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| Date  | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work |
| MONDAY8/10/15 | * 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**

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| TUESDAY8/11/15 | * 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**
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| WEDNESDAY8/12/15 | * 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
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| THURSDAY8/13/15 | * 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**
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| FRIDAY8/14/15 | * 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
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