Poetry March Madness: “In This Place (An American Lyric)” vs. “We Lived Happily During the War” –Discuss “The Things They Carried.” Homework: Read and be ready to discuss <i>The Things They Carried</i> pages 26-58 (“Love,” “Spin,” “On the Rainy River”) and work on filling out data sheet.

“Twelve-Hour Shifts” (page 1224 in textbook) and complete questions 1-6 on page 1225.	“Twelve-Hour Shifts” (page 1224 in textbook) and complete questions 1-6 on page 1225.	<i>They Carried</i> pages 1-25 (“The Things They Carried”) and work on filling out data sheet. OPTIONAL FLEX SESSION: Breaking down a passage prompt.	<i>They Carried</i> pages 1-25 (“The Things They Carried”) and work on filling out data sheet.	
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Monday, 3/14	Tuesday, 3/15	Wednesday, 3/16	Thursday, 3/17	Friday, 3/4
BRING TEXTBOOK. 1W/2W: Assignments due: Conformity & Rebellion essay; Unit 7 progress check In class: –Poetry March Madness: “In This Place (An American Lyric)” vs. “A House Called Tomorrow” –Introduce War and Peace unit –Read and discuss “Dulce et Decorum Est” (page 1213 in textbook.) –Announce this week’s optional flex session (Wednesday)--breaking down an AP Exam poetry prompt. Homework: Read “The First Long-Range Artillery Shell in Leningrad” (pages 1214-1215 in textbook) and complete questions 1-5 on page 1215.	BRING TEXTBOOK. 1M: Assignments due: Conformity & Rebellion essay; Unit 7 progress check In class: –Poetry March Madness: “In This Place (An American Lyric)” vs. “A House Called Tomorrow” –Introduce War and Peace unit –Read and discuss “Dulce et Decorum Est” (page 1213 in textbook.) –Announce this week’s optional flex session (Wednesday)--breaking down an AP Exam poetry prompt. Homework: Read “The First Long-Range Artillery Shell in Leningrad” (pages 1214-1215 in textbook) and complete questions 1-5 on page 1215.	BRING TEXTBOOK. 1W/2W: Assignment due: “The First Long-Range Artillery Shell in Leningrad” questions. In class: –Poetry March Madness: “We Lived Happily During the War” vs. “Wild Geese” –Discuss “The First Long-Range Artillery Shell in Leningrad.” –Read and discuss “It Is Dangerous to Read Newspapers” (page 1218 in textbook). Homework: Read “The Terrorist, He Watches” (pages 1219-1220 in textbook) and answer questions 3, 4, and 5 on page 1220. OPTIONAL FLEX SESSION: Breaking down a	BRING TEXTBOOK. 1W/2W: Assignment due: “The First Long-Range Artillery Shell in Leningrad” questions. In class: –Poetry March Madness: “We Lived Happily During the War” vs. “Wild Geese” –Discuss “The First Long-Range Artillery Shell in Leningrad.” –Read and discuss “It Is Dangerous to Read Newspapers” (page 1218 in textbook). Homework: Read “The Terrorist, He Watches” (pages 1219-1220 in textbook) and answer questions 3, 4, and 5 on page 1220.	TEACHER WORKSHOP DAY

		poetry prompt.		
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Monday, 3/7	Tuesday, 3/8	Wednesday, 3/9	Thursday, 3/10	Friday, 3/11
Textbook not needed today. 1M: In class: –In-class timed essay (summative): passage analysis prompt from <i>Scarlet Letter</i> . Homework: Complete first draft of Conformity and Rebellion unit final essay due next class.	Textbook not needed today. 1W/2W: Assignments due: First draft of Conformity & Rebellion essay.. In class: –Peer and teacher feedback on essay drafts. Homework: Revise Conformity & Rebellion essay.	Textbook not needed today. 1M: Assignments due: First draft of Conformity & Rebellion essay.. In class: –Peer and teacher feedback on essay drafts. Homework: Revise Conformity & Rebellion essay.	Textbook not needed today. 1W/2W: Assignment due: Revised draft of Conformity & Rebellion essay. In class: –Go over senior course options. –Peer proofreading of Conformity & Rebellion essays. –Time to work on edits. Homework: Finish final edits of Conformity & Rebellion essay and complete Unit 7 Progress Check in AP Classroom.	Textbook not needed today. 1M: Assignment due: Revised draft of Conformity & Rebellion essay. In class: –Go over senior course options. –Peer proofreading of Conformity & Rebellion essays. –Time to work on edits. Homework: Finish final edits of Conformity & Rebellion essay and complete Unit 7 Progress Check in AP Classroom.

Monday, 2/28	Tuesday, 3/1	Wednesday, 3/2	Thursday, 3/3	Friday, 3/4
Textbook not needed today. 1W/2W: Assignment due: Chapters 19-24 discussion planning sheet. In class: –Discuss <i>Scarlet Letter</i> chapters 19-24 and the book as a whole..	Textbook not needed today. 1M: Assignment due: Chapters 19-24 discussion planning sheet. In class: –Discuss <i>Scarlet Letter</i> chapters 19-24 and the book as a whole..	EARLY RELEASE DAY Textbook not needed today. 1W/2W: Assignment due: <i>Scarlet Letter</i> data sheet. In class: –In-class timed essay (summative): past AP Exam question 3 (literary argument)	Textbook not needed today. 1M: Assignment due: <i>Scarlet Letter</i> data sheet. In class: –In-class timed essay (summative): past AP Exam question 3 (literary argument) Homework: Continue	Textbook not needed today. 1W/2W: In class: –In-class timed essay (summative): passage analysis prompt from <i>Scarlet Letter</i> . –Survey about optional review/practice sessions during flex.

–Time to work on data sheet. Homework: Finish <i>Scarlet Letter</i> data sheet. Start working on Conformity and Rebellion unit final essay.	–Time to work on data sheet. Homework: Finish <i>Scarlet Letter</i> data sheet. Start working on Conformity and Rebellion unit final essay.	Homework: Continue working on Conformity and Rebellion unit final essay. .	working on Conformity and Rebellion unit final essay.	Homework: Complete first draft of Conformity and Rebellion unit final essay due next class.
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Monday, 2/14	Tuesday, 2/15	Wednesday, 2/16	Thursday, 2/17	Friday, 2/18
Textbook not needed today. 1M: Assignment due: Chapters 13-14 discussion planning sheet. In class: –Discuss <i>Scarlet Letter</i> chapters 13-14. –In-class journal response: analyzing a changing character. Homework: Read chapters 15-16 (pages 171-185) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	Textbook not needed today. 1W/2W: Assignments due: Chapters 15-16 discussion planning sheet. In class: –Discuss chapters 15-16. –Group analysis of setting and how characters interact with setting.. Homework: Read chapters 17-18 (pages 185-202) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	Textbook not needed today. 1M: Assignments due: Chapters 15-16 discussion planning sheet. In class: –Discuss chapters 15-16. –Group analysis of setting and how characters interact with setting.. Homework: Read chapters 17-18 (pages 185-202) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	Textbook not needed today. 1W/2W: Assignment due: Chapters 17-18 discussion planning sheet.. In class: –Discuss chapters 17-18. –Work through practice passage prompt, analyzing passage from chapter 18. –Discuss significance of contrasting characters. Homework: Read chapters 19-24 (pages 202-259) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	Textbook not needed today. 1M: Assignment due: Chapters 17-18 discussion planning sheet.. In class: –Discuss chapters 17-18. –Work through practice passage prompt, analyzing passage from chapter 18. –Discuss significance of contrasting characters. Homework: Read chapters 19-24 (pages 202-259) of <i>The Scarlet Letter</i> and complete discussion planning sheet.

