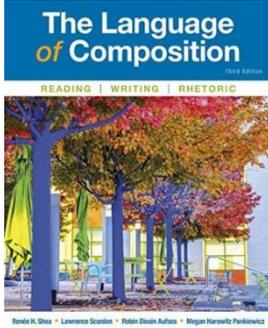


### Core Text / Materials



**Please ensure you obtain the following:**

- The Language of Composition*, 3<sup>rd</sup> Edition – (Teacher Edition)
- The Language of Composition*, 3<sup>rd</sup> Edition – (Student Edition: class set)
- BFW Achieve app on Clever for book online access
- AP Classroom Access
  - You can sign in or sign up here.
  - Identify your AP Coordinator on campus and obtain course audit approval.
- AP English Language Course and Exam Description, Fall 2024
- AP English Language Conceptual Framework

**Note:** This guide will follow the unit materials provided by College Board through their CED and lay these beside the thematic chapters in *The Language of Composition*, 3rd Edition, emphasizing the skills that each unit enumerates and highlights.

### Unit Overview

Unit 2 deepens focus on particular audience, widens and deepens discussions of claims and evidence, introduces rhetorical appeals in relation to audience, claims and evidence. Students will identify and write an overarching thesis for an argument and begin to move beyond one paragraph of claims and evidence.

### Big Ideas/Skills Categories (note: skills highlighted are re-teach from unit 1)

Enduring Understanding	Skills	Essential Knowledge
<b>RHS:</b> Individuals write within a particular situation and make strategic writing choices based on that situation.	<b>1.A Reading</b> – Identify and describe rhetorical situation.	<b>RHS-1.A</b> The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message.
	<b>2.A Writing</b> – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	<b>RHS-1.I</b> The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis
	<b>1.B Reading</b> – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.	<b>RHS-1.F</b> Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make.
	<b>2.B Writing</b> – Demonstrate an understanding of an audience’s beliefs, values, or needs.	<b>RHS-1.G</b> To achieve a 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:</b> Writers make claims about subjects, rely on evidence that supports the	<b>3.A Reading</b> – Identify and explain claims and evidence within an argument.	<b>CLE-1.A</b> Writers convey their positions through one or more claims that require a defense. <b>CLE-1.B</b> Writers defend their claims with evidence and/or reasoning.

reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.	<b>4.A Writing</b> – Develop a paragraph that includes a claim and evidence supporting the claim.	<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>3.B Reading</b> – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.	<b>CLE-1.O</b> A thesis statement may preview the line of reasoning of an argument.
	<b>4.B Writing</b> – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	<b>CLE-1.J</b> A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement.
<b>REO:</b> Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.	<b>5.A Reading</b> – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.	<b>REO-1.B</b> Writers may express a claim and then develop a line of reasoning to justify the claim.
	<b>6.A Writing</b> – Develop a line of reasoning and commentary that explains it throughout an argument.	<b>REO-1.C</b> Writers explain their reasoning through commentary that connects chosen evidence to a claim.
	<b>5.B Reading</b> – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.	<b>REO-1.N</b> Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.
	<b>6.B Writing</b> – Use transitional elements to guide the reader through the line of reasoning of an argument.	<b>REO-1.P</b> Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.

Unit 2 Exam				
Structure				Useful Resources
Section 1	Multiple Choice	20 minutes time limit	15 questions	<input type="checkbox"/> How to access the exam via AP Classroom exam links <input type="checkbox"/> Assessment Companion <input type="checkbox"/> How to input Rubric Score on Edcite <input type="checkbox"/> TEAMS AP English Language Channel
Section 2	Free Response	25-30 minutes time limit	1 Argument Prompt	
<b>Note:</b> Unit Exams are skills-based exams with added time constraints to prepare for the final AP English Language exam. While essays are suggested in intervals of 40 minutes during a full-length exam, unit exams focus on the students’ ability to read, draft, and respond to a prompt with a <b>defensible thesis</b> (Row A point) and <b>at minimum a claim, evidence, and commentary</b> in their body paragraph(s) (Row B points) in a limited time frame.				

**Multi-Tiered System of Support (MTSS)**

To support the district’s **Multi-Tiered System of Supports (MTSS)** initiative and align more closely with TEA’s **Research-Based Instructional Strategies (RBIS)** framework, instructional products will be created that prioritize **speaking and classroom discourse, text-based responses, and vocabulary development** throughout the AP English Language curriculum. These focus areas are embedded within the curriculum in alignment with the **College Board’s Course Exam Description (CED)** and our textbook, *The Language of Composition*. This unit guide specifically targets the **effective integration** of these instructional strategies into daily instruction, ensuring that they are implemented in a way that fosters **intentional and focused** delivery. The goal is to enhance student engagement and performance, ensuring students are well-prepared for the AP exams in the 25-26 school year.

Unit 2 Reading List		
Title	Author	Location
1. excerpt <i>The King's Speech</i>	King George VI	page 11-12
2. excerpt <i>Slow Food Nation</i>	Alice Waters	pages 15
3. "Order of the Day"	Dwight D. Eisenhower	page 18
4. visual text: cartoon "Rosa Parks"	Tom Toles	pages 23
5. "Hip Hop Planet"	James McBride	page 301-306
6. "How to Listen to Music"	Hua Hsu	page 339-343
7. "Nobel Prize Banquet Speech"	Bob Dylan	page 359
8. visual text: "Formation"	Beyonce	page 367

