

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	REFLECTIONS:
1			<p>Overview of the class/syllabus</p> <p>Watch video Growth Mindset versus Fixed Mindset- which one are you?</p> <p>https://www.youtube.com/watch?v=M1CHPnZfFmU</p> <p>WHAT IS AN AP ENGLISH STUDENT: Review the list of qualities. Place a 1, 2, or 3 next to the following statements.</p> <p>Any 1 or 2 that you may have marked, write a reflective paragraph on how you plan to overcome these challenges.</p> <p>Think of how you would approach a situation where you don't earn an A on an assignment or project. What are you going to do?</p> <p>Vocab Quiz 2- words 1-14</p>	<p>Vocab Quiz 1- words 1-7</p> <p>INTRODUCTION Have students draw a basic house- this is the rhetorical triangle(message/speaker/audience) Add color- this is the text structure/modes of discourse</p> <p>Add details- this is rhetorical devices</p> <p>What is rhetoric? Lecture on Powerpoint</p> <p>Rhetorical Triangle Relationship between the message, audience, and speaker</p> <p>Ethos/Pathos/Logos</p> <p>What is rhetoric and how do you analyze these separate parts?</p>		<p>1st day lost time due to welcome back assembly going late</p> <p>FIREDRILL FRIDAY</p>

<p>Week 2</p>	<p>AOW- Social Conditioning- First Impressions</p> <p>Overview of AOW and why they are important. Hand out guidelines</p> <p>Finish Rhetoric Presentation</p> <p>TURN IN PACKET QUESTIONS</p>	<p>Vocab Quiz 3- words 1-21</p> <p>Introduce SOAPS as a way to help analyze rhetoric.</p> <p>SOAPS is a broad view (the blueprints) and we will look at the big picture before examining the smaller parts of rhetoric.</p> <p>S- subject O-occasion A- audience P-purpose S-speaker</p> <p>Show connection between SOAPS and the questions about rhetoric from the PPT.</p> <p>Dream Crazier: https://www.youtube.com/watch?v=whpJ19RJ4JY</p> <p>Make the World Listen: https://www.youtube.com/watch?v=5evnzAzg-9M</p> <p>Sounds of Chaos https://www.youtube.com/watch?v=tYrBSTBHCS4</p> <p>Military Commercial https://www.youtube.com/watch?v=rSilTq4shzA&t=73s</p>	<p>Diction Packet- practice with diction using examples from VOICE LESSONS</p> <p>-Do one as a whole group -Assign students into pairs and have them do one together and then share with another pair -Students do ONE each</p> <p>Then model how to look at diction from the summer text: Look at “Walking the Path Between Worlds” as an example</p> <p>DICTION Break down the diction in the first paragraph- examine words like rez, cleave, traditional. Look at the line “to let the desert live inside of them or to try to wash it away”</p> <p>HW: Analyze diction in the paragraph of “My memories of Hanover...I felt claustrophobic”</p> <p>Give a notecard with sentence stems for students to use</p>	<p>Vocabulary Quiz Words 1-35 DETAIL- direct instruction on DETAIL</p> <p>Look at movie introductions of Guardians of the Galaxy- 4:07- 11:21 how is Star Lord introduced WITHOUT any words. What details tell us about his character?</p> <p>DETAIL Packet- practice with detail using examples from VOICE LESSONS</p> <p>-Do one as a whole group -Assign students into pairs and have them do one together and then share with another pair -Students do ONE each</p> <p>Then model how to look at DETAIL from the summer text: Look at “Walking the Path Between Worlds” as an example</p> <p>“If the physical contrasts were striking...I was shocked by this caricature”</p> <p>HW: Notecard/sentence stems Look at the paragraphs: Academically due to my...a member of the Native American group</p>	<p>AOW DUE</p> <p>Reading Quiz Over Packet</p> <p>SOAPS for Alvord’s article Write a mini essay for Alvord</p> <p>“How does Alvord portray her journey to Dartmouth and what impact does that have on her audience?”</p> <p>Break down parts of the prompts to understand what it’s asking</p> <p>Use sentence stems to help with introducing the text, writing a thesis statement, and using text evidence.</p> <p>Write the mini essay</p>	<p>½ day MON due to Back to School Night</p>
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<p>Week 3</p>	<p>AOW- On the Road to Harvard</p> <p>Vocabulary Quiz 3</p> <p>Review tone words and how to write to demonstrate tone</p> <p>Review vocabulary on Kahoot</p>	<p>Review tone words and how to write to demonstrate tone</p> <p>Dead Poet's Society: What will your verse be? http://www.viewpure.com/-7OE6bDfM2M?ref=search</p> <p>This scene is _____ and _____ because _____.</p> <p>Trump's Speech on Jamestown: 18:03- 20:42 http://www.viewpure.com/k-8EiAVfyKQ?ref=search</p> <p>This speech is _____ and _____ because _____.</p> <p>Look at O Captain My Captain and Once More to The Lake to see how diction and details help to create that tone.</p>		<p>Mini Lesson-sentences Video https://www.youtube.com/watch?v=TeiuG81mbII&list=RDTeiuG81mbII&start_radio=1</p> <p>Fishbowl- preparation for creating questions and gathering ideas for</p> <p>On Being a Cripple and a Plague of Tics. AND The Men We Carry In Our Minds and Ain't I A Woman</p> <p>HW: draft discussion questions for your group Groups will not know ahead of time their chosen text, but will know when they go. But they will have guided questions prepared.</p>	<p>AOW DUE</p> <p>GRAMMAR PRE-TEST</p> <p>Commas Semicolons Complex Sentence Compound Sentence Periodic Sentences Cumulative Sentences Loose Sentence Phrases versus Clauses Independent Clause Dependent Clause Antecedents Subject and Predicate Direct Object and Indirect Object Conditional Clause Comparative Clause Appositive Parallelism</p>	

