**AP Literature and Composition**

**Miss Sloan/Weekly Syllabus**

**September 8 – September 12, 2014**

**Monday:** \*Collect Foster papers

\*Distribute syllabus and vocab list 1, *Scarlet Letter* words

\*Lit terms/allusions

 \*Scarlet Letter close reading, chapter 1

 \*Discuss Summer reading (Gatsby)

 **Homework**: Scarlet Letter, chaps. 1-3 for Friday. Vocab sentences

 for Friday, Quiz on Friday. Reading in Norton for Wednesday, reader

 response due (don’t forget expository text!)

 [CCSS.ELA-Literacy.SL.11-12.1a](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/a/) Come to discussions prepared, having read *The Great Gatsby;*

explicitly draw on that preparation by referring to evidence from text and other research on

 the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**Tuesday:** \*terms/allusions

 \*Discuss summer reading (Gatsby, if time permits, Brave New World)

 **Homework:**  Scarlet Letter reading for Friday.

 Vocab sentences due Friday, quiz Friday. Norton reading/reader response

 for tomorrow.

 [CCSS.ELA-Literacy.SL.11-12.1a](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/a/) Come to discussions prepared, having read *Brave New World;*

explicitly draw on that preparation by referring to evidence from text and other research on

 the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**Wednesday:** \*terms/allusions

 \*Collect reader responses

 \*Class discussion on “Cathedral” and the Norton introduction.

 **Homework:** Vocab quiz Friday. Reading due Friday in *Scarlet*

*Letter*. Norton reading for next week: choose from among “A Conversation

With my Father,” “Puffed Rice and Meatballs,” or “Flight Patterns.”

[CCSS.ELA-Literacy.SL.11-12.1a](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/a/) Come to discussions prepared, having read one of the stories*;*

explicitly draw on that preparation by referring to evidence from text and other research on

 the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**Thursday:** \*terms/allusions

\*Distribute first AP writing assignment (“Reunion”)

 \*Summer reading discussion (Extremely Loud, and if time permits, The Natural)

 **Homework:** *Scarlet Letter* for tomorrow. Vocab sentences/quiz

 tomorrow. Reading in Norton for next Wednesday. AP sample

 writing due next Thursday. Also to turnitin.com

 [CCSS.ELA-Literacy.RL.11-12.9](http://www.corestandards.org/ELA-Literacy/RL/11-12/9/) Demonstrate knowledge of schools of

poetry, nineteenth- and early-twentieth-century foundational works of poetry, including how two or more texts from the same period treat similar themes or topics.

**Friday:** \*terms/allusions

\*Vocab quiz, unit 1 *Scarlet Letter* words

\*Check quiz on 1-3

\*discuss chapters

 **Homework**: Reading in Norton for Wednesday, Sample AP writing

 due for Thursday.

 [CCSS.ELA-Literacy.SL.11-12.1a](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/a/) Come to discussions prepared, having read *Scarlet Letter;*

explicitly draw on that preparation by referring to evidence from text and other research on

 the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.