

# August 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>				1	2	3
4	5	6 <b>Teacher Workday</b>	7 <b>Teacher Inservice</b>	8 <b>Teacher Inservice</b>	9 <b>Teacher Workday</b>	10
11	12 First day of class <b>Summer reading journals due</b> Course welcome SWBAT know the expectations for this course *Assign MLK's I have a dream **Students must have TTTC by 8/23	13 <b>MLK Discussion</b> SWBAT discuss the rhetorical moves they noticed in MLK's I have a Dream speech	14 <b>PASA SWBAT</b> identify the audience, author, and situation in small groups, supporting their findings from the text and will create a purpose statement as a class	15 <b>BLOCK SCHEDULE: NO CLASS</b>	16 <b>Syllabus due</b> <b>PASA visual SWBAT</b> create a visual representation of the rhetorical situation of MLK's I have a dream speech *Assign <b>Gettysburg Speech</b>	17
18	19 <b>Summary practice with Gettysburg</b> SWBAT enhance their verbs, provide time words, and incorporate appropriate quotations to make summaries effective analytical tools	20 <b>Quote Incorporation</b> SWBAT seamlessly incorporate quotations into their summaries from yesterday to make them even more effective <b>Summaries due at end of hour</b>	21 <b>PASA and Thesis statements with Gettysburg; Diction</b> SWBAT use last week's PASA as a model to create their own thesis statements and discuss how word choice is significant *Assign London and Twain	22 <b>BLOCK SCHEDULE: NO CLASS</b>	23 <b>TTTC Book Check London and Twain reading quiz</b> <b>Tone</b> SWBAT explain how an author's choices in diction affect the tone of the piece	24
25	26 <b>Faulkner's Nobel Speech</b> SWBAT analyze how Faulkner's diction affects the tone of his piece *assign <b>Green Eyed Monster</b>	27 <b>Green Eyed Monster Discussion; Assign diction essay</b> SWBAT describe the difference between envy and jealousy and explore how the author achieved this distinction	28 <b>Vietnam War Background; Imagery; Workday with synonyms</b> SWBAT know the motivating forces in the Vietnam War and will practice discussing/analyzing imagery	29 <b>BLOCK SCHEDULE: NO CLASS</b>	30 <b>Tim O'Brien Imagery</b> SWBAT practice analyzing imagery using the Benny Paret passage as a model from Wednesday	31

# September 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>	2 <b>NO SCHOOL</b>	3 <b>Synonyms essay due</b> Syntax SWBAT know what syntax is and how it can be manipulated to affect a reader's understanding and emotion	4 <b>TTTC Mimicry</b> SWBAT mimic Tim Obrien's passages in order to convey the tangible and intangible things they carry	5 <b>BLOCK SCHEDULE: NO CLASS</b>	6 <b>TTTC Quiz #1 pgs 1-116</b> SWBAT show what they know in order to rock this test	7
8	9 <b>Methods of development</b> SWBAT know these terms and how to annotate them in a passage *assign Hunger of Memory	10 <b>Hunger of Memory</b> annotation check and discussion SWBAT discuss the passage and the rhetorical moves Rodriguez makes	11 <b>Hunger of Memory PASTA</b> ; workday for essay SWBAT define the rhetorical situation for HOM and will add to their syntax essays	12 <b>BLOCK SCHEDULE: NO CLASS</b>	13 <b>Mimicry Essay due</b> ; Assign Civil Disobedience SWBAT begin annotating CD using the Methods of Development and the study guide	14
15	16 <b>Educator Effectiveness Day</b>	17 <b>Civil Disobedience Quiz</b> ; Small Group Discussion SWBAT discuss their findings in small groups of Thoreau's CD and deepen their understanding	18 <b>Civil Disobedience Scored Discussion</b> SWBAT analyze the rhetorical moves Thoreau makes in order to achieve his purpose	19 <b>BLOCK SCHEDULE: NO CLASS</b>	20 <b>TTTC Quiz #2 pgs 118-end</b> SWBAT show what they know in order to rock this test	21
22	23 <b>TTTC Scored Discussion</b> SWBAT explore the symbolism and deeper meanings behind the book we just finished	24 <b>TTTC Scored Discussion</b> SWBAT explore the symbolism and deeper meanings behind the book we just finished	25 <b>Columnist assignment</b> SWBAT know the expectations for this assignment and will begin looking for their first column	26 <b>BLOCK SCHEDULE: NO CLASS</b>	27 <b>ICAP Day</b> SWBAT receive information about college and career readiness from Mr. Mack	28
29	30 <b>Deconstructing the prompt</b> SWBAT know the essential elements of an AP RA prompt and why it matters to read it					