<p>Week 4</p>	<p>AOW- Suicide on Campus and the Pressure of Perfection</p> <p>Mini Lesson: phrase versus clauses (independent and dependent) https://www.youtube.com/watch?v=kE8-rArg7ww</p> <p>FISHBOWL GROUP 2</p>	<p>QUIZ 1- parts of speech, sentences, and clauses/phrases</p> <p>FISHBOWL GROUP 3</p>	<p>Mini Lesson- semicolons</p> <p>Hand out Novels for 1st Semester Reading</p> <p>Review essay prompts Schedule deadlines</p>	<p>Mini Lesson- semicolons and coordinating conjunctions</p> <p>OVERVIEW ON AP EXAM and ESSAYS</p>	<p>AOW DUE Mini Lesson- colons</p> <p>OVERVIEW ON AP EXAM AND ESSAYS</p>	
<p>Week 5</p>	<p>AOW- AOW-The Pressure of Perfection</p> <p>Rhetorical Terms: anaphora, epistrophe, symploce</p> <p>Lecture on definition and examples from Biblical, classical literature, and mythology.</p> <p>Ask for examples from students.</p> <p>Review Childish Gambino’s music video, “This is America”</p>					

	<p>Analysis Exercise: differentiate between text evidence and analysis in <i>The Atlantic's</i> article on "This Is America"</p> <p>Annotate the piece</p> <p>POSTERS DUE THURS.</p>					
Week 6	<p>AP Term Vocab Quiz</p> <p>Visual Documentary Analysis Handout and Overview</p> <p>The Kids Who Die – using handout</p> <p>AOW- How Police Training Contributes to Avoidable Deaths</p>	<p>Review video- The Kids Who Die</p> <p>Start outline of video analysis essay – MAIN POINTS/ IDEAS</p>	<p>Introduction- how to write a thesis statement on video analysis essay</p> <p>HW- Thesis DUE with first paragraph written</p>	<p>Review paragraph structure in an analysis essay</p> <p>Write the first few body paragraphs in class</p> <p>WRITING DAY</p>	<p>FINISH BODY PARAGRAPHS WRITING DAY</p> <p>Conclusion Workshop- continued Monday</p> <p>HW- Conclusion paragraph Rough Draft should be put together by Monday</p>	<p>SWITCH WITH PROUD TO BE- started with Native American video. Some of the struggles include students making "obvious statements" and not knowing how to break down what was used in the video without preaching.</p> <p>But due to the political issues brought up on PARENT-TEACHER night, this was the better choice.</p>

Week 7						
Week 8						
Week 9						
WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	REFLECTIONS:
WEEK 10	NO SCHOOL	<p>AOW- Homework is Useless</p> <p>Rhetorical Terms: Anaphora Epistrophe Symploce Parallelism Anti-thesis</p> <p>Posters for each term is due MONDAY. Homework: write/type a one page reflection on your educational experience What do you remember about elementary school, middle school, high school? What did you learn- academically and socially? What did you wish you learned?</p>		<p>EARLY RELEASE</p> <p>Practice Using Quotes and embedding them into essays</p>	NO SCHOOL	

