

		Campus: Princeton High School	
Author(s): Katie Filina		Date Created / Revised: July 25, 2022	
Six Weeks Period: 1st		Grade Level & Course: AP English IV	
Timeline: 26 Days		Unit 1: Modern Fiction Literature Circles	Lesson: 1
Stated Objectives: TEK # and AP Scoring Components	<p>AP English Literature: Big Ideas and Enduring Understandings</p> <p>Character (CHR-1): Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p> <p>Setting (SET-1): Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</p> <p>Structure (STR-1): The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of the text.</p> <p>Narration (NAR-1): A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.</p> <p>Figurative Language (FIG-1): Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p> <p>Literary Argumentation (LAN-1): Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>		
See Instructional Focus Document (IFD) for TEK Specificity			
Key Understandings	<ul style="list-style-type: none"> • Tone is the attitude in which an author write that contributes to the development of the theme. • Literary devices are tools authors use to make passages enjoyable and meaningful. • Archetypes are common symbols that represent characters that readers are universally familiar with. • Elements of gothic literature and romance influence the way audiences can interpret works created during that time. 		
Misconceptions	<ul style="list-style-type: none"> • Students may not realize that authors intentionally use literary devices to create a desired effect. • Students may think a hero and a tragic hero are the same 		

	<ul style="list-style-type: none"> Students may not know there are universal symbols known as archetypes 	
Suggested Day	Instructional Procedures (subject to change as needed)	Notes
Day 1 Aug. 11	<p>OBJECTIVE: Introduce and understand the expectations and procedures for Ms. Filina's AP English course.</p> <ol style="list-style-type: none"> Teacher will introduce herself to class and give course expectations. Teacher will preview the direction the course is going through the course syllabus Teacher will provide students with course overview and calendar. Students will review and sign AP contract. Students will fill out an "About Me" contact form after registering on the Google Classroom course. <p>CLOSING TASK: Contact Form on Google Classroom</p>	<ul style="list-style-type: none"> Course Syllabus AP Contract Google Classroom Remind
Day 2 Aug. 12	<p>OBJECTIVE: Review what an archetype is and understand the archetypal quest. Evaluate writing based on textual analysis and argument.</p> <ol style="list-style-type: none"> Students will review the Literary Analysis Rubric and plan revisions to AP Summer Assignment Essays Review the definition of an archetype Examine archetypal symbols to determine depth of knowledge Students will take notes on the archetypal journey/quest <p>CLOSING TASK: Students will place their composition notebooks in the appropriately designated crates and binders in the correct file drawer.</p>	<ul style="list-style-type: none"> Course Notebook
Day 3 Aug. 15	<p>OBJECTIVE: Examine the archetypal quest in Ovid's myth, "Orpheus and Eurydice"</p> <ol style="list-style-type: none"> Students will brainstorm movies, books, and tv shows where the archetypal quest can be seen Students will turn in signed course syllabus and AP contract Teacher will assign Literary Device project and provide grading rubric, project is due on Thursday, August 23rd Important background information on Ovid, Greek/Roman myth Students will read text as a class, and examine important literary elements together and individually <p>CLOSING TASK: Students will track archetypal quest through the text</p>	<ul style="list-style-type: none"> Course Notebook Google Classroom
Day 4 Aug. 16	BOY Testing	
Day 5 Aug. 17	BOY Testing	<ul style="list-style-type: none"> Meet the Teacher Night