# October 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>		1 <b>Deconstructing the Passage SWBAT</b> know what to look for in the passage in order to write a rhetorical analysis essay <b>*Column check</b>	2 <b>How to write the essay SWBAT</b> know how to structure their rhetorical analysis essays and will begin working with their Sanders passage	3 <b>BLOCK SCHEDULE: NO CLASS</b>	4 <b>Column #1 due Workday SWBAT</b> choose to work on their Sanders essays or their column annotations	5
6	7 <b>Multiple Choice practice SWBAT</b> analyze a typical AP prompt and will annotate it using the Methods of Development	8 <b>Multiple Choice practice SWBAT</b> answer practice MC questions, making explicit connections to how these correlate to Methods of Development	9 <b>Elements of style: Research Questions SWBAT</b> familiarize themselves with the various rhetorical moves authors use to strengthen their arguments and create a viable research question for 2nd semester	10 <b>BLOCK SCHEDULE: NO CLASS</b>	11 <b>End of Quarter 1 Sanders essay due Workday SWBAT</b> choose to work on their Sanders essays or their column annotations <b>research question due</b>	12
13	14 <b>Teacher Workday</b>	15 <b>Teacher Inservice</b>	16 <b>Bush 9/11 Speech SWBAT</b> create an analytical summary of Bush's address to the nation on 9/11	17 <b>BLOCK SCHEDULE: NO CLASS</b>	18 <b>Column #2 due Sanders essay rubric discussion SWBAT</b> know how their essays will be scored according to the AP rubric	19
20	21 <b>Shelter in place day; no class</b>	22 <b>Deconstructing prompt and passage SWBAT</b> mentally prepare themselves for their first in-class essay on Monday	23 <b>Kennedy essay and debrief SWBAT</b> discuss the passage, strong essay responses, and reflect on what theirs might have scored	24 <b>BLOCK SCHEDULE: NO CLASS</b>	25 <b>Elements of Style test; satire SWBAT</b> show what they know and <b>ROCK</b> the elements of style test and will complete the satire Power-Point *assign a Modest Proposal	26
27	28 <b>Satire SWBAT</b> gain an understanding of satire's function and how it works as a rhetorical strategy	29 <b>Magnasoles Essay SWBAT</b> Examine an author's rhetorical choices in order to achieve his purpose	30 <b>Magnasoles debrief; Three Little Pigs SWBAT</b> discuss the passage, strong essay responses, and what theirs might have scored	31 <b>BLOCK SCHEDULE: NO CLASS Modest Proposal PASTA and discussion questions due</b>		