WEEK 11	<p>NO AOW</p> <p>Practice Using Quotes and embedding them into essays</p> <p>Practice Works Cited page</p>	TYPE NON-FICTION ESSAY	<p>NO SCHOOL –PD</p>	TYPE NON-FICTION ESSAY	TYPE NON-FICTION ESSAY	
Week 12	<p>NO AOW</p> <p>TYPE NON-FICTION ESSAY</p>	TYPE NON-FICTION ESSAY	<p>NON-FICTION ESSAY DUE IN CLASS</p> <p>Education Survey- what is the primary purpose of education</p>	<p>Watch Ken Robinson’s video “How Schools Kill Creativity”</p> <p>Reflection paper: Do you agree or disagree with Robinson’s assertion? Provide logical reasoning.</p>	<p>Watch Ken Robinson’s video “How Schools Kill Creativity”</p> <p>Reflection paper: Do you agree or disagree with Robinson’s assertion? Provide logical reasoning.</p>	
Week 13	<p>AOW DUMBEST GENERATION</p> <p>Model how to annotate fiction: Indian Education by Sherman Alexie Paying special attention to SYNTAX, DIALOGUE, DICTION, and ORGANIZATION.</p> <p>Homework: EMULATE the style of Alexie’s Indian Education by creating your own Indian Education version. Rough draft due Thurs.</p> <p>Grades 1st- 12th</p>	<p>Model how to annotate fiction: Indian Education by Sherman Alexie Paying special attention to SYNTAX, DIALOGUE, DICTION, and ORGANIZATION.</p> <p>Homework: EMULATE the style of Alexie’s Indian Education by creating your own Indian Education version. Rough draft due Thurs.</p> <p>Grades 1st- 12th work due thursday</p>				

WEEK 14	<p>AOW: NON-FICTION ESSAY DUE</p> <p>Superman and Me viewing</p> <p>Documentary Analysis- Graphic Organizer</p>	<p>Fishbowl Preparation Using AOW's, Class Readings, and articles to prepare for the discussion questions:</p> <p>1- What is the purpose of education? How do we measure someone's education?</p> <p>2- What does it mean to be educated? Does everyone have the same viewpoint- how have these ideas changed over time.</p> <p>3- What are the current educational concerns in the U.S. and how is your school dealing or not dealing with these issues.</p>	<p>FISHBOWL GROUP 1/GROUP 2</p> <p>Watch, grade, and reflect with students</p> <p>Have students discuss in their groups on the inside.</p> <p>Students on the outside will be assessing strengths/weaknesses</p> <p>Reflect at the end on how it went.</p>	<p>FISHBOWL GROUP 3/4</p> <p>Watch, grade, and reflect with students</p> <p>Have students discuss in their groups on the inside.</p> <p>Students on the outside will be assessing strengths/weaknesses</p> <p>Reflect at the end on how it went.</p> <p>HW: study for rhetorical term quiz</p>	NO SCHOOL	