Monday, 2/7	Tuesday, 2/8	Wednesday, 2/9	Thursday, 2/10	Friday, 2/11
Textbook not needed today. 1W/2W: Assignment due: Chapters 8-10 discussion planning sheet. In class:	Textbook not needed today. 1M: Assignment due: Chapters 8-10 discussion planning sheet, verification sheet for letter-wearing project.	Textbook not needed today. 1W/2W: Assignment due: Chapters 11-12 discussion planning sheet. In class:	Textbook not needed today. 1M: Assignment due: Chapters 11-12 discussion planning sheet. In class:	Textbook not needed today. 1W/2W: Assignment due: Chapters 13-14 discussion planning sheet. In class:

–Discuss <i>Scarlet Letter</i> chapters 8-10. –Read and discuss “Half-hanged Mary” by Margaret Atwood. Homework: Read chapters 11-12 (pages 135-155) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	In class: –Discuss the experience of wearing the scarlet letters and how it relates to and/or differs from Hester’s experience in the book. –Discuss <i>Scarlet Letter</i> chapters 4-10. –Discuss how a group or a force can act as a character in a work and how the interaction between individual characters and groups/forces characterizes both the group/force and the characters. –Complete group activity about a group/force as character and discuss. –Read and discuss “Half-hanged Mary” by Margaret Atwood. Homework: Read chapters 11-12 (pages 135-155) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	–Discuss <i>Scarlet Letter</i> chapters 11-12. –Discuss symbols, symbolic settings, and motifs in <i>Scarlet Letter</i>. –Group activity: analyzing the conflict between a character’s private thoughts and public behavior. Homework: Read chapters 13-14 (pages 155-171) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	–Discuss <i>Scarlet Letter</i> chapters 11-12. –Discuss symbols, symbolic settings, and motifs in <i>Scarlet Letter</i>. –Group activity: analyzing the conflict between a character’s private thoughts and public behavior. Homework: Read chapters 13-14 (pages 155-171) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	–Discuss <i>Scarlet Letter</i> chapters 13-14. –In-class journal response: analyzing a changing character. Homework: Read chapters 15-16 (pages 171-185) of <i>The Scarlet Letter</i> and complete discussion planning sheet.
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Monday, 1/31	Tuesday, 2/1	Wednesday, 2/2	Thursday, 2/3	Friday, 2/4
Textbook not needed today. 1M: Assignment due: Chapters 1-3 discussion planning sheet. In class: –Resubmit Moral and	Textbook not needed today. 1W/2W: Assignments due: Chapters 4-5 discussion planning sheet. In class: –Discuss results of Moral and	EARLY RELEASE DAY Textbook not needed today. 1M: Assignments due: Chapters 4-5 discussion planning sheet. In class:	Textbook not needed today. 1W/2W: Assignment due: Chapters 6-7 discussion planning sheet. Verification sheet with teacher signatures for scarlet letter	Textbook not needed today. 1M: Assignment due: Chapters 6-7 discussion planning sheet. In class: SNOW DAY–No class

Religious Culture Survey (there was a problem with the link last class.) --Discuss <i>Scarlet Letter</i> chapters 1-3. --Discuss how the narrator's tone shapes the reader's response. --Introduce the term "in medias res" and discuss the use of this technique in <i>The Scarlet Letter</i> and other works. --Introduce next week's letter-wearing project. Homework: Read chapters 4-5 (pages 67-85) of <i>The Scarlet Letter</i> and complete discussion planning sheet. Choose what your "scarlet letter" is going to be.	Religious culture survey. --Make scarlet letters and start wearing. --Discuss chapters 4-5. Homework: Read chapters 6-7 (pages 85-104) of <i>The Scarlet Letter</i> and complete discussion planning sheet. Wear your scarlet letter to each class and have your teachers sign off on the verification sheet.	--Discuss results of Moral and Religious culture survey. --Make scarlet letters and start wearing. --Discuss chapters 4-5. Homework: Read chapters 6-7 (pages 85-104) of <i>The Scarlet Letter</i> and complete discussion planning sheet. Wear your scarlet letter to each class and have your teachers sign off on the verification sheet.	wearing project. In class: --Remove scarlet letters, and discuss the experience and how it relates to and/or differs from Hester's experience in the book. --Discuss chapters 6-7. --Discuss how a group or a force can act as a character in a work and how the interaction between individual characters and groups/forces characterizes both the group/force and the characters. --Complete group activity about a group/force as character and discuss. Homework: Read chapters 8-10 (pages 104-135) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	activities. Students should keep up with homework reading assignments. Homework: Read chapters 8-10 (pages 104-135) of <i>The Scarlet Letter</i> and complete discussion planning sheet.
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Monday, 1/24	Tuesday, 1/25	Wednesday, 1/26	Thursday, 1/27	Friday, 1/28
PERIOD 3W/4W FINALS--NO AP LIT CLASSES	Textbook not needed today. 1M: Assignment due: "Rat Ode" response. In class: --Discuss "Rat Ode" --Review key AP poetry essay strategies. --In-class essay on a poem	Textbook not needed today. 1W/2W: Assignment due: Unit 5 Progress Check in AP Classroom In class: --Sign out and introduce <i>The Scarlet Letter</i>, the reading schedule, and discussion	Textbook not needed today. 1M: Assignment due: Unit 5 Progress Check in AP Classroom In class: --Sign out and introduce <i>The Scarlet Letter</i>, the reading schedule, and discussion	Textbook not needed today. 1W/2W: Assignment due: Chapters 1-3 discussion planning sheet. In class: --Discuss results of Moral and Religious Culture Survey --Discuss <i>Scarlet Letter</i> chapters 1-3.

	(summative assessment) Homework: Unit 5 Progress Check in AP Classroom.	planning sheets. –Short lesson on the Puritans and Nathaniel Hawthorne –Take Moral and Religious Culture Survey –Start close reading of Chapter 1. Homework: Read chapters 1-3 (pages 45-67) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	planning sheets. –Short lesson on the Puritans and Nathaniel Hawthorne –Take Moral and Religious Culture Survey –Start close reading of Chapter 1. Homework: Read chapters 1-3 (pages 45-67) of <i>The Scarlet Letter</i> and complete discussion planning sheet.	–Discuss how the narrator’s tone shapes the reader’s response. –Introduce the term “in medias res” and discuss the use of this technique in <i>The Scarlet Letter</i> and other works. –Introduce next week’s letter-wearing project. Homework: Read chapters 4-5 (pages 67-85) of <i>The Scarlet Letter</i> and complete discussion planning sheet. Choose what your “scarlet letter” is going to be.
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Monday, 1/17	Tuesday, 1/18	Wednesday, 1/19	Thursday, 1/20	Friday, 1/21
Martin Luther King Jr. Day No School	Teacher Workshop Day No Classes	BRING TEXTBOOK 1M: EXTENDED PERIOD: 8:05-9:30 Assignment due: “Do not go gentle into that good night” questions. In class: --Discuss “Do not go gentle into that good night.” –Practice poetry multiple choice from past AP exam. –If time, read analyze, and discuss practice prompt about “The Road Not Taken” by Robert Frost Homework: Watch “Rat Ode” by Elizabeth Acevedo and	TEXTBOOK NOT NEEDED 1W/2W: EXTENDED PERIODS: 1W 8:05-9:30 2W 9:35-11:00 Assignment due: “Rat Ode” response. In class: --Discuss “Rat Ode” –Review key AP poetry essay strategies. –In-class essay on a poem (summative assessment) Homework: Unit 5 Progress Check in AP Classroom.	PERIOD 3M/4M FINALS–NO AP LIT CLASSES