# November 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>					1 <b>Column #3 due</b> Modest Proposal Socrates Café SWBAT discuss Swift's use of satire and the way in which it contributes to his purpose	2
3	4 Modest Proposal Socrates Café SWBAT discuss Swift's use of satire and the way in which it contributes to his purpose *Assign Freddie D	5 Archaic Language and Satire SWBAT understand how not to be intimidated by archaic language and will explain how it can heighten satire	6 Company man essay and debrief SWBAT examine the rhetorical strategies an author uses to express her purpose and will discuss the scoring of it	7 <b>BLOCK SCHEDULE: NO CLASS</b>	8 Multiple Choice practice SWBAT practice with an AP multiple choice passage *Freddie D Book Check	9
10	11 Adams passage analysis SWBAT practice with teacher modeling of a particularly difficult passage	12 Boothe Luce essay SWBAT examine the rhetorical strategies an author uses to express her purpose	13 Essay debrief and fixing a three SWBAT discuss the scoring of yesterday's passage and will offer suggestions for revision on an Adams essay	14 <b>BLOCK SCHEDULE: NO CLASS</b>	15 <b>Column #4 due</b> Thinking like a Writer MC practice SWBAT practice the composition-style MC questions from the AM exam *assign What to a Slave	16
17	18 What to a slave reading day SWBAT discern Douglass' argument and create a PASTA and discussion questions	19 What to a slave scored discussion SWBAT examine Douglass' argument and the strategies he uses to achieve his purpose	20 What to a slave scored discussion SWBAT examine Douglass' argument and the strategies he uses to achieve his purpose	21 <b>BLOCK SCHEDULE: NO CLASS</b>	22 Analytical summaries and research questions SWBAT finalize their research questions and/or work on their column-ist summaries	23
24	25 <b>NO SCHOOL</b>	26 <b>NO SCHOOL</b>	27 <b>NO SCHOOL</b>	28 <b>NO SCHOOL</b>	29 <b>NO SCHOOL</b>	30

# December 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Activities are listed in BLUE; Targets are listed in GREEN; Major assignments or assessments are listed in RED	2 Douglass reading journal due Douglass scored discussion SWBAT discuss the various rhetorical techniques Douglass makes to convey his argument about slavery	3 Douglass scored discussion SWBAT discuss the various rhetorical techniques Douglass makes to convey his argument about slavery	4 Assign Declaration of Independence Douglass scored discussion SWBAT discuss the various rhetorical techniques Douglass makes to convey his argument about slavery	5 BLOCK SCHEDULE: NO CLASS	6 Columnist summaries due Dubois MC SWBAT practice multiple choice strategies on a reading practice MC	7
8	9 Declaration of Independence discussion SWBAT discuss the significance of Jefferson's argument Assign Declaration of Sentiments	10 Banneker Prompt SWBAT analyze the rhetorical choices an author makes to further his argument	11 Banneker debrief; Assign Slavery Jigsaw SWBAT discuss the scoring of AP essay responses and will know the expectations for their final	12 BLOCK SCHEDULE: NO CLASS	13 Declaration of Sentiments discussion SWBAT discuss the significance of Cady-Stanton's argument	14
15	16 Slavery Jigsaw SWBAT collaborate with those individuals who read the same essay as they did in order to deepen their understanding	17 Slavery Jigsaw SWBAT collaborate with those individuals who read different essays in order to find common ground	18 Slavery Jigsaw SWBAT compose a dialogue in which they take on the persona of their author and engage in a discussion with other authors	19 Slavery Jigsaw SWBAT compose a dialogue in which they take on the persona of their author and engage in a discussion with other authors	20 End of Quarter 2  FINALS SCHEDULE: NO CLASS	21
22	23 NO SCHOOL	24 NO SCHOOL	25 NO SCHOOL	26 NO SCHOOL	27 NO SCHOOL	28
29	30 NO SCHOOL	31 NO SCHOOL				