WEEK 15	<p>AOW- Judge Gives School System F-minus</p> <p>Let students study for 10 minutes</p> <p>Rhetorical Term Quiz</p> <p>Grade in class</p>	<p>Group students randomly into four sections.</p> <p>Each section will read Article 1, 2, 3, or 4 for twenty minutes and mark up the article with annotation.</p> <p>Spend 15 minutes working with their group to: write on the back of the article- what is the position of the author's argument, who is the author and how are they involved in school reform, and list strengths/weaknesses of the argument</p>	<p>Same groups as day before:</p> <p>Group 1 will read Article 2 Group 2 will read Article 3 Group 3 will read Article 4 Group 4 will read Article 1</p> <p>Each section will read Article 1, 2, 3, or 4 for twenty minutes and mark up the article with annotation.</p> <p>Spend 15 minutes working with their group to: write on the back of the article- what is the position of the author's argument, who is the author and how are they involved in school reform, and list strengths/weaknesses of the argument</p>	<p>Same groups as day before:</p> <p>Group 1 will read Article 3 Group 2 will read Article 4 Group 3 will read Article 1 Group 4 will read Article 2</p> <p>Each section will read Article 1, 2, 3, or 4 for twenty minutes and mark up the article with annotation.</p> <p>Spend 15 minutes working with their group to: write on the back of the article- what is the position of the author's argument, who is the author and how are they involved in school reform, and list strengths/weaknesses of the argument</p>	<p>Same groups as day before:</p> <p>Group 1 will read Article 4 Group 2 will read Article 1 Group 3 will read Article 2 Group 4 will read Article 3</p> <p>Each section will read Article 1, 2, 3, or 4 for twenty minutes and mark up the article with annotation.</p> <p>Spend 15 minutes working with their group to: write on the back of the article- what is the position of the author's argument, who is the author and how are they involved in school reform, and list strengths/weaknesses of the argument</p>	
WEEK 16						NO SCHOOL- THANKSGIVING
Week 17	<p>AP PRACTICE EXAM Multiple Choice</p> <p>Review answers with class (use key)- let students self-grade</p> <p>Don't put in as a grade, but have students write a reflection on what they missed and why. That's worth 10 points.</p>	<p>Rhetorical Terms: Zeugma Rhetorical Question Hypophora Metabasis Apostrophe</p> <p>Homework: Work on the posters for each rhetorical term (5 points each) - posters due MONDAY</p> <p>Term and definition at the top</p>	<p>Rhetorical Terms: Synecdoche Metonymy Distinctio Antithesis Exemplum</p> <p>Homework: Work on the posters for each rhetorical term (5 points each) - posters due MONDAY</p> <p>Term and definition at the top Illustration/Symbol Example that uses the term</p>	<p>WORK DAY</p> <p>Students can use the hour to work on rhetorical term posters that are due MONDAY</p> <p>Or the Rhetorical Term packet that will provide practice for their quiz</p>	<p>NO SCHOOL – WORK DAY FOR STAFF</p>	