		write response (video and assignment posted in Google Classroom.)		
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Monday, 1/10	Tuesday, 1/11	Wednesday, 1/12	Thursday, 1/13	Friday, 1/14
BRING TEXTBOOK 1W/2W: Assignment due: “The Love Song of J. Alfred Prufrock” questions. In class: --Discuss “The Love Song of J. Alfred Prufrock.” --Introduction to poetic structure Homework: Read pages 118-122 in textbook (Structure and Sound). Study all bold terms. There will be a quiz on poetic structure and sound terminology next class.	BRING TEXTBOOK 1M: Assignment due: “The Love Song of J. Alfred Prufrock” questions. In class: --Discuss “The Love Song of J. Alfred Prufrock.” --Introduction to poetic structure Homework: Read pages 118-122 in textbook (Structure and Sound). Study all bold terms. There will be a quiz on poetic structure and sound terminology next class.	EARLY RELEASE DAY Textbook not needed today. 1W/2W: In class: --QUIZ: Poetic structure and sound terminology. SONNET DAY: --Discuss closed and open forms of poetry. --Go over sonnet structure and how structure is tied to meaning, using “If We Must Die” and “The Harlem Dancer” by Claude McKay, “I will put Chaos into fourteen lines” by Edna St. Vincent Millay, and “The New Colossus” by Emma Lazarus. Homework: Read the definition of a villanelle in the glossary of the textbook (page 1281). Then read “Do not go gentle into that good night” on pages 806-807 and answer questions 1-7 on page 807.	Textbook not needed today. 1M: In class: --QUIZ: Poetic structure and sound terminology. SONNET DAY: --Discuss closed and open forms of poetry. --Go over sonnet structure and how structure is tied to meaning, using “If We Must Die” and “The Harlem Dancer” by Claude McKay, “I will put Chaos into fourteen lines” by Edna St. Vincent Millay, and “The New Colossus” by Emma Lazarus. Homework: Read the definition of a villanelle in the glossary of the textbook (page 1281). Then read “Do not go gentle into that good night” on pages 806-807 and answer questions 1-7 on page 807.	BRING TEXTBOOK 1W/2W: Assignment due: “Do not go gentle into that good night” questions. In class: --Discuss “Do not go gentle into that good night.” --Practice poetry multiple choice from past AP exam. Homework: Watch “Rat Ode” by Elizabeth Acevedo and write response (video and assignment posted in Google Classroom.)

Monday, 1/3	Tuesday, 1/4	Wednesday, 1/5	Thursday, 1/6	Friday, 1/7
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Last day of break!	TEXTBOOK NOT NEEDED 1W/2W: In class: "Poetry for the New Year" Lesson: –Discuss what we want take/leave from 2021. –Discuss fire and rain imagery. –Read, annotate, and discuss "Rain, New Year's Eve" by Maggie Smith and "Burning the Old Year" by Naomi Shihab Nye. –Introduce New Year's poem assignment and begin working in class. Homework: Finish New Year's poem and reflection.	TEXTBOOK NOT NEEDED 1M: In class: "Poetry for the New Year" Lesson: –Discuss what we want take/leave from 2021. –Discuss fire and rain imagery. –Read, annotate, and discuss "Rain, New Year's Eve" by Maggie Smith and "Burning the Old Year" by Naomi Shihab Nye. –Introduce New Year's poem assignment and begin working in class. Homework: Finish New Year's poem and reflection.	BRING TEXTBOOK 1W/2W: Assignment due: New Year's poem and reflection. In class: –Optional sharing of New Year's poems. --Read, discuss, and analyze the "To be, or not to be..." soliloquy from <i>Hamlet</i> (page 683 in textbook.) –Introduce T.S. Eliot and "The Love Song of J. Alfred Prufrock." Homework: Answer the questions about "The Love Song of J. Alfred Prufrock" (poem on pages 240-244 in textbook, questions posted in Google Classroom.)	BRING TEXTBOOK 1M: Assignment due: New Year's poem and reflection. In class: SNOW DAY–NO CLASS ACTIVITIES. Homework: Answer the questions about "The Love Song of J. Alfred Prufrock" (poem on pages 240-244 in textbook, questions posted in Google Classroom.)
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Monday, 12/20	Tuesday, 12/21	Wednesday, 12/22	Thursday, 12/23	Friday, 12/24
Textbook not needed today. 1M: Assignment due: Unit 4 Progress Check In class: --Short lesson on allusions in literature. –Work through 2009 "Icarus" prompt. Homework: Read "Much Madness is divinest Sense" on page 803 in textbook and	BRING TEXTBOOK. 1W/2W: Assignments due: "Much Madness is divinest Sense" questions. In class: --Discuss "Much Madness is divinest Sense" –Read and discuss "The Road Not Taken" Homework: NO HOMEWORK–ENJOY THE	BRING TEXTBOOK. 1M: Assignments due: "Much Madness is divinest Sense" questions. In class: SNOW DAY WAS CALLED–NO CLASS WORK OR ACTIVITIES Homework: NO HOMEWORK–ENJOY THE BREAK!	Enjoy the break!	Enjoy the break!

answer questions 1, 3, and 4. Be ready to discuss the poem next class.	BREAK!			
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Monday, 12/13	Tuesday, 12/14	Wednesday, 12/15	Thursday, 12/16	Friday, 12/17
Textbook not needed today. 1W/2W: In class: --In-class essay: <i>Their Eyes Were Watching God</i> passage prompt. Homework: Finish <i>Their Eyes Were Watching God</i> data sheet.	Textbook not needed today. 1M: In class: --In-class essay: <i>Their Eyes Were Watching God</i> passage prompt. Homework: Finish <i>Their Eyes Were Watching God</i> data sheet.	Textbook not needed today. 1W/2W: Assignment due: <i>Their Eyes Were Watching God</i> data sheet. In class: --Discuss feedback from passage essays. --In-class essay: <i>Their Eyes Were Watching God</i> AP Exam question 3 essay. Homework: Unit 4 Progress Check (in AP Classroom.)	Textbook not needed today. 1M: Assignment due: <i>Their Eyes Were Watching God</i> data sheet. In class: --Discuss feedback from passage essays. --In-class essay: <i>Their Eyes Were Watching God</i> AP Exam question 3 essay. Homework: Unit 4 Progress Check (in AP Classroom.)	Textbook not needed today. 1W/2W: Assignment due: Unit 4 Progress Check In class: --Short lesson on allusions in literature. --Work through 2009 “Icarus” prompt. Homework: Read “Much Madness is divinest Sense” on page 803 in textbook and answer questions 1, 3, and 4. Be ready to discuss the poem next class.