# January 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>			1 <b>NO SCHOOL</b>	2 <b>NO SCHOOL</b>	3 <b>NO SCHOOL</b>	4
5	6 <b>Teacher Workday</b>	7 <b>Teacher Inservice</b>	8 <b>Pathos, ethos, logos</b> SWBAT analyze the logical, emotional and credible appeals an author makes in order to convey his/her argument	9 <b>Pathos, ethos, logos</b> SWBAT analyze the logical, emotional and credible appeals an author makes in order to convey his/her argument	10 <b>Last Child in the Woods</b> SWBAT respond to a rhetorical analysis prompt and analyze how an author's choices serve their purpose	11
12	13 <b>Last Child in the Woods</b> debrief SWBAT discuss the author's rhetorical choices and self assess their work *Assign Total Domination	14 <b>Smile or Die</b> SWBAT observe how visual and verbal rhetoric work together in order to convey an author's purpose	15 <b>Whiteboard project</b> SWBAT know the expectations of their major research project this semester and will get started with their thesis/proposal	16 <b>BLOCK SCHEDULE: NO CLASS</b> <b>PASTA and discussion questions due</b>	17 <b>Total Domination</b> Socrates café SWBAT discuss the moves Arendt makes in order to convey her argument regarding government control	18
19	20 <b>NO SCHOOL</b>	21 <b>6-part oration</b> SWBAT know how this argument is structured and when it is appropriate to use it *assign participation trophies reading	22 <b>Thesis and proposal due</b> Rogerian argument SWBAT know how this argument is structured and when it is appropriate to use it *assign PT essay	23 <b>BLOCK SCHEDULE: NO CLASS</b>	24 <b>TSIS quiz #1; PT essay workday</b> SWBAT begin formulating a Rogerian argument on the topic of participation trophies	25
26	27 <b>Rhetorical analysis essay prompt</b> SWBAT respond to a rhetorical analysis prompt and analyze how an author's choices serve their purpose	28 <b>Florence Kelley</b> debrief SWBAT discuss the author's rhetorical choices and self assess their work	29 <b>Research day for whiteboard</b> SWBAT begin assembling their research notecards and bibliographies on Noodle Tools	30 <b>BLOCK SCHEDULE: NO CLASS</b>	31 *Assign Chap 4 TSIS; <b>Argument basics and Layers of Abstraction</b> SWBAT know the types of evidence needed for an effective argument	

# February 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>						1
2	3 <b>Argument Speed Dating</b> SWBAT produce evidence for a wide variety of AP argument prompts	4 <b>Research notecards due</b> Argument speed dating wrap-up SWBAT finalize the evidence they will use for their essays and will start work on their assigned prompt	5 "A Case for Torture;" Thinking Like a Writer MC SWBAT examine how hypothetical evidence undermines arguments and will respond to AP thinking like a writer questions	6 <b>BLOCK SCHEDULE: NO CLASS</b>	7 *Assign Chap 6 TSIS; <b>Chap 4 TSIS quiz</b> ; Assign Morality as Anti-Nature SWBAT use the templates from TSIS and their research to create phrases that could go in their whiteboard scripts	8
9	10 <b>Speed dating essay due</b> <b>Workday</b> SWBAT select the learning activity best suited to their academic needs	11 <b>Outline due</b> Thomas Paine Argument essay SWBAT respond to an AP argument prompt with sufficient evidence to make their case	12 Synthesis prompt basics SWBAT know the structure and expectations of this last type of essay on the AP Lang exam	13 <b>BLOCK SCHEDULE: NO CLASS</b>	14 Thomas Paine debrief SWBAT discuss the types of evidence used and its effectiveness in making their arguments assign chap 7 TSIS	15
16	17 <b>NO SCHOOL</b>	18 <b>Scripts due</b> Review synthesis SWBAT know what to expect for tomorrow's mock exam and will practice a synthesis prompt	19 AP LANG MOCK EXAM: Get thee to church!	20 <b>BLOCK SCHEDULE: NO CLASS</b>	21 <b>Chap 7 TSIS quiz</b> Review expectations for whiteboard motif SWBAT brainstorm a recurring image that fits with their scripts *Assign Morality as Anti-Nature	22
23	24 <b>Whiteboard work-day</b> SWBAT make revisions on their scripts and draw in the margins those images they plan to use	25 <b>Whiteboard work-day</b> SWBAT make revisions on their scripts and draw in the margins those images they plan to use	26 <b>Whiteboard work-day</b> SWBAT make revisions on their scripts and draw in the margins those images they plan to use	27 <b>BLOCK SCHEDULE: NO CLASS</b> <b>PASTA and Discussion Questions Due</b>	28 Morality as Anti-Nature Socrates café SWBAT discuss the moves Nietzsche makes in order to convey his argument regarding morals *Assign Hazlitt	29