		Illustration/Symbol Example that uses the term				
Week 18	<p>AP PRACTICE EXAM Multiple Choice</p> <p>Review answers with class (use key)- let students self-grade</p> <p>Don't put in as a grade, but have students write a reflection on what they missed and why. That's worth 10 points.</p> <p>POSTERS DUE- COLLECT AND CHECK THAT THEY ARE DONE- 50 POINTS</p>	<p>Rhetorical Terms: Procatalepsis Parataxis Anadiplosis Conduplicatio Enumeratio Aporia</p> <p>Homework: Work on the posters for each rhetorical term (5 points each) - posters due MONDAY</p> <p>Term and definition at the top Illustration/Symbol Example that uses the term</p>	<p>Rhetorical Terms: Polysyndeton Asyndeton Amplification Hyperbaton Parenthesis</p> <p>Homework: Work on the posters for each rhetorical term (5 points each) - posters due MONDAY</p> <p>Term and definition at the top Illustration/Symbol Example that uses the term</p>	<p>Students can use the hour to work on rhetorical term posters that are due MONDAY</p> <p>Or the Rhetorical Term packet that will provide practice for their quiz.</p>	<p>Rhetorical Term Review Use Kahoot.it as the testing resource</p> <p>For the instructor: getkahoot.it Click on AP ULTIMATE REVIEW RHETORICAL TERM QUIZ</p> <p>Username: sarah.garcia@ganado.k12.az.us Password: ganado16</p>	<p>If for some reason, you cannot get into a computer lab with students, you can have them review in class by making them do flashcards.</p>
Week 19	<p>RHETORICAL TERM QUIZ – ALL OF THE RHETORICAL TERMS FOR THE SEMESTER</p> <p>POSTERS DUE- COLLECT AND CHECK THAT THEY ARE DONE- 55 POINTS</p>	<p>REFLECTION: TYPE A TWO-THREE PAGE REFLECTION THAT ANSWERS THESE QUESTIONS: -Looking through the portfolio, what kind of work did you accomplish? -What are your strengths/weaknesses as an AP reader and writer?</p>	<p>REFLECTION: TYPE A TWO-THREE PAGE REFLECTION THAT ANSWERS THESE QUESTIONS: Looking through the portfolio, what kind of work did you accomplish?</p>	<p>AP PRACTICE EXAM Multiple Choice</p> <p>Review answers with class (use key)- let students self-grade</p>	<p>HALF DAY</p>	

		<p>-What is an example of your best work- why is it your best? What does it show?</p> <p>-What is an example of your weakest work- why is it your weakest? What does it show?</p> <p>-What goals do you have for next semester as an AP English student?</p> <p>-Re-read the following statement from the AP syllabus you had from the beginning of the year:</p> <p>-Possesses an exceptional level of self-motivation, organization, and work ethic</p> <p>-Masters concepts quickly; desires a fast-paced, rigorous curriculum</p> <p>-Loves the challenges of complex, critical thinking problems; Does this describe what you did this semester? HOW? SUPPORT WITH EVIDENCE!</p>	<p>What are your strengths/weaknesses as an AP reader and writer?</p> <p>What is an example of your best work- why is it your best? What does it show?</p> <p>What is an example of your weakest work- why is it your weakest? What does it show?</p> <p>What goals do you have for next semester as an AP English student?</p> <p>Re-read the following statement from the AP syllabus you had from the beginning of the year:</p> <p>-Possesses an exceptional level of self-motivation, organization, and work ethic</p> <p>-Masters concepts quickly; desires a fast-paced, rigorous curriculum</p> <p>-Loves the challenges of complex, critical thinking problems;</p> <p>Does this describe what you did this semester? HOW? SUPPORT WITH EVIDENCE!</p>			
WEEK 20 & 21						WINTER BREAK