Monday, 12/6	Tuesday, 12/7	Wednesday, 12/8	Thursday, 12/9	Friday, 12/10
Textbook not needed today. 1M: Assignments due: Chapters 14-16 Personal Response Sheet In class: --Discuss chapters 12-13, 14-16 --Activity: how setting creates	Textbook not needed today. 1W/2W: Assignments due: Chapters 17-18 personal response sheet. In class: --Discuss chapters 17-18 --Identify protagonists and antagonists and conflicts arising from conflicting	Textbook not needed today. 1M: Assignments due: Chapters 17-18 personal response sheet. In class: --Discuss chapters 17-18 --Identify protagonists and antagonists and conflicts arising from conflicting	Textbook not needed today. 1W/2W: Assignment due: Chapters 19-20 response sheet In class: --Discuss chapters 19-20 and the novel as a whole. --Discuss feedback from Identity and Culture essays.	Textbook not needed today. 1M: Assignment due: Chapters 19-20 response sheet In class: --Discuss chapters 19-20 and the novel as a whole. --Discuss feedback from Identity and Culture essays.

mood and atmosphere Homework: Read chapters 17-18 of <i>Their Eyes Were Watching God</i> and complete personal response sheet.	values. Homework: Read <i>Their Eyes Were Watching God</i> chapters 19-20 (pages 168-193) and complete personal response sheet.	values. Homework: Read <i>Their Eyes Were Watching God</i> chapters 19-20 (pages 168-193) and complete personal response sheet.	–If time work as a group on data sheet. Homework: Work on <i>Their Eyes Were Watching God</i> data sheet, due Wednesday, Dec. 15.	–If time work as a group on data sheet. Homework: Work on <i>Their Eyes Were Watching God</i> data sheet, due Thursday, Dec. 16.
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Monday, 11/29	Tuesday, 11/30	Wednesday, 12/1	Thursday, 12/2	Friday, 12/3
Textbook not needed today. 1W/2W: Assignments due: Chapters 6-11 Personal Response Sheet In class: --Reading quiz over chapters 6-11 --Discuss chapters 6-11, including discussion over conflicts arising from conflicting values. --Passage essay practice (passage from chapter 6) Homework: Read chapters 12-13 of <i>Their Eyes Were Watching God</i> and complete personal response sheet.	Textbook not needed today. 1M: Assignments due: Chapters 6-11 Personal Response Sheet In class: --Reading quiz over chapters 6-11 --Discuss chapters 6-11, including discussion over conflicts arising from conflicting values. --Passage essay practice (passage from chapter 6) Homework: Read chapters 12-13 of <i>Their Eyes Were Watching God</i> and complete personal response sheet.	EARLY RELEASE DAY Textbook not needed today. 1W/2W: Assignments due: Chapters 12-13 Personal Response Sheet In class: --Discuss chapters 12-13 --Multiple choice practice (passage from chapter 9) Homework: Read chapters 14-16 of <i>Their Eyes Were Watching God</i> and complete personal response sheet.	Textbook not needed today. 1M: Assignments due: Chapters 12-13 Personal Response Sheet In class: --Discuss chapters 12-13 --Multiple choice practice (passage from chapter 9) Homework: Read chapters 14-16 of <i>Their Eyes Were Watching God</i> and complete personal response sheet.	Textbook not needed today. 1W/2W: Assignments due: Chapters 14-16 Personal Response Sheet In class: --Discuss chapters 12-13, 14-16 --Activity: how setting creates mood and atmosphere Homework: Read chapters 17-18 of <i>Their Eyes Were Watching God</i> and complete personal response sheet.

Monday, 11/22	Tuesday, 11/23	Wednesday, 11/24	Thursday, 11/25	Friday, 11/26
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Textbook not needed today. 1W/2W: Assignments due: Chapters 3-5 Personal Response Sheet In class: --Chapters 3-5 reading quiz --Discuss chapters 3-5 --Passage essay practice (passage from chapter 4) Homework: Read chapters 6-11 of <i>Their Eyes Were Watching God</i> and complete personal response sheet.	Textbook not needed today. 1M: Assignments due: Chapters 3-5 Personal Response Sheet In class: --Chapters 3-5 reading quiz --Discuss chapters 3-5 --Passage essay practice (passage from chapter 4) Homework: Read chapters 6-11 of <i>Their Eyes Were Watching God</i> and complete personal response sheet.	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break
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Monday, 11/15	Tuesday, 11/16	Wednesday, 11/17	Thursday, 11/18	Friday, 11/19
Textbook not needed today. 1M: Assignment due: Revised draft of Identity and Culture Essay In class: Peer and teacher proofreading and editing of drafts. Homework: Finish final edits of Identity and Culture essay (final copy due at start of next class) and complete Unit 3 Progress Check in AP Classroom.	Textbook not needed today. 1W/2W: Assignments due: Identity and Culture essay; Unit 3 Progress Check In class: --Return <i>The Great Gatsby</i> and <i>Homegoing</i> and sign out <i>Their Eyes Were Watching God</i> . --Introduction to Zora Neale Hurston and <i>Their Eyes Were Watching God</i> . --"F. Scott to Zora Neale" activity and discussion. --Analyzing diction and syntax lesson and activity. Homework: Read <i>Their Eyes Were Watching God</i> chapters 1 and 2 (pages 1-20) and	Textbook not needed today. 1M: Assignments due: Identity and Culture essay; Unit 3 Progress Check In class: --Return <i>The Great Gatsby</i> and <i>Homegoing</i> and sign out <i>Their Eyes Were Watching God</i> . --Introduction to Zora Neale Hurston and <i>Their Eyes Were Watching God</i> . --"F. Scott to Zora Neale" activity and discussion. --Analyzing diction and syntax lesson and activity. Homework: Read <i>Their Eyes Were Watching God</i> chapters 1 and 2 (pages 1-20) and	Textbook not needed today. 1W/2W: Assignment due: Chapters 1-2 response sheet In class: --Introduce Conformity and Rebellion unit and essay choices. --Discuss chapters 1 and 2. --Discuss how character choices reveal what they value. --Practice working through a passage prompt (chapter 2 pear-tree passage.) Homework: Read <i>Their Eyes Were Watching God</i> chapters 3-5 (pages 21-50) and complete response sheet.	Textbook not needed today. 1M: Assignment due: Chapters 1-2 response sheet In class: --Discuss chapters 1 and 2. --Discuss how character choices reveal what they value. --Practice working through a passage prompt (chapter 2 pear-tree passage.) Homework: Read <i>Their Eyes Were Watching God</i> chapters 3-5 (pages 21-50) and complete response sheet.

	complete response sheet.	complete response sheet.		
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Monday, 11/8	Tuesday, 11/9	Wednesday, 11/10	Thursday, 11/11	Friday, 11/12
Textbook not needed today. 1M: In class: --In class essay about <i>Homegoing</i> (AP Exam question 3--literary argument). Homework: First draft of Identity and Culture Unit Essay.	Textbook not needed today. 1W/2W: Assignment due: First draft of Identity and Culture Unit Essay. In class: Peer and teacher feedback on drafts. Homework: Revise Identity and Culture essay.	Textbook not needed today. 1M: Assignment due: First draft of Identity and Culture Unit Essay. In class: Peer and teacher feedback on drafts. Homework: Revise Identity and Culture essay.	Veteran's Day No School	Textbook not needed today. 1W/2W: Assignment due: Revised draft of Identity and Culture Essay In class: Peer and teacher proofreading and editing of drafts. Homework: Finish final edits of Identity and Culture essay (final copy due at start of next class) and complete Unit 3 Progress Check in AP Classroom.

