

Theme: Dystopian Societies/Divergent

Objectives:

- Analysis of events in the novel to related to censorship and segregation.
- Figurative language and its impact on the story
- Planning for final writing assignment.
- Outline for final writing assignment
- Recognize limitations of the formulaic approach of the five-paragraph essay.
- Generate structures that lead to authentic writing

Monday, 10/31 A Day

DUE:	<p>LO: SWBAT analyze a given text, to determine the impact of either censorship or segregation.</p> <p>DOL: Given the Divergent novel, students will analyze the text to determine the impact of either censorship or segregation by constructing an outline for a paper 1 out of 1 time with 100% accuracy.</p> <p>Journal: 5-minute Reflection of the <i>Divergent</i> novel.</p> <p>Handouts: Traditional Writing Prompt 2</p> <p>Lesson:</p> <ul style="list-style-type: none">• Activity 1: Censorship Discussion<ol style="list-style-type: none">1. https://prezi.com/iwvjvu6ymee2/how-could-censorship-or-governmental-control-creat-a-dystopian-society/• Activity 2: Segregation Discussion<ol style="list-style-type: none">1. https://prezi.com/rhjvzaixt_pj/segregation/• Activity 3: Traditional Writing Prompt 2<ol style="list-style-type: none">1. Review writing handout.2. Discuss requirements for the final paper.3. Students will choose to write about either censorship or segregation as found in the Divergent novel.• Activity 4: Complete DOL <p>Homework: Sign up for AP Prep Session 11/06</p>
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Tuesday, 11/01 B Day

DUE:	<p>LO: SWBAT generate structures that lead to authentic writing</p> <p>DOL: Given a writing prompt, students will generate and present a 1 minute speech 1 out of 1 time with 100% accuracy.</p> <p>Journal: What does it mean to be in an advanced placement course?</p> <p>Handouts: Handouts 1 & 2</p> <p>Lesson:</p> <ul style="list-style-type: none">• Activity 1: Moving Beyond the Usual World of High School<ol style="list-style-type: none">1. Display the following and Discuss: In taking an advanced placement course, students are moving into an arena of intellectual discourse beyond the usual world of high school education. This will affect both their participation in in classroom discussion and the qualities of the writings they submit.• Activity 2: A Copier or a Creator or Copier<ol style="list-style-type: none">1. Distribute Handout 1 and allow students to complete the questions2. Follow up with discussion:<ul style="list-style-type: none">▪ Are you familiar with the 5-paragraph essay?▪ What parts are included in the 5-paragraph essay?3. Beginning writers learn this formula to help them start writing; however, this formulaic writing tends to be dull and boring. The goal of AP English is to move beyond the formulaic writing and allow you to become a creator not merely a copier
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	<ul style="list-style-type: none"> • Activity 3: Advice from a Victorian Writer <ol style="list-style-type: none"> 1. Distribute handout 2 2. Students will read the article in handout 2 3. Ask students to determine the intended audience (young men studying at a university) <ul style="list-style-type: none"> ▪ Audience awareness is one of the most important characteristics of effective writers 4. Distribute Handout 3, an analysis of the article 5. Discuss questions in Handout 3 • Activity 5: Complete DOL <ol style="list-style-type: none"> 1. Imagine that you have been asked to deliver a one-minute speech of advice to young people about to graduate from the eighth grade and move on to high school. Write the one minute speech incorporating metaphors, and be ready to share with the class. <p>Homework: Sign up for AP Prep Session 11/06</p>
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Wednesday, 11/02 A Day

DUE:	<p>L LO: SWBAT generate structures that lead to authentic writing</p> <p>DOL: Given a writing prompt, students will generate and present a 1 minute speech 1 out of 1 time with 100% accuracy.</p> <p>Journal: What does it mean to be in an advanced placement course?</p> <p>Handouts: Handouts 1 & 2</p> <p>Lesson:</p> <ul style="list-style-type: none"> • Activity 1: Moving Beyond the Usual World of High School <ol style="list-style-type: none"> 1. Display the following and Discuss: In taking an advanced placement course, students are moving into an arena of intellectual discourse beyond the usual world of high school education. This will affect both their participation in in classroom discussion and the qualities of the writings they submit. • Activity 2: A Copier or a Creator or Copier <ol style="list-style-type: none"> 1. Distribute Handout 1 and allow students to complete the questions 2. Follow up with discussion: <ul style="list-style-type: none"> ▪ Are you familiar with the 5-paragraph essay? ▪ What parts are included in the 5-paragraph essay? 3. Beginning writers learn this formula to help them start writing; however, this formulaic writing tends to be dull and boring. The goal of AP English is to move beyond the formulaic writing and allow you to become a creator not merely a copier • Activity 3: Advice from a Victorian Writer <ol style="list-style-type: none"> 1. Distribute handout 2 2. Students will read the article in handout 2 3. Ask students to determine the intended audience (young men studying at a university) <ul style="list-style-type: none"> ▪ Audience awareness is one of the most important characteristics of effective writers 4. Distribute Handout 3, an analysis of the article 5. Discuss questions in Handout 3 • Activity 5: Complete DOL <ol style="list-style-type: none"> 1. Imagine that you have been asked to deliver a one-minute speech of advice to young people about to graduate from the eighth grade and move on to high school. Write the one minute speech incorporating metaphors, and be ready to share with the class. <p>Homework: Sign up for AP Prep Session 11/06</p>
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Thursday, 11/03 B Day

DUE:	LO: SWBAT complete the second six weeks common assessment.
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<p>Test: Second Six Weeks Common Assessment</p>	<p><u>DOL:</u> Given the second six weeks common assessment, students will complete the assessment by answering 44 out of 54 questions correctly for 80% accuracy. <u>Journal:</u> None <u>Handouts:</u> None <u>Lesson:</u> <ul style="list-style-type: none"> • Complete Second Six Weeks Common Assessment <u>Homework:</u></p>
Friday 11/04 A Day	
<p><u>DUE:</u> Sign Up For AP Prep Session</p> <p>Test: Second Six Weeks Common Assessment</p>	<p><u>LO:</u> SWBAT complete the second six weeks common assessment. <u>DOL:</u> Given the second six weeks common assessment, students will complete the assessment by answering 44 out of 54 questions correctly for 80% accuracy. <u>Journal:</u> None <u>Handouts:</u> None <u>Lesson:</u> <ul style="list-style-type: none"> • Complete Second Six Weeks Common Assessment <u>Homework:</u></p>