Week 22	NO SCHOOL	SUB PLANS Work on AOW: Social conditioning	Rhetorical Term Vocabulary- metonymy, synecdoche, aporia	Rhetorical Term Vocabulary- parataxis,		If the week is shortened due to fire drills, assemblies, or whatever other nonsense, cut out the typing day. This is to make it easier to ready their ICE and let them have evidence of writing skills in portfolio.
Week 23	AOW- Sarin as a Chemical Weapon Watch Persepolis Study Guide Questions	Rhetorical Term: Metabasis Watch Persepolis Study Guide Questions HW: Read Harrison Bergeron and answer comprehension questions	Rhetorical Terms: Hyperbaton Watch Persepolis Study Guide Questions	Rhetorical Terms: Polysyndeton/Asyndeton Class Discussion: compare/contrast themes from Harrison Bergeron and Persepolis using discussion chairs	AOW DUE Students answer the following prompt for an “analysis essay” – students read, outline, and write their essay in the allotted 45 minutes. How does the visuals and audio of the movie Persepolis enhance the overall message than if it were just a written memoir? OR Why was individual choice and identity so important to Marji? How did her government try to take away this from her and her family? Rest of class time- work on rhetorical term posters	Monday was cut short with 2 hour delay. Class discussion on Bergeron may be cut if movie isn’t finished

Week 24	NO SCHOOL- MLK DAY	<p>AOW- World's First Baby Born from New Procedure</p> <p>Check out books of Brave New World from library and hand out study guides</p> <p>Watch video clip of Brave New World overview: https://www.youtube.com/watch?v=raqVySPrDUE</p> <p>Read Chapter 1 as a class (can be very confusing)</p>	<p>GOOGLE CLASSROOM: The World State's motto suggest that community, identity, and stability are the most important qualities in a society. What do you believe are the three most important qualities in our society? EXPLAIN.</p> <p>Answer Study Guide questions Chapter 1 BNW</p> <p>HOMEWORK: Read Chapter 2 &3 for Friday</p>	<p>Webquest for BNW-work day</p> <p>Finish reading Chapters 2-3 of BNW</p>	<p>AOW DUE</p> <p>Reading Quiz Ch. 1-3 Discuss chapters 1-3</p> <p>Writing Analysis (handout) for BNW</p> <p>Homework: Read Chapter 4 & 5 answer study guide questions</p>	
Week 25	<p>AOW- Should Parents Be Allowed to Choose The Sex of Their Baby?</p> <p>Google Classroom Explain the phrase, "History is Bunk". How do you feel about history?</p> <p>Work on webquest in class</p>	<p>Read Chapter 6 as a class and answer study guide questions</p> <p>Homework: Read Chapter 7 and 8 answer study guide questions</p>	<p>READING QUIZ Chapter 4-6</p> <p>Work on webquest- answers due today</p>	<p>Discuss/Write a one-page reflection</p> <p>How is the "reservation" described in BNW? Why do people consider it savage?</p> <p>Think about how some people outside of the reservation think of Native Americans. What stereotypes are similar to the stereotypes in Brave New World?</p> <p>Read Chapter 9 as a class Answer study guide questions</p>	<p>AOW DUE</p> <p>IN CLASS ESSAY</p> <p>How are religion, sexuality, and education treated in this novel? What is Huxley ultimately saying about the future?</p>	<p>If students struggle with discussion, have them write a one-page reflection.</p>
Week 26	<p>AOW- Editing the Human Race</p> <p>Read Chapter 10 in CLASS and answer study guide questions</p>	<p>Read Chapter 11 in CLASS and answer study guide questions</p>	<p>Read Chapter 12 in CLASS and answer study guide questions</p>	<p>Read Chapter 13 in CLASS and answer study guide questions</p>	<p>AOW DUE</p> <p>IN CLASS ESSAY</p> <p>Is there a hero in this novel? If so, who is it? Defend your answer with specific quotes from the novel</p>	