Monday, 11/1	Tuesday, 11/2	Wednesday, 11/3	Thursday, 11/4	Friday, 11/5
Textbook not needed today. 1W/2W: Assignments due: "Akua," "Willie," "Yaw," and "Sonny" sections of data sheet. In class: --Discuss "Akua," "Willie," "Yaw," and "Sonny" (Discussion leaders: Emily, Caleb, Brea, Gage, Abby,	Textbook not needed today. 1M: Assignments due: "Akua," "Willie," "Yaw," and "Sonny" sections of data sheet. In class: --Discuss "Akua," "Willie," "Yaw," and "Sonny" (Discussion leaders: Najma, Izzy, Cade, Clara)	EARLY RELEASE DAY Textbook not needed today. 1W/2W: Assignments due: "Marjorie" and "Marcus" sections of data sheet. In class: --Discuss "Marjorie" and "Marcus" (Discussion leaders: Rodanthi, Autumn, Landon,	Textbook not needed today. 1M: Assignments due: "Marjorie" and "Marcus" sections of data sheet. In class: --Discuss "Marjorie" and "Marcus" (Discussion leaders: Korah, Austin) --Discuss the novel as a whole	Textbook not needed today. 1W/2W: In class: --Wrap up any final discussion of <i>Homegoing</i> not completed last class. --In class essay about <i>Homegoing</i> (AP Exam question 3--literary argument). Homework: First draft of

Andrew, Ava, Dru.) Homework: Read “Marjorie” and “Marcus” (pages 264-300) and fill out those sections of data sheet. Discussion leaders for next class be prepared: “Marjorie”: Rodanthi, Landon “Marcus”: Autumn, Julia	Homework: Read “Marjorie” and “Marcus” (pages 264-300) and fill out those sections of data sheet. Discussion leaders for next class be prepared: “Marjorie”: Korah “Marcus”: Austin	Julia.) --Discuss the novel as a whole and fill in last two sections of data sheet (symbols/motifs and themes.). --Review requirements for final Identity and Culture Unit Essay Homework: Start working on Identity and Culture Unit Essay (first draft due Tuesday.)	and fill in last two sections of data sheet (symbols/motifs and themes.). --Review requirements for final Identity and Culture Unit Essay Homework: Start working on Identity and Culture Unit Essay (first draft due Wednesday.)	Identity and Culture Unit Essay.
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Monday, 10/25	Tuesday, 10/26	Wednesday, 10/27	Thursday, 10/28	Friday, 10/29
Textbook not needed today. 1M: In class: NWEA Reading Test Homework: Read “James,” “Kojo,” “Abena,” and “H” (pages 88-176) and fill out those sections of data sheet. Discussion leaders for next class be prepared: “James”: Amanda “Kojo”: AJ “Abena”: Lilly W. “H”: Maddi	Textbook not needed today. 1W/2W: In class: NWEA Reading Test Homework: Read “James,” “Kojo,” “Abena,” and “H” (pages 88-176) and fill out those sections of data sheet. Discussion leaders for next class be prepared: “James”: Bashir, Lilly “Kojo”: Liberty, Kaia “Abena”: Ben, Mackenzie “H”: Connor, Lydia	Textbook not needed today. 1M: Assignments due: “James,” “Kojo,” “Abena,” “H” sections of data sheet. In class: Discuss “James,” “Kojo,” “Abena,” and “H.” (Discussion leaders: Amanda, AJ, Lilly, Maddi.) Homework: DUE TUESDAY, 11/2 --Read “Akua,” “Willie,” “Yaw,” and “Sonny” and fill out those sections of the data sheet. Discussion leaders for next class be prepared: “Akua”: Najma “Willie”: Izzy “Yaw”: Cade	Textbook not needed today. 1W/2W: Assignments due: “James,” “Kojo,” “Abena,” “H” sections of data sheet. In class: Discuss “James,” “Kojo,” “Abena,” and “H.” (Discussion leaders: Bashir, Liberty, Ben, Connor, Lilly, Kaia, Mackenzie, Lydia) Homework: Read “Akua,” “Willie,” “Yaw,” and “Sonny” and fill out those sections of the data sheet. Discussion leaders for next class be prepared: “Akua”: Emily, Abby “Willie”: Caleb, Andrew “Yaw”: Brea, Ava	Community Service Day

		"Sonny": Clara	"Sonny": Gage, Dru	
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Monday, 10/18	Tuesday, 10/19	Wednesday, 10/20	Thursday, 10/21	Friday, 10/22
Textbook not needed today. 1W/2W: Assignments due: Unit 2 Progress Check In class: --Sign out and introduce <i>Homegoing</i>. --Introductory information about Atlantic slave trade and Cape Coast Castle. --Go over data sheet and discussion-leading requirements. --Sign-ups for leading discussions. Homework: Read "Effia" and "Esi" (pages 3-49) and fill out those sections of data sheet. 2W: Victoria, be ready to lead discussion of "Esi."	Textbook not needed today. 1M: Assignments due: "Effia" and "Esi" sections of data sheet. In class: --Discuss "Effia" and "Esi" --Analysis of setting and character in "Effia" and "Esi" Homework: Read "Quey" and "Ness" (pages 50-87) and fill out those sections of data sheet.	EARLY RELEASE DAY Textbook not needed today. 1W/2W: Assignments due: "Effia" and "Esi" sections of data sheet. In class: --Discuss "Effia" and "Esi" (Victoria discussion leader for "Esi" period 2W.) --Analysis of setting and character in "Effia" and "Esi" Homework: Read "Quey" and "Ness" (pages 50-87) and fill out those sections of data sheet. Kylee and Owen, be ready to lead discussion of "Ness."	Textbook not needed today. 1M: Assignments due: "Quey" and "Ness" sections of data sheet. In class: --Discuss "Quey" and "Ness" --Analysis of a specific scene from "Quey" or "Ness" Homework: DUE WEDNESDAY, 10/27--Read "James," "Kojo," "Abena," and "H" (pages 88-176) and fill out those sections of data sheet. Discussion leaders for next class be prepared: "James": Amanda "Kojo": AJ "Abena": Lilly W. "H": Maddi	Textbook not needed today. 1W/2W: Assignments due: "Quey" and "Ness" sections of data sheet. In class: --Discuss "Quey" and "Ness" (Owen and Kylee leading discussion of "Ness.") --Analysis of a specific scene from "Quey" Homework: DUE THURSDAY, 10/28--Read "James," "Kojo," "Abena," and "H" (pages 88-176) and fill out those sections of data sheet. Discussion leaders for next class be prepared: "James": Bashir, Lilly J. "Kojo": Liberty, Kaia "Abena": Ben, Mackenzie "H": Connor, Lydia

Monday, 10/11	Tuesday, 10/12	Wednesday, 10/13	Thursday, 10/14	Friday, 10/15
Indigenous Peoples Day	Textbook not needed today.	Textbook not needed today.	Textbook not needed today.	Note: Abbreviated schedule