ROADMAP		
Lesson 1: Rhetorical Appeals		Date:
Skill / Objective	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors
<p><b>1.B</b> Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</p> <p><b>Obj. – SWBAT</b> identify, analyze, and effectively apply the rhetorical appeals of ethos, pathos, and logos in "Slow Food Nation", "Order of the Day", and Rosa Park's political cartoon.</p>	<p><b>Goal of this lesson:</b> analyze how rhetorical appeals (ethos, pathos, logos) demonstrate an author's understanding of an audience's beliefs, values, or needs by applying SPACECAT to a variety of texts and visuals.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Do Now:</b> Images that reflect ethos, pathos, and logos</li> <li><input type="checkbox"/> <b>Model:</b> Mini Lesson – Define and unpack vocabulary <ul style="list-style-type: none"> <li>• Optional learning video: How to Use Rhetoric to get what you want – Ted Ed (4:29)</li> </ul> </li> <li><input type="checkbox"/> <b>Guided Practice:</b> Model <b>SPACECAT</b> (Speaker, Purpose, Audience, Context, Exigence, Choices, Appeals, and Tone) using "The King's Speech" (page 11) <ul style="list-style-type: none"> <li>• Optional or Paired Modeling Film Review: The King's Speech</li> </ul> </li> <li><input type="checkbox"/> <b>Practice: Have students practice</b> and attempt to explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. <ul style="list-style-type: none"> <li>• <b>Student A:</b> Analyzes from Slow Food Nation (pg.15)</li> <li>• <b>Student B:</b> Analyzes "Order of the Day" (pg. 18)</li> </ul> </li> <li><input type="checkbox"/> <b>Exit Ticket:</b> Analyze political cartoon (Rosa Parks pg. 23.) and present finding of appeals that demonstrate an understanding of audience's beliefs, values, or needs.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anchor chart defining ethos, pathos, logos with examples</li> <li><input type="checkbox"/> Anchor chart SPACECAT</li> <li><input type="checkbox"/> Connect appeals to audience beliefs, values, and needs</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify examples of ethos, pathos, and logos in texts and visuals</li> <li><input type="checkbox"/> Explain how appeals connect to audience beliefs, values, or needs</li> <li><input type="checkbox"/> Use SPACECAT framework to structure responses</li> </ul>
<b>Vocabulary</b>		
Ethos Pathos Logos Counterargument		
	<b>Special Pops Tips</b>	
		<b>Know</b>
		<b>Do</b>

Concession Refutation	<ul style="list-style-type: none"> <li>➤ Provide visuals/icons for ethos (trust/credibility), pathos (emotions), logos (facts/reason).</li> <li>➤ Chunk SPACECAT into 2–3 categories at a time (Speaker + Audience first, then add Choices + Appeals).</li> </ul>		
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<b>Lesson 2: Deepen Practice of Rhetorical Situation</b>	<b>Date:</b>
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Skill / Objective	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors	
<p><b>1.A</b> Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p><b>Obj. – SWBAT</b> analyze and apply the concept of the rhetorical situation by identifying and explaining exigence, audience, purpose, context, speaker, and message, in James McBride’s “Hip Hop Planet”.</p>	<p><b>Goal of this lesson:</b> Deepen student practice with rhetorical situation analysis by applying SPACECAT to complex, unfamiliar cultural texts and <b>recognizing exigence as the “why now”</b> behind a text. Students should strengthen skills in identifying purpose, audience, and message with evidence.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Do Now:</b> Define Pop Culture and recognize Pop Culture categories.</li> <li><input type="checkbox"/> <b>Model:</b> Close reading analysis of <i>Hip Hop Planet</i> by James McBride using SPACECAT graphic organizer (paragraphs 1-4, pages 301-302) <ul style="list-style-type: none"> <li>• Mini Activity: Exigence – Analyzing historical significance and effect of Sugar Hill Gang’s “Rapper’s Delight”</li> </ul> </li> <li><input type="checkbox"/> <b>Guided Practice:</b> continued close reading analysis of <i>Hip Hop Planet</i> (paragraphs 5-8) <ul style="list-style-type: none"> <li>• Complete <b>claim</b> sentence frame identifying a <b>rhetorical choice</b> and it’s effect</li> </ul> </li> <li><input type="checkbox"/> <b>Collaborative Learning:</b> Assign sections of reading to each student and complete new SPACECAT graphic organizer <ul style="list-style-type: none"> <li>• <b>Student A:</b> Assign section “Burning Man” (6:00 minute read)</li> <li>• <b>Student B:</b> Assign section “The Crossover” (4:00 minute read)</li> </ul> </li> <li><input type="checkbox"/> <b>Exit Ticket:</b> Multiple-choice questions that focus on the rhetorical situation.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicitly modeling SPACECAT with text evidence and rationale</li> <li><input type="checkbox"/> Guiding students to connect McBride’s choices to exigence and purpose</li> <li><input type="checkbox"/> Providing historical/cultural context scaffolds (e.g., “Rapper’s Delight” clip, Bronx history)</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using a graphic organizer to identify speaker, purpose, audience, context, exigence, choices, appeals, and tone</li> <li><input type="checkbox"/> Citing textual evidence when explaining rhetorical situation elements</li> </ul>	
<b>Vocabulary</b>		<b>Know</b>	<b>Do</b>
Rhetorical Situation Exigence Audience Purpose Context Speaker Message	<p style="background-color: #ffff00; margin: 0;"><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ <b>Chunk readings</b> into manageable sections with guiding questions; provide summaries of cultural references</li> <li>➤ <b>Provide sentence starters/frames</b> for SPACECAT categories (e.g., “The speaker is ___, who...”).</li> </ul>		