Day 6 Aug 18	<p>OBJECTIVE: Engage in writing seminar aimed at assessing, revising, and polishing writing</p> <ol style="list-style-type: none"> 1. Students will turn in completed Literary Device project 2. Teacher will provide examples and helpful tips on various aspects of strong AP writing including: <ul style="list-style-type: none"> o Introductions o Thesis Statements o Organization o Transitions o Embedded evidence and commentary balance <p>CLOSING TASK: Students will make at least one actionable change to their summer essay assignment before leaving class</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom
Day 7 Aug 19	<p>OBJECTIVE: Discover baseline for AP literary analysis of theme by doing a sample time-write.</p> <ol style="list-style-type: none"> 1. Students will turn in their revised AP Summer Reading Essays with rubric attached 2. Teacher will explain that the AP exam allows 40 minutes for each essay, and timing is very important. 3. The teacher will give the students 40 minutes and will read the prompt aloud with no pauses for explanation. 4. Students will begin writing their literary analysis. 5. At the end of 40 minutes, the teacher will ask for students to put their pens down. 6. The class will discuss how they felt about the prompt and what areas they found most difficult. <p>CLOSING TASK: Students will rank the difficulty of the rhetorical analysis time-write on a scale of 1-10 on a post-it note, with 1 being easy and 10 being hard.</p>	
Day 8 Aug 22	Senior Timeline Presentation	
Day 9 Aug 23	<p>OBJECTIVE: Students will gain important contextual knowledge of gothic literary elements, romance elements, and historical influence</p> <ol style="list-style-type: none"> 1. Students will take notes over elements of gothic literature, and romance 2. Background/contextual information on "Wuthering Heights" by Emily Bronte 3. Teacher will provide model and expectations of novel annotations 4. Students will practice annotations over passage <p>CLOSING TASK: Students will note reading due dates on provided bookmark</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom
Day 10 Aug. 24	<p>OBJECTIVE: Revise literary annotations for more depth and deeper analysis</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom ● Wuthering Heights book

	<ol style="list-style-type: none"> 1. Students will peer-edit the annotations they completed last night for homework in “Wuthering Heights” 2. Students will use peer and teacher feedback to revise their annotation practices for the next section of “Wuthering Heights” 3. Take annotation results and turn them into a strong thematic statement or thesis statement using an AP writing prompt <p>CLOSING TASK: Students will turn in sample thematic statement for teacher review</p>	
Day 11 Aug. 25	<p>OBJECTIVE: Review writing needs based on prose timed writing</p> <ol style="list-style-type: none"> 1. Teacher will return Timed-Writes to students and discuss the common errors. 2. Teacher will discuss how this essay should be formatted. 3. Teacher will introduce TAG+TT for opening paragraph 4. Students will highlight their own analysis using different color highlighters for each component. 5. Students will rework their introduction using the TAG+TT process due tomorrow 9/29. <p>CLOSING TASK: Students will write one thing they can do better in their own writing on a post-it note.</p>	
Day 12 Aug. 26	<p>OBJECTIVE: Use acronym “DIDLS” to expand on annotation practices</p> <ol style="list-style-type: none"> 1. Students will convey their understanding of the major plot points, characters, and literary elements of the novel thus far 2. After taking detailed notes over the acronym “DIDLS,” students will use the practice to further their annotations 3. Students will craft strong thematic statements or thesis statements based on AP writing prompts <p>CLOSING TASK: Students will review DIDLS verbally</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom ● Wuthering Heights book
Day 13 Aug. 29	<p>OBJECTIVE: Understand the basic elements of a success Socratic seminar and expectations regarding speaking and listening</p> <ol style="list-style-type: none"> 1. Students will convey their understanding of the major plot points, characters, and literary elements of the novel thus far 2. Teacher will provide Socratic Seminar grading rubric, provide model behavior and participation, and assign pre-work 3. Students will use time provided to plan for their Socratic seminar participation and review major elements of the novel <p>CLOSING TASK: Students will set goal for upcoming seminar</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom ● Wuthering Heights book
Day 14 Aug. 30	<p>OBJECTIVE: Discuss Aristotle's view of tragedy, and assign the Literary Device Project.</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom ● Wuthering Heights book