NO SCHOOL	<u>1W/2W:</u> Assignments due: “Hair” response journal. In class: --Discuss homework. --Work through practice poetry prompt and score samples. Homework: Spirit Week reduced homework load: Unit 2 Progress Check due <u>Monday, 10/18</u> .	<u>1M:</u> In class: In-class essay about a poem (summative assessment.) Homework: Unit 2 Progress Check in AP Classroom.	<u>1W/2W:</u> In class: In-class essay about a poem (summative assessment.) Homework: Unit 2 Progress Check in AP Classroom.	because of pep rally at end of day. Textbook not needed today. <u>1M:</u> Assignments due: Unit 2 Progress Check In class: --Sign out and introduce <i>Homegoing</i> . --Introductory information about Atlantic slave trade and Cape Coast Castle. --Go over data sheet and discussion-leading requirements. --Sign-ups for leading discussions. Homework: Read “Effia” and “Esi” (pages 3-49) and fill out those sections of data sheet. If you signed up for “Effia” or “Esi,” be prepared to lead discussion.
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Monday, 10/4	Tuesday, 10/5	Wednesday, 10/6	Thursday, 10/7	Friday, 10/8
BRING TEXTBOOK <u>1W/2W:</u> Assignments due: “Mother Country” questions. In class: --Discuss homework --Metaphor dice activity. --Discuss “We Real Cool” by Gwendolyn Brooks.	BRING TEXTBOOK <u>1M:</u> Assignments due: “Because it looked hotter that way” journal response. In class: --Discuss homework. --Read and discuss “The Facts of Art” by Natalie Diaz	BRING TEXTBOOK <u>1W/2W:</u> Assignments due: “Because it looked hotter that way” journal response. In class: --Discuss homework. --Read and discuss “The Facts of Art” by Natalie Diaz	Textbook not needed today. <u>1M:</u> Assignments due: “Hair” response journal. In class: --Discuss homework. --Work through practice poetry prompt and score samples. Homework: Spirit Week	Teacher Workshop Day

Homework: Read “Because it looked hotter that way” by Camille T. Dungy (posted in Google Classroom) and complete journal reflection.	Homework: Watch and read “Hair” by Elizabeth Acevedo (posted in Google Classroom) and complete journal reflection.	Homework: Watch and read “Hair” by Elizabeth Acevedo (posted in Google Classroom) and complete journal reflection.	reduced homework load: Unit 2 Progress Check due <u>Friday, 10/15.</u>	
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Monday, 9/27	Tuesday, 9/28	Wednesday, 9/29	Thursday, 9/30	Friday, 10/1
BRING TEXTBOOK 1M: Assignments due: Final copy of <i>Gatsby</i> essay; completed <i>Gatsby</i> data sheet. In class: Introduction to Poetry lesson and discussion of “Talk” by Terrance Hayes. Homework: Unit 1 Progress Check in AP Classroom.	BRING TEXTBOOK 1W/2W: Assignments due: Final copy of <i>Gatsby</i> essay; completed <i>Gatsby</i> data sheet. In class: Introduction to Poetry lesson and discussion of “Talk” by Terrance Hayes. Homework: Unit 1 Progress Check in AP Classroom.	BRING TEXTBOOK 1M: Assignments due: Unit 1 Progress Check In class: --Creative writing exercise--experimenting with poetic structure. --Discuss “Watching a Fight at the New Haven Dog Park” by Hanif Abdurraqib. Homework: Read “Mother Country” by Richard Blanco (pages 1049-1050 in textbook) and answer reflection questions in Google Classroom.	BRING TEXTBOOK 1W/2W: Assignments due: Unit 1 Progress Check In class: --Creative writing exercise--experimenting with poetic structure. --Discuss “Watching a Fight at the New Haven Dog Park” by Hanif Abdurraqib. Homework: Read “Mother Country” by Richard Blanco (pages 1049-1050 in textbook) and answer reflection questions in Google Classroom.	BRING TEXTBOOK 1M: Assignments due: “Mother Country” questions. In class: --Discuss homework --Metaphor dice activity. --Discuss “We Real Cool” by Gwendolyn Brooks. Homework: Read “Because it looked hotter that way” by Camille T. Dungy (posted in Google Classroom) and complete journal reflection.

Monday, 9/20	Tuesday, 9/21	Wednesday, 9/22	Thursday, 9/23	Friday, 9/24
BRING TEXTBOOK 1W/2W: Assignments due: Questions	Textbook not needed today. 1M: Assignments due: <i>Gatsby</i>	Textbook not needed today. 1W/2W: Assignments due: <i>Gatsby</i>	Textbook not needed today. 1M: Assignments due: Revised	Textbook not needed today. 1W/2W: Assignments due: Revised

about thesis packet. In class: --Discuss homework --Discuss claims and do exercise on pages 70-71 in textbook. --Crash course in writing about literature. --Go over <i>Gatsby</i> essay prompt choices and MLA guide. --Video and handout about opening paragraphs. Homework: First draft of <i>Gatsby</i> essay.	essay first draft. In class: --Talk about digital vs. paper exams. --Peer and teacher feedback on essay drafts. Homework: Revise <i>Gatsby</i> essay draft.	essay first draft. In class: --Talk about digital vs. paper exams. --Peer and teacher feedback on essay drafts. Homework: Revise <i>Gatsby</i> essay draft.	draft of <i>Gatsby</i> essay. In class: --Go over the “graveyard” of words and phrases we want to eliminate from essays. --Peer and teacher proofreading of <i>Gatsby</i> essays. Homework: Finish final edits of <i>Gatsby</i> essay and finish last sections of the <i>Gatsby</i> data sheet (significant quotations, symbols, themes.)	draft of <i>Gatsby</i> essay. In class: --Go over the “graveyard” of words and phrases we want to eliminate from essays. --Peer and teacher proofreading of <i>Gatsby</i> essays. Homework: Finish final edits of <i>Gatsby</i> essay and finish last sections of the <i>Gatsby</i> data sheet (significant quotations, symbols, themes.)
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Monday, 9/13	Tuesday, 9/14	Wednesday, 9/15	Thursday, 9/16	Friday, 9/17
Textbook not needed today. 1M: In class: --Point of View Quiz --Lesson on tone and analyzing a narrator’s perspective --Analyze the narrator’s perspective and tone in the opening and closing scenes of <i>Gatsby</i> (fill in opening and closing scene sections of data sheet.) Homework: Read pages 16-17 in textbook and fill out plot section of the <i>Gatsby</i> data	Textbook not needed today. 1W/2W: In class: --Point of View Quiz --Lesson on tone and analyzing a narrator’s perspective --Analyze the narrator’s perspective and tone in the opening and closing scenes of <i>Gatsby</i> (fill in opening and closing scene sections of data sheet.) Homework: Read pages 16-17 in textbook and fill out plot section of the <i>Gatsby</i> data	Textbook not needed today. 1M: Assignments due: Plot section of <i>Gatsby</i> data sheet In class: --Discuss homework --Discuss conflicts in <i>The Great Gatsby</i> . --Work through <i>Gatsby</i> car prompt as a group. Homework: Read “Discovering a Tentative Thesis” (packet to be handed out in class) and answer the questions in Google Classroom.	Textbook not needed today. PERIOD 2: EVACUATION DRILL 1W/2W: Assignments due: Plot section of <i>Gatsby</i> data sheet In class: --Discuss homework --Discuss conflicts in <i>The Great Gatsby</i> . --Work through <i>Gatsby</i> car prompt as a group. Homework: Read “Discovering a Tentative Thesis” (packet to be handed out in class) and answer the	BRING TEXTBOOK 1M: Assignments due: Questions about thesis packet. In class: --Discuss homework --Crash course in writing about literature and how to write like a college student. --Discuss claims and do exercise on pages 70-71 in textbook. --Go over <i>Gatsby</i> essay prompt choices and MLA guide. --Video and handout about