<b>Lesson 3: Deepen Practice in Understanding Audience</b>	<b>Date:</b>
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Skill / Objective	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors	
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<p><b>1.B</b> Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p>	<p><b>Goal of this lesson:</b> explain how McBride demonstrates awareness of his audience’s beliefs, values, or needs by analyzing the texts and connecting hip-hop to broader cultural values.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Do Now:</b> Respond to Oyewole’s claim about rappers “driving the car in the wrong direction.” Discuss what values/beliefs the claim appeals to.</li> <li><input type="checkbox"/> <b>Model:</b> Define audience, beliefs, and values with a real-life example (curfew). <ul style="list-style-type: none"> <li>• <b>Video:</b> Birth of Hip Hop (Quick Write)</li> <li>• Prompt: What values or needs did hip-hop meet for its first audiences in the Bronx?</li> <li>• Connect to McBride anticipating audience concerns.</li> </ul> </li> <li><input type="checkbox"/> <b>Collaborative Practice:</b> In groups, find passages in <i>Burning Man</i> and <i>The Crossover</i> where McBride shows awareness of audience fears/values (skepticism, commercialization, parental concerns). Chart examples together and debrief as a class.</li> <li><input type="checkbox"/> <b>Exit Ticket:</b> Write a paragraph explaining how McBride demonstrates audience awareness in <i>The Crossover</i>, using text evidence.</li> </ul> <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Provide definitions and sentence frames for “audience,” “beliefs,” and “values.”</li> <li>➤ Chunk passages and offer guiding questions for comprehension.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model audience/belief/value clearly.</li> <li><input type="checkbox"/> Prompt students to connect passages to audience concerns.</li> <li><input type="checkbox"/> Facilitate compare/share to build collective chart.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify values/beliefs in Oyewole’s claim.</li> <li><input type="checkbox"/> Work in groups to locate passages and explain how they reflect awareness of audience.</li> <li><input type="checkbox"/> Write independently with text evidence in exit ticket.</li> </ul>				
<p><b>Vocabulary</b></p> <p>Audience Beliefs Values Exigence Purpose Rhetorical Situation</p>		<table border="1"> <thead> <tr> <th data-bbox="1535 743 1770 781">Know</th> <th data-bbox="1770 743 2007 781">Do</th> </tr> </thead> <tbody> <tr> <td data-bbox="1535 781 1770 967"></td> <td data-bbox="1770 781 2007 967"></td> </tr> </tbody> </table>	Know	Do		
Know	Do					
<p><b>Lesson 4: Deepen Practice – Claims and Evidence</b></p>		<p><b>Date:</b></p>				
<p><b>Skill / Objective</b></p>	<p><b>Notes for Intellectual Preparation &amp; Lesson Planning</b></p>	<p><b>Lesson Look Fors</b></p>				
<p><b>3.A</b> Identify and explain claims and evidence within an argument</p>	<p><b>Goal of this lesson:</b> identify McBride’s claims in <i>Full Circle</i> and explain how different types of evidence (anecdote, observation, testimony, statistics, historical context) support those claims.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DN:</b> Analyze the image from M.I.A.’s <i>Borders</i> video (page 308). <ul style="list-style-type: none"> <li>• Students respond to one guiding question connecting the image to McBride’s claim that rap is a “global expression of outrage.”</li> <li>• Share 2–3 responses.</li> </ul> </li> <li><input type="checkbox"/> <b>M:</b> Teacher reads aloud and annotates the <b>first three paragraphs</b> of <i>Full Circle</i>. <ul style="list-style-type: none"> <li>• identifying one claim</li> </ul> </li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create and use anchor chart to reinforce types of evidence.</li> <li><input type="checkbox"/> Model active annotation of the first three paragraphs.</li> <li><input type="checkbox"/> Prompt students to connect evidence back to McBride’s central claim about hip-hop.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately identify claims and match them to evidence.</li> </ul>				

<p><b>Obj.</b> – <b>SWBAT</b> identify McBride’s claims in <i>Full Circle</i> and explain how his evidence (anecdotes, observations, testimony, statistics, historical context) supports his argument that hip-hop expresses global outrage rooted in hardship.</p>	<ul style="list-style-type: none"> <li>• underline the evidence</li> <li>• label the type of evidence (observation, anecdote, testimony, etc.)</li> <li>• explain how it supports the claim.</li> </ul> <p><input type="checkbox"/> <b>Collaborative Practice:</b> Students read the remainder of <i>Full Circle</i> in pairs/groups and complete the graphic organizer with at least 3 additional claims and evidence types.</p> <ul style="list-style-type: none"> <li>• Teacher circulates and prompts with questions like: <ul style="list-style-type: none"> <li>▪ <i>What type of evidence is this?</i></li> <li>▪ <i>How does it strengthen his point?</i></li> </ul> </li> </ul> <p><input type="checkbox"/> <b>ET:</b> Multiple-Choice Questions Targeting Understanding of Claims &amp; Evidence</p>	<p><input type="checkbox"/> Label evidence type correctly (observation, anecdote, testimony, statistics, historical context).</p> <p><input type="checkbox"/> Explain how the evidence strengthens McBride’s argument.</p>
<p><b>Vocabulary</b></p>		
<p>Claim Evidence Anecdote</p>		<p style="text-align: center;"><b>Know</b>                      <b>Do</b></p>
<p>Observation/Description Testimony/Quotation Statistic/Data Historical Context</p>	<p style="background-color: yellow;"><b>Special Pops Tips</b></p> <p>➤ <b>Pre-teach Vocabulary:</b> Use visuals and anchor chart for claim, evidence, anecdote, observation, testimony, historical context. Provide simple definitions + examples before reading.</p> <p>➤ <b>Graphic Organizer Scaffolds:</b> Access to a partially filled-in organizer with one modeled example so students see how to connect claim → evidence → explanation.</p>	
<p><b>Lesson 5: Deepen Practice – Claims &amp; Evidence + Identification of Overarching Thesis</b></p>		<p><b>Date:</b></p>
<p><b>Skill / Objective</b></p>	<p><b>Notes for Intellectual Preparation &amp; Lesson Planning</b></p>	
<p><b>3.A</b> Identify and explain claims and evidence within an argument</p>	<p><b>Goal of this lesson:</b> trace how McBride develops his overarching thesis in <i>Hip Hop Planet</i> by identifying claims, evidence, and rhetorical choices across sections of the essay.</p> <p><b>Lesson Cycle:</b></p> <p><input type="checkbox"/> <b>DN:</b> Watch music video with captions “<i>Where Is the Love?</i>” by the Black Eyed Peas.</p> <ul style="list-style-type: none"> <li>• <i>What is the song arguing about the world, and how does music become a way of making that argument?</i></li> <li>• Brief share-out to connect to McBride’s use of hip hop as cultural critique.</li> </ul> <p><input type="checkbox"/> <b>M:</b> Identifying a claim and evidence in the <i>City of Gods</i> section using the graphic organizer</p> <ul style="list-style-type: none"> <li>• Quotation → Paraphrase → Connection → Rhetorical Effect.</li> </ul> <p><input type="checkbox"/> <b>GP:</b> Lead students through mapping major sections of the essay (<i>Introduction, High-Stepping, Burning Man, The Crossover</i>)</p>	
<p><b>3.B</b> Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure</p>	<p><b>Teachers:</b></p> <p><input type="checkbox"/> explicitly models identifying claim + evidence</p> <p><input type="checkbox"/> prompts students to connect individual claims to McBride’s larger argument</p> <p><b>Students:</b></p> <p><input type="checkbox"/> accurately paraphrase claims from the text.</p> <p><input type="checkbox"/> connect evidence to earlier ideas in the essay.</p> <p><input type="checkbox"/> identify rhetorical choices/appeals and describe their effect</p>	
<p><b>Obj.</b> – <b>SWBAT</b> analyze McBride’s claims and evidence in the “City of</p>		