	<p>1. Class will read an excerpt from Aristotle's <i>Poetics</i>, and discuss the origins of the tragic drama.</p> <p>CLOSING TASK: Students will answer the following question, "Is <i>Wuthering Heights</i> a tragedy? How do you know?"</p>	
Day 15 Aug. 31	<p>OBJECTIVE: Engage in thoughtful discussion over important literary elements, author intentionality, and theme in Bronte's "<i>Wuthering Heights</i>" through the Socratic format</p> <ol style="list-style-type: none"> 1. Students that are assigned to Group A will engage in a Socratic seminar using the materials provided 2. Socratic seminar grading rubric will be used based on self-assessment and teacher-assessment 3. Students not engaging in the Socratic seminar will take notes over important points and evidence provided <p>CLOSING TASK: Students will complete reflection over their performance in the Socratic seminar.</p>	
Day 15 Sept. 1	<p>OBJECTIVE: Engage in thoughtful discussion over important literary elements, author intentionality, and theme in Bronte's "<i>Wuthering Heights</i>" through the Socratic format</p> <ol style="list-style-type: none"> 1. Students that are assigned to Group B will engage in a Socratic seminar using the materials provided 2. Socratic seminar grading rubric will be used based on self-assessment and teacher-assessment 3. Students not engaging in the Socratic seminar will take notes over important points and evidence provided <p>CLOSING TASK: Students will complete reflection over their performance in the Socratic seminar.</p>	
Day 16 Sept. 2	<p>OBJECTIVE: Students will review syntax as it related to furthering an author's purpose in their writing</p> <ol style="list-style-type: none"> 1. Students will engage in literary analysis of several short passages to understand the way syntax contributes to literary pace 2. Students will brainstorm ways in which author's purpose contributes to tone, theme, and the overall literary quality of a text <p>CLOSING TASK: Students will select passage in "<i>Wuthering Heights</i>" to annotate for literary pace</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom ● <i>Wuthering Heights</i> book
Day 17 Sept. 6	<p>OBJECTIVE: Discover baseline for AP multiple choice by doing a practice timed multiple choice.</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Teacher will give explain that it is important for her to have a baseline understanding of the class's familiarity with multiple choice tests. 2. Teacher will hand out a single passage for the students to complete. 3. The teacher will give the students 30 minutes and will read the passage aloud with no pauses for explanation and ask students to answer questions. 	

	<ol style="list-style-type: none"> 4. At the end of 30 minutes, the teacher will hand out an answer sheet, and students will write down their first answers in pen. 5. Students will then work in groups to fill out a separate group answer sheet to be turned in for a grade. 6. Each group will turn in their group answer sheet and their individual answer sheets. <p>CLOSING TASK: Students will rank the difficulty of the multiple choice questions on a scale of 1-10 on a post-it note, with 1 being easy and 10 being hard.</p>	
Day 18 Sept. 7	<p>OBJECTIVE: Breakdown the major components of the AP Literature Exam</p> <ol style="list-style-type: none"> 1. Students will convey their understanding of the major plot points, characters, and literary elements of the novel thus far 2. Students will complete guided notes over major elements of the AP Literature Exam <p>CLOSING TASK: Students will note one thing they are nervous about for the AP Exam and how they plan to overcome that fear</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom
Day 19 Sept. 8	<p>OBJECTIVE: Breakdown the major components of the AP Literature Exam</p> <ol style="list-style-type: none"> 3. Students will convey their understanding of the major plot points, characters, and literary elements of the novel thus far 4. Students will complete guided notes over major elements of the AP Literature Exam <p>CLOSING TASK: Students will note one thing they are nervous about for the AP Exam and how they plan to overcome that fear</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom
Day 20 Sept. 9	Homecoming Half-Day!	
Day 21 Sept. 12	<p>OBJECTIVE: Engage in thoughtful discussion over theme and author's purpose in Bronte's "Wuthering Heights" through the Socratic format</p> <ol style="list-style-type: none"> 1. Students will engage in a Socratic seminar using the materials provided 2. Socratic seminar grading rubric will be used based on self-assessment and teacher-assessment 3. Students not engaging in the Socratic seminar will take notes over important points and evidence provided <p>CLOSING TASK: Students will complete reflection over their performance in the Socratic seminar.</p>	<ul style="list-style-type: none"> ● Course Notebook ● Google Classroom ● Wuthering Heights book
Day 22 Sept. 13	Review for Six Weeks Testing	

Day 23 Sept. 14	College and Career Fair	
Day 24 Sept. 15	Six Weeks Testing	
Day 25 Sept. 16	Six Weeks Testing	

**Accommodations
for Special
Populations**

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.