# March 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>	2 <b>Multiple Choice Practice</b> SWBAT use a variety of test taking strategies to answer multiple choice questions from College Board	3 <b>Workday</b> SWBAT read and prepare discussion questions/PASTA for tomorrow's Socrates Café OR put the finishing touches on their scripts/illustrations	4 <b>Sketches and revisions due</b> <b>Pleasure of Hating Socrates</b> café; MC fix-up SWBAT discuss the moves Hazlitt makes in order to convey his argument regarding hatred and make corrections to their mock	5 <b>BLOCK SCHEDULE: NO CLASS</b>	6 <b>Certainty and Doubt</b> SWBAT establish a position on <b>Certainty and Doubt</b> and provide evidence to support themselves	7 <b>Saturday Study Session</b> Central High School 8am-noon
8	9 <b>Certainty and Doubt</b> Debrief; whiteboard tutorials SWBAT self assess the arguments they wrote last week and know the next steps on their whiteboard project	10 <b>Mock Exam conferences</b> SWBAT discuss the work they did on their mock exam and set goals for how to improve their scores	11 <b>End of Quarter 3 Multiple Choice Practice</b> SWBAT use a variety of test taking strategies to answer multiple choice questions from College Board	12 <b>Teacher Workday</b>	13 <b>Teacher Inservice</b>	14
15	16 <b>NO SCHOOL</b>	17 <b>NO SCHOOL</b>	18 <b>NO SCHOOL</b>	19 <b>NO SCHOOL</b>	20 <b>NO SCHOOL</b>	21
22	23 <b>Synthesis review</b> SWBAT remind themselves of the expectations of the synthesis prompt and how to tackle it	24 <b>Library prompt</b> SWBAT practice what to do with graphics on the synthesis prompt and how they can be useful	25 <b>Is college worth it</b> SWBAT write a full-length synthesis essay on an AP prompt and discuss how they would have scored on that essay	26 <b>BLOCK SCHEDULE: NO CLASS</b>	27 <b>Whiteboard project due</b> <b>Multiple Choice Practice</b> SWBAT use a variety of test taking strategies to answer multiple choice questions from College Board	28
29	30 <b>Multiple Choice Practice</b> SWBAT use a variety of test taking strategies to answer multiple choice questions from College Board	31 <b>USPS prompt</b> SWBAT practice what to do with graphics on the synthesis prompt and how they can be useful				

# April 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>			1 <b>Locavore SWBAT</b> write a full-length synthesis essay on an AP prompt and discuss how they would have scored on that essay	2 <b>BLOCK SCHEDULE: NO CLASS</b>	3 <b>Fixing a 3 SWBAT</b> pretend to be a student writer's coach and offer them suggestions in order to improve their essay and receive a higher score	4
5	6	7	8 <b>BLOCK SCHEDULE: NO CLASS</b>	9	10 <b>BLOCK SCHEDULE: NO CLASS</b>	11
12	13	14 <b>PSAT 9/SAT TESTING: NO CLASS</b>	15 <b>PSAT 10 TESTING: NO CLASS</b>	16	17	18
19	20	21	22	23 <b>BLOCK SCHEDULE: NO CLASS</b>	24	25
26	27	28	29	30 <b>BLOCK SCHEDULE: NO CLASS</b>		

# May 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activities are listed in <b>BLUE</b> ; Targets are listed in <b>GREEN</b> ; Major assignments or assessments are listed in <b>RED</b>					1	2
3	4	5	6	7 BLOCK SCHEDULE: NO CLASS	8	9
10	11	12	13	14 BLOCK SCHEDULE: NO CLASS	15	16
17	18	19 Graduation: NO CLASS	20	21 Last day of school	22 Teacher Workday	23
24	25	26	27	28	29	30
31						