<p>Gods” section to explain how those claims build to his overarching thesis about hip hop’s cultural significance.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Independent Practice:</b> Students finish the thesis map for the last section (<i>City of Gods</i>) in pairs or individually, tracing how McBride develops his argument across the essay.</li> <li><input type="checkbox"/> <b>Exit Ticket:</b> Complete the statement by answering: In your own words, what is McBride’s overarching thesis in “Hip Hop Planet,” and how do the claims and evidence across the essay build toward it?</li> </ul>	
<p><b>Vocabulary</b></p>		<p><b>Know</b></p>
<p>Claim Evidence Overarching Thesis Concession</p>		<p><b>Do</b></p>
	<p><b>Special Pops Tips</b></p>	
	<ul style="list-style-type: none"> <li>➤ Sentence Frames for Writing: <ul style="list-style-type: none"> <li>○ <b>Claim:</b> “McBride argues that _____.”</li> <li>○ <b>Evidence:</b> “He shows this when he says _____.”</li> <li>○ <b>Connection:</b> “This connects to _____ because _____.”</li> <li>○ <b>Thesis:</b> “Overall, McBride’s thesis is that _____.”</li> </ul> </li> </ul>	

<p><b>Lesson 6: Deepen Practice: Writing Claims &amp; Evidence</b></p>	<p><b>Date:</b></p>
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Skill / Objective	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors	
<p><b>4.A</b> – Develop a paragraph that includes a claim and evidence supporting the claim</p>	<p><b>Goal of this lesson:</b> Write one paragraph with claim + evidence + commentary. Then, identify and explain claim, evidence, and commentary in a peer’s paragraph.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DN:</b> Students unpack the prompt <ul style="list-style-type: none"> <li>• Write a paragraph that argues your position on the cultural value of hip hop</li> </ul> </li> <li><input type="checkbox"/> <b>M:</b> Model two outlines on board: <ul style="list-style-type: none"> <li>• one <i>for</i> hip hop’s cultural value and one <i>against</i></li> <li>• explain either stance is valid if supported with evidence + commentary.</li> </ul> </li> <li><input type="checkbox"/> <b>IP:</b> Students write their own paragraph individually (claim + quoted evidence + commentary).</li> <li><input type="checkbox"/> <b>CP:</b> Students share in groups, discuss strengths/weaknesses, and co-write a stronger “group paragraph” to present. They color-code (green = claim, yellow = evidence, blue = commentary).</li> <li><input type="checkbox"/> <b>ET:</b> Groups present one paragraph. Class scores with Row B rubric while teacher guides discussion. Students then self-reflect in writing: <ul style="list-style-type: none"> <li>• “One strength in my paragraph today was... One area I need to improve is...”</li> </ul> </li> </ul>	<p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project or model claim/evidence outlines for both positions.</li> <li><input type="checkbox"/> Guide rubric unpacking by asking: “Why is this a 2 instead of a 3?”</li> <li><input type="checkbox"/> Encourage students to explain <i>why</i> their peer’s evidence supports (or doesn’t support) the claim.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotate/unpack prompt</li> <li><input type="checkbox"/> Create an outline of ideas</li> <li><input type="checkbox"/> Write one full paragraph (3 sentences) claim, quoted evidence, and commentary.</li> </ul>	
<p><b>Vocabulary</b></p>		<p><b>Know</b></p>	<p><b>Do</b></p>
<p>Claim Evidence Commentary Line of Reasoning</p>	<p><b>Special Pops Tips</b></p>		