sheet, organizing notes by the different parts of the plot structure..	sheet, organizing notes by the different parts of the plot structure..		questions in Google Classroom.	opening paragraphs. Homework: First draft of <i>Gatsby</i> essay.
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Monday, 9/6	Tuesday, 9/7	Wednesday, 9/8	Thursday, 9/9	Friday, 9/10
Labor Day No School	1M: Textbook not needed today. Assignments due: Syllabus quiz; character terminology review. In class: --Go over homework --Lesson: How Authors Reveal Character and Analyzing a Character's Perspective --Group in-class assignment: analyzing characters from <i>The Great Gatsby</i> --Introduce Major Works Data Sheet Homework: Character section of the <i>Gatsby</i> data sheet.	1W/2W: Textbook not needed today. Assignments due: Syllabus quiz; character terminology review. In class: --Go over homework --Lesson: How Authors Reveal Character and Analyzing a Character's Perspective --Group in-class assignment: analyzing characters from <i>The Great Gatsby</i> --Introduce Major Works Data Sheet Homework: Character section of the <i>Gatsby</i> data sheet.	1M: Textbook not needed today. Assignments due: Character section of <i>Gatsby</i> data sheet In class: --Discuss homework --Lesson: Analyzing Setting --Group assignment analyzing setting in <i>The Great Gatsby</i> --Fill in setting section of data sheet Homework: Read and study pages 28-39 in the textbook in preparation for point of view quiz next class.	1W/2W: Textbook not needed today. Assignments due: Character section of <i>Gatsby</i> data sheet In class: --Discuss homework --Lesson: Analyzing Setting --Group assignment analyzing setting in <i>The Great Gatsby</i> --Fill in setting section of data sheet Homework: Read and study pages 28-39 in the textbook in preparation for point of view quiz next class.

Monday, 8/30	Tuesday, 8/31	Wednesday, 9/1	Thursday, 9/2	Friday, 9/3
Teacher Workshop Day	Teacher Workshop Day	9th-Grade Orientation Day	1M: Assignments due: Summer assignment. In class:	1W/2W: Assignments due: Summer assignment. In class:

			--Make seating chart, sign out textbooks, distribute syllabus packet, sign up for AP Classroom.. --Brief introduction to the course and discussion expectations. --Discuss <i>The Great Gatsby</i> . Homework: Syllabus quiz; complete character terminology review (all assignments in Google Classroom.)	--Make seating chart, sign out textbooks, distribute syllabus packet, sign up for AP Classroom.. --Brief introduction to the course and discussion expectations. --Discuss <i>The Great Gatsby</i> . Homework: Syllabus quiz; complete character terminology review (all assignments in Google Classroom.)
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II. Materials Needed

Students should bring the following to class every day:

- 1) Textbook(s): *Literature & Composition: Reading Writing Thinking* (since the book is large, I will try to remember to include on the syllabus what days you will need the book in class) and any novels/plays that are part of the current unit.
- 2) Charged laptop
- 3) Blue or black pen (required for practice AP exam essays)
- 4) Recommended: post-it notes. (Since students cannot write in texts, post-its are helpful for note-taking while reading), a small three-ring binder dedicated exclusively to AP Lit.

III. Academic Integrity

PLAGIARISM AND CHEATING

Plagiarism is using/stealing, intentionally or unintentionally, another person's ideas, concepts, research, pictures, graphs, statistics, etc. without in-text documentation and a "works Cited" page.

Cheating is copying another student's work as your own, using your phone or laptop to go to apps or sites that do the work for you, using any unauthorized materials during an assignment/assessment.

The consequences for plagiarizing and cheating are significant and can tarnish your reputation with your teachers and other students here at ELHS. The first offense will result in the following consequences:

First Offense

1. You will be required to discuss the specifics of your transgression with the teacher and an administrator who discovers your plagiarism or cheating.
2. Your parents will be notified by the teacher.
3. Your other teachers will be notified by the teacher.
4. A notation will be placed in your Powerschool information file.
5. You will receive a 50 for the assignment. You will be allowed to redo the assignment, and the credit you receive for it will be averaged with the 50. For example, if you redo the assignment and earn a 90, you will receive a 70 as the final score ($90 + 50 = 140$; $140/2 = 70$).
6. If you choose not to redo the work, you will receive a 50 on it.

Subsequent Offenses (In any class)

1. Steps 1 through 4 will be followed.
2. The offense will result in a grade of 50 with no chance to make up the work.

A grade of 50 on a significant assignment could result in a failing grade for the class. That would entail making up the whole class. Teachers and administrators at ELHS encourage all students to achieve their highest academic potential. They want all students to develop characteristics that will give them the best chance to be successful adults: integrity, honesty, and trustworthiness. **If you are concerned about plagiarism or cheating, ask your teacher for guidance.**

Students caught plagiarizing or cheating who are members of Student Council or the National Honor Society could be up for additional consequences according to the guidelines of each organization.

Students involved in extracurricular activities who are caught plagiarizing or cheating and are under contract will be subject to the guidelines stated in the extracurricular contract.

Dual enrolled courses may have more severe consequences for plagiarism and cheating policy per specific colleges.

IV. Student Expectations

COURSE DESCRIPTION

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Students are expected to consistently arrive on time and be in class on a regular basis. When absent from class, students should check in with the teacher about what was missed and turn in any work that was due that day.
- Cell phones should not be used in class, unless we have finished our work for the day.
- A NOTE ON THE READING: As this is a college-level course, we will read literature containing mature content that will require time, commitment, and openness. These works are used as a part of the AP English curriculum to develop analytical thinking skills and are selected in accordance with the requirements of the College Board. Because these works are a part of a College Board approved syllabus, no substitutions will be made for these works.
- Assignments and essays will be graded on a standard that demands college-level academic rigor as required by the College Board.. Grading will be based on college level achievement rather than effort.
- If you ever feel that you would like one-on-one help, we can set up an appointment before or after school, during flex, or during any mutual unassigned blocks. If you are at home and have a question about an assignment, please feel free to contact me at klathrop@auburnschl.edu. I usually check my email throughout the evening.
- **Classroom discussion and active participation are vital** and serve as a means of testing your ideas. In order for these discussions to be successful, students are expected to:
 - Consistently demonstrate respect for teachers and peers and show exemplary tolerance and consideration for others.
 - Regularly participate in class discussion.
 - Refer to the reading during discussion, using evidence from the text to support opinions and assertions.

- Further discussion by avoiding repetition, staying on topic, connecting to others' points, asking questions, and challenging others constructively, helping to deepen our understanding of the text(s).
- Avoid dominating discussions.
- Stay engaged throughout discussion, even when not the one talking, listening closely to others, considering carefully their points before speaking.

