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| Date | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work |
| MONDAY  8/10/15 | * What can you expect from this course? * What can you expect on the AP English Language and Composition exam? * Why are perseverance and focus key components of this course? * (RL1-3, RL5-6) | * Review syllabus and AP Language exam components * Read “For Julia, In Deep Water” by John N. Morris * “Begin Looking at Everything is an Argument * **HW: Sign up for Remind text messages** * **HW: sign up for google classroom** |
| TUESDAY  8/11/15 | * How is Conroy’s letter persuasive? Why? * What strategies does Conroy utilize to persuade his audience? Who is his audience? * Should a school board have the right to ban books? * (RI1-3, RI5-6, SL1) | * Introduce SOAPStone and rhetorical appeals * Discuss Pat Conroy’s letter to the *Charleston Gazette* * Identify Conroy’s intended audience as well as his stated audience * **Bring Example of Ad from Magazine or Newspaper tomorrow** |
| WEDNESDAY  8/12/15 | * What are the article’s stated purpose? How is this different than their intended purpose? * How do the author’s appeal to ethos, logos, and pathos? * (RI1-3, RI5-7, W1, W10) | * Introduction to claim, data, and analysis * Do kahoots for animals * View CNN Clip * Read and outline articles on Trophy Hunting |
| THURSDAY  8/13/15 | * How are a thesis and a claim different? Similar? * How do the author’s of the editorials support their claims? support his claims with data and analysis? * (RI1-3, RI5-6, SL1) | * (PAWS Schedule) * **In groups discuss and annotate articles** * **Write letter and turn into google classroom** |
| FRIDAY  8/14/15 | * How do you respond to an AP Language prompt? * How is Question 3 on the Lang exam assessed? * What does a high scoring essay look like? * (RI1, RI5-6, W1, W10, SL1, SL3) | * Discuss Question 3 on the AP Language Exam (2005) * Review prompt and rubric * Craft body paragraph utilizing clear claim, data, and analysis |