	<ul style="list-style-type: none"> <li>➤ <b>Sentence frames for claims:</b> “Hip hop has cultural value because...” or “Hip hop does not have cultural value because...”</li> <li>➤ <b>Evidence starter frames:</b> “McBride writes, ‘____,’ which shows...”</li> </ul>		
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<b>Lesson 7: Audience Awareness</b>	<b>Date:</b>
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Skill / Objective	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors	
<p><b>2.B</b> – Demonstrate an understanding of an audience’s beliefs, values, or needs</p> <p><b>Obj. – SWBAT</b> identify what Hua Hsu assumes about his audience’s beliefs, values, or needs and explain how this strengthens his argument in “How to Listen to Music.”</p>	<p><b>Goal of this lesson:</b> Recognize that Hsu appeals to shared values about music (memory, identity, culture, resisting conformity) and practice articulating how those assumptions strengthen his argument.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DN:</b> Students list 3 reasons people listen to music → teacher charts responses under <i>Beliefs / Values / Needs</i>.</li> <li><input type="checkbox"/> <b>Cold Read:</b> Students read all 7 paragraphs while filling out tone/audience/#hashtag chart. (8 minute read) <b>Option:</b> play “November Rain” by Guns N’ Roses quietly in the background.</li> <li><input type="checkbox"/> <b>M:</b> Teacher introduces SPACECAT quick notes → models chart for Paragraph 1 (“November Rain” anecdote), thinking aloud how Hsu assumes his audience values music shaping memory/identity.</li> <li><input type="checkbox"/> <b>GP:</b> Groups/Pairs annotate remainder of essay, discuss what belief/value Hsu assumes. Share-out &amp; build anchor chart.</li> <li><input type="checkbox"/> <b>ET:</b> AP M/C style questions using sample question stems from Skill 3.B</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cold read directions are clear and time-limited.</li> <li><input type="checkbox"/> Model demonstrates moving from text → audience assumption → effect.</li> <li><input type="checkbox"/> Prompts connect student Do Now answers to Hsu’s appeals.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively annotate chart during cold read.</li> <li><input type="checkbox"/> Pair talk shows identification of audience values/needs.</li> <li><input type="checkbox"/> MCQ answers reflect understanding of audience assumptions.</li> </ul>	
<b>Vocabulary</b>		<b>Know</b>	<b>Do</b>
<p>Audience Beliefs / Values / Needs Assumption Rhetorical Situation</p>	<p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Provide sentence stems: “Hsu assumes his readers believe _____. He shows this when _____. This is effective because _____.”</li> <li>➤ Color code annotations in chart (tone in yellow, audience assumptions in green, hashtags in pink).</li> </ul>		

<b>Lesson 8: Recognize Methods of Development in an Argument</b>	<b>Date:</b>
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Skill / Objective	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors
<p><b>5.C</b> – Recognize and explain the use of methods of development to accomplish a purpose</p>	<p><b>Goal of this lesson:</b> recognize how Hua Hsu uses methods of development (narrative, definition, comparison/contrast, classification) to advance his argument and practice writing their own short argument using one of these methods.</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicitly name and model each method of development.</li> </ul>

<p><b>Obj. – SWBAT</b> identify how Hua Hsu uses methods of development (narrative, definition, comparison/contrast, classification) to advance his argument and then attempt their own argument using one method.</p>	<p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DN:</b> Students listen to <i>paired songs (one short; one long)</i> Write while listening. <ul style="list-style-type: none"> <li>• Which holds your attention better? Or is it not about length but something else (artist, lyrics, beat, personal connection)?</li> </ul> </li> <li><input type="checkbox"/> <b>M:</b> (Mini-Lesson): Introduce four <b>methods of development (narrative, definition, comparison/contrast, classification)</b> with anchor chart.</li> <li><input type="checkbox"/> <b>GP:</b> Models how Hsu uses each method in a paragraph (e.g., narrative in his memory of “November Rain”). Groups/Pairs read short Hsu excerpts and sort them by method of development. Class discusses <i>why</i> Hsu uses each method.</li> <li><input type="checkbox"/> <b>Exit Ticket:</b> Students choose one method and write a 3–4 sentence mini-argument about music (using narrative, definition, comparison, or classification).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prompt students with “what makes you say that?” to push explanation of purpose.</li> <li><input type="checkbox"/> Provide time for writing and discussion to reinforce recognition + practice.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately identify methods of development in Hsu’s text.</li> <li><input type="checkbox"/> Explain why Hsu chose that method (not just what it is).</li> <li><input type="checkbox"/> Write their own short argument using one method.</li> </ul>				
<p><b>Vocabulary</b></p> <p>Narrative Definition Comparison/Contrast Classification Argument Purpose</p>	<p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Allow <b>audio or visual cues</b> (anchor chart with examples, projected definitions)</li> </ul>	<table border="1"> <tr> <td data-bbox="1535 573 1770 613"><b>Know</b></td> <td data-bbox="1770 573 2001 613"><b>Do</b></td> </tr> <tr> <td data-bbox="1535 613 1770 771"></td> <td data-bbox="1770 613 2001 771"></td> </tr> </table>	<b>Know</b>	<b>Do</b>		
<b>Know</b>	<b>Do</b>					

<b>Lesson 9: Introductions and Conclusions</b>	<b>Date:</b>
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<b>Skill / Objective</b>	<b>Notes for Intellectual Preparation &amp; Lesson Planning</b>	<b>Lesson Look Fors</b>
<p><b>2.A</b> – Write introductions and conclusions appropriate to the rhetorical situation</p>	<p><b>Goal of this lesson:</b> understand the <b>rhetorical situation</b> surrounding Bob Dylan’s Nobel Prize in Literature and analyze how his introduction and conclusion respond to it. Apply the strategies by drafting individual acceptance speeches.</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide discussion from TED Talk → Nobel background → Dylan’s context.</li> <li><input type="checkbox"/> Model how to connect rhetorical choices to rhetorical situation.</li> <li><input type="checkbox"/> Push students to explain why Dylan made certain moves in intro/conclusion.</li> </ul>
<p><b>Obj. – SWBAT</b> analyze Dylan’s Nobel Prize speech to identify how he crafts his introduction and conclusion for his rhetorical situation, then practice drafting their own intro/conclusion for a speech.</p>	<p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DN:</b> Watch a clip from the TED Talk “<i>What Makes a Poem a Poem?</i>” (5:19) and discuss how poetry and music overlap.</li> <li><input type="checkbox"/> <b>M:</b> Direct instruction on: <ul style="list-style-type: none"> <li>• What the Nobel Prize is and why it matters (anchor chart).</li> <li>• Who is Bob Dylan is? <b>Page 359</b></li> <li>• Show short CNN video (2 min) explaining the controversy over Dylan receiving the Nobel. <ul style="list-style-type: none"> <li>▪ <b>Argue:</b> Are lyrics poetry? Are songs literature?</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b>GP:</b> <b>Watch</b> Patti Smith’s performance of Dylan’s “A Hard Rain’s A-Gonna Fall” (8:22) at the Nobel ceremony. <b>Listen</b> to Dylan’s Nobel Lecture (8:20). As a class, <b>annotate key rhetorical choices.</b></li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connect poetry and music through TED Talk discussion.</li> <li><input type="checkbox"/> Accurately identify Dylan’s rhetorical choices in intro/conclusion.</li> </ul>
<p><b>Vocabulary</b></p> <p>Rhetorical Situation</p>		

