**AP Literature and Composition**

**Miss Sloan/Weekly Syllabus**

**September 15 – September 19, 2014**

**Monday:** \*Distribute syllabus and vocab list 2, *Scarlet Letter* words

\*Lit terms/allusions

\**Scarlet Letter* check quiz, chaps. 4-6

\*Discuss chapters

\*Distribute sample AP writing prompt: “Reunion”

**Homework**: Scarlet Letter, chaps. 7-9 for Friday. Vocab sentences

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

response due. Typed AP response for “Reunion” due Monday.

[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 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.

**Tuesday:** \*terms/allusions

\*Summer Reading discussion

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

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

for tomorrow. Paper for “Reunion” due next Monday.

[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 choice stories.

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

*Letter*. Norton reading for next week: read the expository text on plot,

then read Margaret Atwood’s “Happy Endings.”

[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

\*collect vocab sentences

\*Summer Reading discussion

\*If time permits, look at intro to poetry

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

tomorrow. Reading in Norton for next Wednesday, and handout story.

[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 2 *Scarlet Letter* words

\*Check quiz on 7-9

\*discuss chapters

**Homework**: Reading in Norton for Wednesday. *Scarlet Letter* 10-13 for

Monday.

[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.