	HOMEWORK: finish what wasn't done in class	HOMEWORK: finish what wasn't done in class	HOMEWORK: finish what wasn't done in class	HOMEWORK: finish what wasn't done in class		
Week 27	<p>AOW- How Fetal Tissue is Used in Research</p> <p>Read Chapter 14 in CLASS and answer study guide questions</p> <p>HOMEWORK: finish what wasn't done in class</p>	<p>Read Chapter 15 in CLASS and answer study guide questions</p> <p>HOMEWORK: finish what wasn't done in class</p>	<p>Read Chapter 16 in CLASS and answer study guide questions</p> <p>HOMEWORK: finish what wasn't done in class</p>	<p>Read Chapter 17 in CLASS and answer study guide questions</p> <p>HOMEWORK: finish what wasn't done in class</p>	<p>AOW DUE</p> <p>Read Chapter 18 in CLASS and answer study guide questions</p> <p>HOMEWORK: finish what wasn't done in class</p>	
Week 28	<p>AOW- Alzheimer's Time Bomb</p> <p>IN Class Essay:</p> <p>Argue for Stability or Freedom</p>	<p>WATCH THE MATRIX</p> <p>video guide questions- due Wednesday</p>	<p>WATCH THE MATRIX</p> <p>video guide questions- due Wednesday</p>	<p>Read as a class Plato's Allegory of a Cave</p> <p>Illustrate the key points in a comic format</p> <p>Explain in a one-page response how the Matrix is like Plato's Allegory of a cave</p>	<p>AOW DUE</p> <p>Continue work from yesterday</p> <p>Illustrate the key points in a comic format</p> <p>Explain in a one-page response how the Matrix is like Plato's Allegory of a cave</p>	

Week 29	NO SCHOOL NO AOW	Review an argumentative paper Overview the rubric Hand out the essay: Write an argumentative paper that defends or refutes the following statement, "Huxley's dystopian vision has already come true for modern society."	OUTLINE/ROUGH DRAFT for essay	OUTLINE/ROUGH DRAFT for essay	OUTLINE/ROUGH DRAFT for essay	
SPRING BREAK						
Week 30	AOW – Two Perspectives on Dumb Generation BNW essay due Practice Exam AP Finish presentation on AP exam- including essays	Overview of the different types of essays Breaking down the writing prompts Look at rubric sample essay of a rhetorical analysis	Workshop: grade sample rhetorical analysis essay from AP Students	Look at rubric sample essay on argument style Workshop: grade argument sample essays from AP students	In Class Essay- Argument Prompt	
	MONDAY MARCH 27 th AOW- Death of Honest Debates AZ MERIT 1 st HOUR (90 minutes) OVERVIEW on SYNTHESIS essay	TUESDAY MARCH 28 th PRACTICE IN Class SYNTHESIS Essay	WEDNESDAY MARCH 29 th NO AP	THURSDAY MARCH 30 th Practice EXAM Multiple Choice REVIEW AP Vocabulary and Rhetorical Terms	FRIDAY MARCH 31 st POP QUIZ- Rhetorical Terms and Vocabulary 9/11 Commission Report Discussion - prepare for fishbowl	

	<p>MONDAY APRIL 3</p> <p>NO AP AZ MERIT SCHEDULE</p>	<p>TUESDAY APRIL 4th</p> <p>AOW- FISHBOWL</p>	<p>WEDNESDAY APRIL 5th</p>	<p>THURSDAY APRIL 6th</p> <p>Overview of argument essay</p> <p>Read samples of argument essays and grade them according to rubric checklist in groups</p>	<p>FRIDAY APRIL 7th</p> <p>In-Class Essay Argument (40 minutes)</p> <p>Rubric of Skills- self- graded</p>	<p>Wednesday is the last day for AZ Merit testing schedule- 30 minutes that day</p>
	<p>AOW-</p> <p>POP QUIZ- Rhetorical Terms and Vocabulary</p>		<p>Practice Exam- Multiple Choice</p>		<p>In-Class Essay Rhetorical Analysis (40 minutes)</p> <p>Rubric of Skills- self graded</p>	
	<p>AOW-</p> <p>POP QUIZ- Rhetorical Terms and Vocabulary</p>		<p>Practice Exam- Multiple Choice</p>		<p>In-Class Essay Argument (40 minutes)</p>	
	<p>AOW-</p>		<p>Practice Exam- Multiple Choice</p>		<p>In-Class Essay Synthesis</p>	