Introduction Conclusion Ethos / Pathos / Logos Tone Audience	<input type="checkbox"/> <b>IP:</b> Complete a <b>SPACECAT</b> analysis of Dylan’s speech (intro & conclusion). <input type="checkbox"/> <b>ET:</b> Multiple-choice AP-style questions (4) on Dylan’s rhetorical situation (intro/conclusion). <b>Short writing: intro + conclusion</b> for a mock acceptance speech (music, sports, academics, etc.)	<input type="checkbox"/> Explain how Dylan’s rhetorical situation shaped those choices.	
	<b>Special Pops Tips</b>	<b>Know</b>	<b>Do</b>
	<ul style="list-style-type: none"> <li>➤ Provide sentence frames for SPACECAT (e.g., “The speaker is ____, which matters because ____.”).</li> <li>➤ Allow students to annotate Dylan’s speech with color-coding (ethos = blue, pathos = red, etc.).</li> <li>➤ Give exemplars of strong intros/conclusions before independent practice.</li> </ul>		
<b>Lesson 10: Describe Line of Reasoning</b>		<b>Date:</b>	
<b>Skill / Objective</b>	<b>Notes for Intellectual Preparation &amp; Lesson Planning</b>		<b>Lesson Look Fors</b>
<b>5.A</b> – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.	<p><b>Goal of this lesson:</b> describe Bob Dylan’s line of reasoning in his Nobel Prize Speech and evaluate how paradox complicates and supports the overarching thesis</p> <p><b>Lesson Cycle:</b></p> <input type="checkbox"/> <b>DN:</b> Defend their response to Who gets to decide whether a work of art is “literature”? <input type="checkbox"/> <b>M:</b> Inference to Dylan’s overarching thesis: <i>The Academy decided my songs are literature; I never claimed that myself.</i> <ul style="list-style-type: none"> <li>• <b>Mini lesson: Paradox</b> = a statement that seems contradictory but reveals a truth. Dylan’s paradox: <i>he denies asking the question but accepts the answer.</i></li> <li>• Introduce Dylan’s context and explain <i>line of reasoning.</i></li> </ul> <input type="checkbox"/> <b>GP:</b> In groups use a reasoning chart to track Dylan’s steps: humility, Shakespeare, personal goals, cultural impact, conclusion. <input type="checkbox"/> <b>IP:</b> Complete the final sections so the class builds one master chart. <input type="checkbox"/> <b>ET:</b> Multiple-Choice questions about Dylan’s Line of Reasoning		<p><b>Teachers:</b></p> <input type="checkbox"/> Modeling how to infer a thesis from indirect reasoning. <input type="checkbox"/> Explicitly naming and exemplifying paradox. <input type="checkbox"/> Guiding students to <b>connect reasoning steps to the overarching thesis.</b> <p><b>Students:</b></p> <input type="checkbox"/> Identifying reasoning steps and linking them to the thesis. <input type="checkbox"/> Recognizing and explaining paradox in Dylan’s speech.
<b>Vocabulary</b>			<b>Know</b>
Line of Reasoning Thesis Paradox Analogy			<b>Do</b>
	<b>Special Pops Tips</b>		

Ethos	<ul style="list-style-type: none"> <li>➤ Pre-highlight paradoxical phrases (e.g., “Not once have I ever asked...thank the Academy for providing such a wonderful answer”) so students can quickly locate and analyze them.</li> <li>➤ Use a simple T-chart (“What Dylan says” vs. “How it supports/complicates the thesis”) for students who need visual structure.</li> </ul>		
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<b>Lesson 11: Thesis + Claims &amp; Evidence using Visual Rhetoric</b>	<b>Date:</b>
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Skill / Objective	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors		
<b>4.B</b> – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	<p><b>Goal of this lesson:</b> Students will evaluate and craft defensible thesis statements about Beyoncé’s music video <i>Formation</i> that require proof or defense and support them with a clear claim and evidence.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DN:</b> Examine the music video still from Beyoncé’s <i>Formation</i> <b>page 367</b>.</li> <li><input type="checkbox"/> <b>M:</b> Conduct a quick <b>SPACE analysis</b> (Speaker, Purpose, Audience, Context, Exigence) using the background text page 366 about Beyoncé and the <i>Formation</i> video.</li> <li><input type="checkbox"/> <b>GP:</b> Guide students through the <b>Thesis, /Claims &amp; Evidence Evolution</b> chart for a still from the <i>Formation</i> video. (Follow lesson guidance about playing music video in the classroom).</li> <li><input type="checkbox"/> <b>Collaborative Practice:</b> Students work in pairs or small groups using a <b>new still</b> to complete their own <b>Thesis, /Claims &amp; Evidence Evolution</b> analysis</li> <li><input type="checkbox"/> <b>IP:</b> Students analyze a strong model thesis based on a new still. Then explain <i>why</i> this thesis is strong (arguable, specific, connected to evidence). Then, craft their own claim and evidence that would support the thesis.</li> <li><input type="checkbox"/> <b>ET: Multiple-Choice</b> questions addressing thesis, claims &amp; evidence (skills 4.A, 4.B) about the still from <i>Formation</i> <b>page 367</b>.</li> </ul> <p style="background-color: yellow; margin-top: 10px;"><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ <b>Pre-teach Key Terms:</b> Display and define <i>thesis, claim, evidence, and defensible</i> using visuals and examples before the Do Now.</li> <li>➤ <b>Highlight &amp; Color Coding:</b> Color-code thesis (yellow), claim (green), evidence (blue) during modeling so students see structure.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate SPACE analysis discussion</li> <li><input type="checkbox"/> Model observation of thesis → claim → evidence from weak to strong evolution explicitly</li> <li><input type="checkbox"/> Circulate classroom to help support during group and independent work</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate weak → strong thesis, claims, and evidence</li> <li><input type="checkbox"/> Discuss and justify why one thesis is strongest</li> <li><input type="checkbox"/> Write claim, and evidence independently</li> </ul>		
<b>4.A</b> – Develop a paragraph that includes a claim and evidence supporting the claim.			<b>Know</b> <b>Do</b>	
<b>Obj. – SWBAT</b> analyze a defensible thesis about Beyoncé’s <i>Formation</i> and support it with a body paragraph using a clear claim and evidence.				
<b>Vocabulary</b>				
Thesis Claim Evidence Defensible Rhetorical Situation				

