

Name: Kanouse		Grading Quarter: Q3	Week Beginning: W9
School Year: 2024		Subject: AP Literature and Composition	
Monday	Notes:	<p>Objective: Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone. 2. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact; To analyze the use of symbolism for the purposes of developing critical reading skills.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Bell Ringer • The Great Gatsby discussion • What is the difference between the two parties in chapters 1 and 2 • What is the symbolic meaning of the Valley of Ashes 	AZ State Standards: 11-12.RL.4 – 6; : 11-12.RI.4-6
Tuesday	Notes:	<p>Objective: Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone. 2. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact; To analyze the use of symbolism for the purposes of developing critical reading skills.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> • No Red Ink • Open book quiz over chapters 1 and 2 • Symbolism: The Green Light's meaning 	AZ State Standards: 11-12.RL.4 – 6; 11-12.RI.4-6
Wednesday	Notes:	<p>Objective: Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone. 2. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact. To analyze the use of Colors as symbols for the purposes of developing critical reading skills.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> • No Red Ink • Read up to chapter 4 • Group Discussion: Why is Gatsby's car yellow (recall on Eckleberg's glasses) 	AZ State Standards: 11-12.RL.4 – 6; : 11-12.RI.4-6

Thursday	Notes:	<p>Objective: 1: Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.</p> <p>2. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Discussion Board • Read Gatsby up to chapter 6 	AZ State Standards: 11-12.RL.4 – 6; : 11-12.RL.4-6
Friday	Notes:	<p>Objective: 1: Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.</p> <p>2. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> • No Red Ink • Create Missing Scene in Gatsby (final project, due after Spring Break) 	AZ State Standards: 11-12.RL.4 - 6