

# AUGUST 2019

# AP LANG

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
05	06	07	08	09
→ Teacher Work Day → Last Day of Freedom for Students	[Early Release Schedule] First Student Day- Welcome Back! → Mona Lisa Activity → Distribute Syllabus → Interest Inventory   Ice Break HW: Summer Stuff Due Friday	Vocabulary Workshop Unit 1 → Distribute Vocabulary List → Aristotle's Appeals PPT. → "How to Sound Smart" Video → Begin Mini-Presentations HW: Summer Stuff Due Friday	Journal Entry No. 1 → Review Appeals → Mini-Presentations → Book Talk Seminar: <i>The Outliers</i> by Malcom Gladwell HW: Summer Stuff Due Tomo.	[Built-In Catch Up Day] → Summer Stuff Collected → Jeanette Walls Bio. → Begin Reading <i>The Glass Castle</i> HW: Read TGC & Ch
12	13	14	15	16
Vocabulary Workshop Unit 1 → Introduce Independent Research Project (Select Topic) → Begin collecting articles and research on your own time HW: Read TGC & Ch. 1 Textbook	[Early Release Schedule] Journal Entry No. 2 → Discuss Rhetorical Analysis versus Literary Analysis → Continue Reading TGC HW: Read TGC & Ch. 1 Textbook	Greek & Latin Roots Review → Pre-Test: Rhetorical Devices (Quizlet Live Session) → Continue Reading TGC HW: Read TGC & Ch. 1 Textbook	Journal Entry No. 2 → AP MC Prep Run 1 → Common App. Essay HW: Read TGC & Ch. 1 Textbook	DEBATE FRIDAY → Speed Debating HW: Read TGC & Ch. 1 Textbook
19	20	21	22	23
Vocabulary Workshop Unit 1 → TGC Discussion Questions → Continue Reading TGC HW: Read TGC & Ch. 1 Textbook	[Early Release Schedule] Journal Entry No. 3 → Post Mini-Rhetorical Analysis of TGC to Canvas → Comment on another's post HW: Read TGC & Ch. 1 Textbook	Vocabulary Review → Notes: Ch. 1 Terms (Begin keeping a master list of terms in your journal) → In-Class Reading HW: Read TGC & Ch. 1 Textbook	AP Test Prep Timed Writing (Free Response Style: Rhetorical Analysis) HW: Read TGC & Ch. 1 Textbook	Vocabulary Assessment 1 → Finish TGC by Monday: Reading Time or Speed Debating? HW: Finish TGC & Ch

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
26	27	28	29	30
Vocabulary Workshop Unit 2 → Distribute Unit 2 Reading → Read Textbook Ch. 3 & 4 → Paired In-Class Reading Time: “Why We Care About Whales” by Marina Keegan HW: Read Ch. 3 & 4 (Notes)	[Early Release Schedule] Journal Entry No. 4 → Seminar: “The Happy Memories Club” by Lee Smith → Read: “Stability in Motion” by Marina Keegan HW: Read Ch. 3 & 4   RA Post	In-Class AP MC Test Prep → Seminar: “Stability in Motion” by Marina Keegan → Read: “The Bachelorette Application” by Samantha Irby HW: Read Ch. 3 & 4   RA Post	Journal Entry No. 5 → Seminar: “Why Don’t We Complain” by William F. Buckley → Read: “The Ways We Lie” by Stephanie Ericsson HW: Read Ch. 3 & 4   RA Post	Independent Reading Time → Submit Rhetorical Analysis Post on anything we’ve read in this unit by midnight → Comment thoroughly on one other person’s RA HW: Read Ch. 3 & 4   RA Post

## Unit 1: Aristotle’s Rhetorical Appeals & SOAPStone Analysis (Three Weeks)

BIG IDEA	ESSENTIAL KNOWLEDGE	READING & WRITING TASKS
<b>RHS.1</b> Individuals write within a particular situation and make strategic writing choices based on that situation.	<b>1.A</b> The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message. <b>1.B</b> The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text. <b>1.C</b> The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text.	<b>Reading:</b> <i>The Glass Castle</i> by Jeanette Walls; “How to Sound Smart in a TED Talk” by Will Stephen; Student-Selected Article-of-the-Week (AOWs) (independent research); Multiple Choice Prep. <b>Writing:</b> Persuasive Mini-Speech; Free Response Essay; College App Essay

## Unit 2: Selected Articles, Rhetorical Situations, Claims & Evidence (Three Weeks)

BIG IDEA(S)	ESSENTIAL KNOWLEDGE	READING & WRITING TASKS
<b>RHS.1</b> Individuals write within a particular situation and make strategic writing choices based on that situation. <b>CLE.1</b> Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.	<b>RHS.1.F</b> Writer’s perceptions of an audience’s values, beliefs, needs, and background guide the choices they make. <b>RHS.1.G</b> To achieve purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values. <b>RHS.1.H</b> Arguments seek to persuade or motivate action through appeals- the modes of persuasion. <b>CLE.1.F</b> Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. <b>CLE.1.G</b> Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility. <b>CLE.1.H</b> An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument.	<b>Reading:</b> “Why We Care About Whales” and “Stability in Motion” by Marina Keegan; “The Happy Memories Club” by Lee Smith; “The Bachelorette Application” by Samantha Irby; “Why Don’t We Complain” by William F. Buckley Jr.; “The Ways We Lie” by Stephanie Ericsson; “Sex, Drugs, Disasters, and the Distinction of Dinosaurs” by Stephen Jay Gould; “How Modern Life is Like a Zombie Onslaught” by Chuck Klosterman; “Shooting an Elephant” by George Orwell; “On Being a Cripple” by Nancy Mairs. (Might add on- but this is my preliminary list); MC Prep <b>Writing:</b> Rhetorical Analysis; Argumentative QW; Podcast Reflection