<b>Lesson 12: Developing Line of Reasoning &amp; Commentary</b>	<b>Date:</b>
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Skill / Objective	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors	
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<p><b>4.B</b> – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>	<p><b>Goal of this lesson:</b> Guide students in explaining the “why” behind their claims and moving from observation and evidence to interpretation and reasoning.</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Models transition from observation → interpretation → reasoning</li> <li><input type="checkbox"/> Uses sentence stems and visual cues to highlight commentary</li> <li><input type="checkbox"/> Facilitates group talk and evidence-based reasoning</li> </ul>				
<p><b>6.A</b> – Develop a line of reasoning and commentary that explains it throughout an argument.</p>	<p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DN:</b> Review thesis &amp; claim using Beyonce’s still from <i>Formation</i>, page 367. <ul style="list-style-type: none"> <li>• Write a quick reflection using the prompt: “This matters because…” or “This shows that…”</li> </ul> </li> <li><input type="checkbox"/> <b>M:</b> Model how to connect <b>thesis, claim, and evidence with commentary</b> using the still of <i>Beyoncé reclining on a submerged police car</i>.</li> <li><input type="checkbox"/> <b>GP:</b> Analyze the still of <i>Beyoncé seated in the antebellum dress with parasol</i>. Class identifies, color codes, &amp; explains line of reasoning in graph.</li> <li><input type="checkbox"/> <b>CP:</b> In Groups of 3–4 analyze <i>Still #3: Beyoncé in black gown with men in formalwear</i>. <ul style="list-style-type: none"> <li>• Each group writes in defense of the provided thesis <ul style="list-style-type: none"> <li>▪ One <b>claim</b> (interpretive, not descriptive)</li> <li>▪ One <b>evidence statement</b> (visual and specific)</li> <li>▪ <b>Multi-sentence commentary</b> that connects back to the thesis</li> </ul> </li> <li>• Groups <b>color-code and map</b> their reasoning threads and prepare a short 1-minute share-out explaining their logic.</li> </ul> </li> <li><input type="checkbox"/> <b>ET:</b> Group Presentations Observations <ul style="list-style-type: none"> <li>• Individual student reflections identifying observed group’s arguments, and reasoning.</li> </ul> </li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain why claims &amp; evidence supports the thesis</li> <li><input type="checkbox"/> Use commentary stems (“this suggests,” “this reveals,” “this challenges…”)</li> <li><input type="checkbox"/> Sustain reasoning across multiple sentences</li> <li><input type="checkbox"/> Visually connect thesis, claim, and evidence through color or structure</li> </ul>				
<p><b>Obj.</b> – <b>SWBAT</b> develop a defensible thesis about Beyoncé’s <i>Formation</i> and extend their reasoning by explaining <b>how</b> and <b>why</b> their evidence supports the thesis, sustaining a coherent line of reasoning across their writing.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><b>Know</b></td> <td style="width: 50%; text-align: center;"><b>Do</b></td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	<b>Know</b>	<b>Do</b>		
<b>Know</b>		<b>Do</b>				
<p><b>Vocabulary</b></p> <p>Thesis Claim Evidence Commentary Line of Reasoning Coherence</p>	<p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Provide <b>visual charts</b> linking key terms (thesis → claim → evidence → commentary).</li> <li>➤ Use <b>color coding</b> or sticky notes to label thesis (yellow), claim (green), evidence (blue), commentary (purple).</li> <li>➤ Allow <b>oral rehearsal</b> before writing; students explain reasoning to partners first.</li> </ul>					
<p><b>FLEX DAY</b></p>		<p>Date:</p>				
<p><b>Skill / Objective</b></p>	<p><b>Notes for Intellectual Preparation &amp; Lesson Planning</b></p>		<p><b>Lesson Look Fors</b></p>			