COURSE OUTLINE:

THEMATIC UNIT #1: IDENTITY AND CULTURE		
9/2-9/24	<i>The Great Gatsby</i> by F. Scott Fitzgerald	AP Unit 1
9/27-10/15	<u>Poetry:</u> "Talk" by Terrance Hayes "Watching a Fight at the New Haven Dog Park" by Hanif Abdurraqib "XIV" by Derek Walcott "The Facts of Art" by Natalie Diaz "Mother Country" by Richard Blanco "We Real Cool" by Gwendolyn Brooks "Because it looked hotter that way" by Camille T. Dungy "Hair" by Elizabeth Acevedo "The Author to Her Book" by Anne Bradstreet	AP Unit 2
10/18-11/12	<i>Homegoing</i> by Yaa Gyasi	AP Unit 3
THEMATIC UNIT #2: CONFORMITY AND REBELLION		
11/15-12/17	<i>Their Eyes Were Watching God</i> by Zora Neale Hurston	AP Unit 4
12/20-1/14	<u>Poetry:</u> "The Road Not Taken" by Robert Frost "For Women Who Are Difficult to Love" by Warsan Shire "To be, or not to be" soliloquy from <i>Hamlet</i> "Much Madness is divinest Sense" by Emily Dickinson	AP Unit 5

	“Do not go gentle into that good night” by Dylan Thomas “Rat Ode” by Elizabeth Acevedo “The Love Song of J. Alfred Prufrock” by T.S. Eliot Introduction to the sonnet: “If We Must Die” and “The Harlem Dancer” by Claude McKay “I will put chaos into fourteen lines” by Edna St. Vincent Millay “Ozymandias” by Percy Bysshe Shelley “The New Colossus” by Emma Lazarus	
1/19-3/4	<i>The Scarlet Letter</i> by Nathaniel Hawthorne	AP Units 6 and 7
THEMATIC UNIT #3: WAR AND PEACE		
3/7-3/25	<u>Poetry:</u> Poetry March Madness “Dulce et Decorum est” by Wilfred Owen “The First Long-Range Artillery Shell in Leningrad” by Anna Akhmatova “It Is Dangerous to Read Newspapers” by Margaret Atwood “The Terrorist, He Watches” by Wislawa Szymborska “Sadiq” by Brian Turner “Twelve-Hour Shifts” by Jill McDonough “Kissing in Vietnamese” by Ocean Vuong	AP Unit 8
3/28-4/29	<i>The Things They Carried</i> by Tim O’Brien	AP Unit 9
5/2-3	AP Exam review day	
5/4	AP Exam	
5/5-end of year	College Application Essay Unit	

V. Student Grading and Evaluation

Traditional Scoring Scale: 50-100%

- A semester score of 76% and evidence that a student has met proficiency in the required learning targets is required to earn a ½ credit for the course.
- A score of 50 is the lowest mark a student may receive. Any score below 50 will be recorded as a 50. A mark of “MI” for missing will be added to the grade for any assignment that is not turned in.
- At the end of the semester, if students have learning targets they have not met, an “Incomplete” or “In Progress” grade will be posted as the overall percentage score and **NO** credit will be awarded.

PowerSchool

- Teachers will be required to post assignments, formative assessments, and summative assessments in PowerSchool for the upcoming week by the close of business on Friday. (The same expectation as the syllabus)
 - For late assignments, teachers will post “MI” in PowerSchool which will automatically enter a score of 50 for that assignment.
 - Collected student work will be marked in PowerSchool by Wednesday each week.
 - Student work will be graded and reported in PowerSchool bi-weekly, on Wednesday.
- Some parents will need support, training, and resources on how to access PowerSchool and how to use it to check on student progress. Parents can access support on the [ELHS Student / Parent Guide 2021-22](#)

GRADING SCALE

A 95-100; A- 93 – 94; B+ 91 – 92; B 87 – 90; B- 85 – 86; C+ 83 – 84; C 80– 82; C- 77 – 79; D 76; F 50 - 75 .

50% Summative Assessments	30% Formative Assessments	20% Student Responsibility
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50% Summative Assessments: Assignments/tasks that demonstrate student learning and should be connected to targets and/or course objectives. This should be for “unit” completion. This would also include the “final” exam for the course, which can be weighted the same as two summative assessments.

30% Formative Assessments: These are pieces of evidence that represent progress towards the targets or course objectives. These assignments enable students to participate in class on a daily basis, and may include, but are not limited to, in-class assignments, homework that is graded on correctness, reflections on class activities, quizzes, and tasks that inform the student and teacher on the progress toward learning.

20% Student Responsibility: Every two weeks a Habits of Work grade will be given. Each criteria will be evaluated separately but will be averaged together to get an overall ‘student responsibility’ grade.

LATE PENALTIES FOR COLLECTED WORKS

- If a student has not completed the week’s assignment(s) by the due date, the teacher will contact the student to make a plan to get caught up. Parents will be contacted if the student fails a summative or if there is a concern about a pattern of incomplete assignments. If a student has not completed the week’s assignment(s) by the due date, attendance during the FLEX period is mandatory until the student is passing, even if the student has Early Release Privilege.
- Late work will impact a student’s Student Responsibility grade as well as the assessment.
- Late work will receive a penalty of five points deducted from the grade. If extenuating circumstances exist and an extension is discussed with the teacher before the due date, the due date will be determined by the teacher.
- If an excused absence occurs on the date the assignment was due, then the assignment is due the day the student returns to class.
- For late assignments, teachers will post “MI” in PowerSchool which will automatically enter a score of 50 for that assignment, until the assignment is completed and scored.
- Formative work is not accepted for credit after the respective summative assessment is complete.

STUDENT RESPONSIBILITY GRADE

Category	Indicator/Criteria	
<u>Preparation for Learning</u> Citizenship Timeliness	<i>(Suggested Criteria - Can be different based upon departments needs)</i> ❖ Arrives with proper materials, and ready to learn ❖ Completes assignments on time ❖ If unable to attend a class, the student makes arrangements with the teacher.	4. Demonstrates <u>ALL</u> the time 3. Demonstrates <u>MOST</u> of the time 2. Demonstrates <u>SOME</u> of the time 1. Does <u>NOT</u> demonstrate
<u>Engagement with Learning</u> Responsibility Preparedness	<i>(Suggested Criteria - Can be different based upon departments needs)</i> ❖ Engages in classroom activities ❖ Participates in classroom discussions as well as online discussions when applicable ❖ Commits to continuous growth through reflective revision ❖ Demonstrates perseverance and positivity through challenges	4. Demonstrates <u>ALL</u> the time 3. Demonstrates <u>MOST</u> of the time 2. Demonstrates <u>SOME</u> of the time 1. Does <u>NOT</u> demonstrate
<u>Interactions with Peers and Teachers</u> Collaboration Behavior	<i>(Suggested Criteria - Can be different based upon departments needs)</i> ❖ Demonstrates respect to others in all learning settings (in-person & virtual) ❖ Shares responsibility during collaborative tasks ❖ Provides constructive feedback and support to other students ❖ Follows all classroom and school SOPs	4. Demonstrates <u>ALL</u> the time 3. Demonstrates <u>MOST</u> of the time 2. Demonstrates <u>SOME</u> of the time 1. Does <u>NOT</u> demonstrate

Grading Scale

12=100

11=95

10=93

9=90

8=85

7=75

6=65

5=60

4=55

3=50