

Elkins High School // Department of English // Distance Learning // AP English Language & Composition // Day 6-10

WV CCRS

ELA.11.15 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.

ELA.11.19 By the end of the year, read and comprehend nonfiction and other informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range.

ELA.11.20 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELA.11.23 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

ELA.11.24 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).

	<p>ELA.11.25 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>ELA.11.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage or Garner’s Modern American Usage) as needed.
<p>AP Course Standards</p>	<p>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>3. A Identify and explain claims and evidence within an argument.</p> <p>4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p> <p>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>
<p>Readings</p>	<p>Conversation: Sustainable Eating Michael Pollan from <i>Unhappy Meals</i> James McWilliams <i>The Locavore Myth</i> Nicoette Hahn Niman <i>The Carnivore’s Dilemma</i> Jonathan Safran Foer <i>Let Them Eat Dog: A Modest Proposal for Tossing Fido in the Oven</i> Will Allen <i>A Good Food Manifesto for America</i> Aliza Eliazarov from <i>Waste Not</i> (Photo Essay) Emily Anthes <i>Could Insects be the Wonder Food of the Future?</i> Bahar Gholipour <i>Lab-Grown Meat May Save a Lot More Than Farm Animals’ Lives</i></p> <p>Multiple Choice Practice Rachel Carson <i>Silent Spring</i> Ralph Waldo Emerson from <i>Nature</i></p>

<p>Tasks</p>	<p>Conversation Sustainable Eating (Day 6 and 7)</p> <ol style="list-style-type: none"> 1. Read each of the essays about sustainable eating. After you read each selection, review the questions that follow. Answer the questions for Pollan, Foer, and Eliazarov’s essays. I will check your answers. 2. After reading all the essays, answer the eight questions under “Making Connections”. 3. Lastly, select one of the prompts under “Entering the Conversation” and complete it. <p>Multiple Choice Practice (Day 8)</p> <ol style="list-style-type: none"> 1. Read the two passages and answer the multiple-choice questions associated with them. <p>Final Writing Assignment on the Environment (Day 9-10)</p> <ol style="list-style-type: none"> 1. Review the eighteen suggestions for writing. Then, selection one of the options to complete. <p>Additional Task for Days 6-10: Writing Conferences (Complete by 4/9/20)</p> <ol style="list-style-type: none"> 1. I want to spend ten to fifteen minutes with each of you reviewing your work from the first five instructional packets. This can occur anytime between now and April 9th, 2020. After our discussion, I will give you an individual task to complete to help improve your writing. Those of you taking the AP Exam we will also discuss the exam at this time. Here are your options for accomplishing this: <ol style="list-style-type: none"> a. Participate in a group discussion on Microsoft Teams if you have access and are comfortable discussing and receiving feedback on your writing in front of others. b. Participate in an email or LiveGrades exchange. c. Schedule a phone call to discuss and review work.
<p>Additional Resources</p>	<p>Please visit Microsoft Teams for access to further resources. I will be posting additional readings, videos, and exam resources. Additionally, check LiveGrades for important announcements.</p> <p>I will be available on Microsoft Teams from 11:30-1 each weekday for questions, discussion, and other help.</p> <p>AP Exam Reviews from the CollegeBoard. These are accessible through AP Classroom. I will post links on Teams and send a message through Live Grades.</p>

	Wednesday, March 25, 2020	3–3:45 p.m. ET	1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.	
	Thursday, March 26, 2020	3–3:45 p.m. ET	1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.	
	Friday, March 27, 2020	3–3:45 p.m. ET	1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.	