<p><b>4.B</b> – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>	<p><b>Goal of this lesson:</b> review, evaluate, and score sample essays using the College Board’s Free Response Question 3 rubric.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b></li> <li><input type="checkbox"/> <b>(GI):</b> Model unpacking the rubrics for Row A – Thesis, Row B – Evidence and Commentary. Focus on the criteria for earning a Thesis point. 0 out of a 1. Then focus on understanding the difference in criteria for Row B – 0, 1, 2, 3, 4.</li> <li><input type="checkbox"/> <b>(GP):</b> Divide students into groups. Distribute sample essays. Instruct students to individually read and evaluate each essay, paying attention to its use of evidence and commentary. By Color-Coding, use a highlighter to distinguish between claims, evidence, and commentary. Group presentations of findings.</li> </ul> <p><b>(IP):</b> Continue completing, revising, student’s own response in the process of writing to prepare for exam day and understanding how their writing will be scored. Give appropriate feedback to individual students.</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>				
<p><b>4.A</b> – Develop a paragraph that includes a claim and evidence supporting the claim.</p>						
<p><b>Obj.</b> – <b>SWBAT</b> evaluate and score sample argument essays.</p>						
<p><b>Vocabulary</b></p>						
<p>Thesis Evidence Commentary Persuasiveness</p>						
<p><b>Special Pops Tips</b></p>		<table border="1"> <thead> <tr> <th data-bbox="1535 695 1770 734">Know</th> <th data-bbox="1770 695 2001 734">Do</th> </tr> </thead> <tbody> <tr> <td data-bbox="1535 734 1770 906"></td> <td data-bbox="1770 734 2001 906"></td> </tr> </tbody> </table>	Know	Do		
Know	Do					
<p>➤ Paragraph template with pre-organized sentence frames that lead to one direct response.</p>						
<p><b>TEST DAY</b></p>		<p><b>Date:</b></p>				
<p><b>Skill / Objective</b></p>	<p><b>Notes for Intellectual Preparation &amp; Lesson Planning</b></p>	<p><b>Lesson Look Fors</b></p>				
<p><i>Refer to Assessment Companion for skills assessed in the unit exam.</i></p>	<p><b>Goal of this lesson:</b> Complete Unit 2 Exam in a timed constraint setting.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (DN): Have students use tech to log in to District Testing Platform (Edcite). Issue codes. Ensure you highlight instructions. <ul style="list-style-type: none"> <li>• Exam 1 consists of 11 questions in 15 minutes.</li> <li>• Students will pause before continuing to essay until <b>15 minute</b> timer is up.</li> </ul> </li> <li><input type="checkbox"/> Then, direct students to spend <b>30 minutes</b> responding to the FRQ. <b>Note:</b> The time frame on the actual AP Exam is 45 questions in 1 hour and suggested timing of 40 minutes per FRQ. This exam is 15 min and then 25 minutes to ensure assessing target skills to help develop foundation for timed writing setting. Each student should be</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positions themselves in the classroom in a way they can observe students on their computer screens</li> <li><input type="checkbox"/> Circles room to ensure students are on task</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screen to Scratch notes for annotating passage from screen.</li> <li><input type="checkbox"/> Outline notes of thoughts for responding to the prompt.</li> </ul>				
<p><b>Obj.</b> – <b>SWBAT</b> complete assessment of Unit 2 by answering multiple choice questions and responding to an Argument FRQ.</p>						
<p><b>Vocabulary</b></p>						

	<p>encouraged to at minimum attempt to unpack the prompt and aim to score a 1-2-0. Thesis, Body Paragraph. Discourage students from refusing to write.</p> <p><input type="checkbox"/> (IP): Students take exam.</p> <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Adhere to student’s Individual Educational Plans for Assessments. (IEP)</li> <li>➤ Adjust timing based on classroom observation</li> </ul>	<table border="1"> <tr> <th data-bbox="1541 134 1770 168">Know</th> <th data-bbox="1770 134 1995 168">Do</th> </tr> <tr> <td data-bbox="1541 168 1770 342"></td> <td data-bbox="1770 168 1995 342"></td> </tr> </table>		Know	Do		
Know	Do						
<b>AP SUCCESS DAY – Review: Multiple Choice UE2 Data</b>		<b>Date:</b>					
Skill / Objective	Notes for Intellectual Preparation & Lesson Planning		Lesson Look Fors				
<p><i>Refer to Assessment Companion for skills assessed in the unit exam.</i></p>	<p><b>Goal of this lesson:</b> Allowing students to analyze and reason behind correct and incorrect answer choices in an AP English Language multiple-choice passage. Second-chance scoring is also an opportunity for students to practice reasoning in the way they respond to texts.</p> <p><b>Lesson Cycle:</b></p> <p><input type="checkbox"/> (DN): Have students quickly review their previous quiz results and mark the questions they missed.</p> <p><input type="checkbox"/> (GP): Review the Second-Chance Scoring Process:</p> <ul style="list-style-type: none"> <li>• Revisiting Missed Questions – Explain the process of second-chance scoring: students will analyze the questions they missed, identify the correct answer, and justify why the right answer is correct based on the passage and question wording.</li> <li>• Rhetorical Situation – Remind students to consider the context of each passage, the author’s purpose, audience, and tone when analyzing each question.</li> <li>• Textual Evidence – Teach students to refer back to specific lines, phrases, or words in the text that support the correct answer.</li> </ul> <p>(IP): Students will work independently or in groups to complete their justifications for all missed questions. They should fully explain why the correct answer is right and the incorrect answers are wrong.</p>		<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data wall of highest missed questions or skill from unit exam</li> <li><input type="checkbox"/> Vocabulary wall from answer choices that were seen as challenging</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Justifications for answer choices</li> <li><input type="checkbox"/> Cite specific lines, words, or phrases from the passage in justification</li> </ul>				
<p><b>Obj. – SWBAT</b> understand the reasoning behind missed multiple-choice questions by analyzing incorrect answers and justifying the correct answer choices.</p>			<table border="1"> <tr> <th data-bbox="1541 1235 1770 1269">Know</th> <th data-bbox="1770 1235 1995 1269">Do</th> </tr> <tr> <td data-bbox="1541 1269 1770 1305"></td> <td data-bbox="1770 1269 1995 1305"></td> </tr> </table>	Know	Do		
Know	Do						
<p><b>Vocabulary</b></p>	<p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤</li> </ul>						