

# Unit 1: Introduction to Rhetoric

Content Area: **ELA**  
Course(s): **ELA AP LA&C**  
Time Period: **September**  
Length: **15 Days, Grade 11**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**AP Language and Composition, Grade 11**

**Unit 1: Intro to Rhetoric**

**Belleville Board of Education**

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## **Unit Overview**

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In Unit 1, students will review Summer Reading work and develop an awareness for rhetorical strategies and terms. Students will also become familiar with the AP Exam and expectations while developing an awareness of MLA formatting, grammar, and other mechanics of writing.

## **Enduring Understanding**

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Interpreting rhetoric is a process individuals can use to influence other's ideas and thoughts within a print or non-print medium.

## Essential Questions

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What is rhetoric and how does one evaluate it?

## Exit Skills

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By the end of Unit 1: Introduction to Rhetoric, students will be able to:

- Understand the AP Language and Composition Exam format and expectations.
- Develop academic vocabulary (flashcards, exercises, and quizzes)
- Write a composition and deliver an oral presentation focusing on SOAPStone, rhetorical strategies, and conventional grammar. Discuss the modes of writing, and learn the conventions of the narrative mode.

## New Jersey Student Learning Standards (NJSLS-S)

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| LA.W.11-12.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  |
| LA.RL.11-12.8  | (Not applicable to literature)  |
| LA.L.11-12.5.B | Analyze nuances in the meaning of words with similar denotations.   |
| LA.RL.11-12.9  | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same |

period treat similar themes or topics.

- LA.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- LA.RL.11-12.10a By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LA.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- LA.SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- LA.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- LA.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- LA.L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- LA.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- LA.W.11-12.4 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 standards 1–3 above.)
- LA.11-12.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- LA.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- LA.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- LA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- LA.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared

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|                | writing products in response to ongoing feedback, including new arguments or information.  |
| LA.RI.11-12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.   |
| LA.L.11-12.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| LA.RI.11-12.8  | Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).   |
| LA.L.11-12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  |
| LA.W.11-12.7   | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| LA.RI.11-12.9  | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.   |
| LA.W.11-12.8   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). |
| LA.W.11-12.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| LA.L.11-12.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| LA.W.11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LA.L.11-12.2.B | Spell correctly.   |
| LA.SL.11-12.3  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |
| LA.L.11-12.3   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| LA.RL.11-12.1  | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   |
| LA.L.11-12.3.A | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.  |
| LA.RL.11-12.2  | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  |
| LA.L.11-12.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  |
| LA.L.11-12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position  |

or function in a sentence) as a clue to the meaning of a word or phrase.

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| LA.RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| LA.L.11-12.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  |
| LA.RL.11-12.5  | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |
| LA.RL.11-12.6  | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |
| LA.L.11-12.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.   |
| LA.L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| LA.RL.11-12.7  | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)   |

## **Interdisciplinary Connections**

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- Social Studies - research historical events to gain a deeper understanding of the literature
- Current Events - connect current events to readings
- Technology - use technology to create

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| CRP.K-12.CRP2   | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.   |
| CRP.K-12.CRP5   | Consider the environmental, social and economic impacts of decisions.   |
| CRP.K-12.CRP4   | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.  |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater |

good.

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| SOC.6.1.12        | All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  |
| SOC.6.1.12.B.3.a  | Assess the impact of Western settlement on the expansion of United States political boundaries.  |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.   |
| CRP.K-12.CRP7.1   | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.  |
| CRP.K-12.CRP8.1   | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.   |
| CRP.K-12.CRP11.1  | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.   |
| TECH.8.1.12.A.1   | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  |
| SOC.6.1.12.C.3.a  | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.  |
| CRP.K-12.CRP4.1   | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| TECH.8.1.12.A.3   | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  |
| TECH.8.1.12.A.2   | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.   |
| CRP.K-12.CRP6     | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP6.1   | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.   |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.  |

## Learning Objectives

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- Identify and discuss the skills being assessed by the AP Language and Composition Exam.
- Establish a set of terms and concepts needed to analyze our own and others' writing, focusing on the SOAPSTone technique: subject-occasion-audience-purpose-speaker-tone.
- Discuss the modes of writing, and learn the conventions of the narrative mode.
- Analyze the rhetorical strategies and stylistic devices of narrative essays.
- Review the elements of the writing process.
- Review some key terms of rhetorical analysis, including audience, context, persona, author, purpose, medium, subject, tone, ethos, logos, pathos, rhetoric, argumentation, persuasion, and synthesis.
- Review and evaluate our knowledge of the parts of speech and sentence mechanics (clauses, phrases, antecedents, sentence types) in order to establish a common set of analytical labels for our writing.



## Suggested Activities & Best Practices

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- After discussing the standard AP Essay Rubric, students will create what they believe to be a fair and progressively challenging rubric for each marking period. This allows the students to have a say in how they will be graded as well as accountability for the assignment.
- Each student will answer the units essential question(s) via Blogger on the class website before the unit begins. After the unit is completed-students will comment on their peer's post referencing material discussed during the unit. This will promote student interaction outside of the classroom as well as assist student's participation skills in the 21st century.

## Assessment Evidence - Checking for Understanding (CFU)

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Blog responses to Essential Question: What is rhetoric and how does one evaluate it? - alternative assessment

Peer comments after the unit on Essential Questions Blogs. - formative assessment

AP Style Multiple Choice Practice Questions from Albert.io -summative assessment

Socratic Seminars - formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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- Excerpts from *The Language of Composition*, 3<sup>rd</sup> ed., Shea, *et al* — Chapters 1-3, “An Introduction to Rhetoric”; “Close Reading: The Art and Craft of Analysis”; and “Synthesizing Sources: Entering the Conversation.”
- Sadlier-Oxford Vocabulary Level H

## **Ancillary Resources**

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Princeton Review Workbooks

Teacher generated presentations and lectures.

Materials used by the teacher's discretion.

## **Technology Infusion**

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Google Classroom

Google Website

Blogger

Google Docs

Google Slides

Screencastify

Other technology infusions are used at the teacher's discretion.



## **Alignment to 21st Century Skills & Technology**

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### **21st Century Skills & Technology:**

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.   |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.   |
| TECH.8.1.12    | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.B  | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.   |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.  |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.   |
| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.  |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |

## **21st Century Skills/Interdisciplinary Themes**

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### **21st Century/Interdisciplinary Themes** that will be incorporated into this unit:

- Communication and Collaboration
  - Information literacy
  - Media Literacy
  - Life and Career Skills
  - Creativity and Innovation practicing skills of rhetoric
  - Critical thinking and Problem Solving used while identifying rhetorical elements
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- Communication and Collaboration
  - Creativity and Innovation
  - Critical thinking and Problem Solving
  - ICT (Information, Communications and Technology) Literacy

- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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### **Differentiations:**

- Extra time to complete assignments
- Repeat directions in class and on teacher website
- Preview Vocabulary on teacher website

### **Hi-Prep Differentiations:**

- Leveled rubric (student made)
- Literature Circles/Socratic Seminar

### **Lo-Prep Differentiations**

- Flexible grouping/seating among classmates
- Think-Pair-Share Online Blog entries

## **Special Education Learning (IEP's & 504's)**

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- Provide modifications in workload and extended time as specified in the student's IEP/504 plan

- Allow extra time for online blog submissions
- Allow student to preview the material via teacher website
- Use of computer or electronic device during class to follow lesson, take notes, refer to HW for discussion
- Modeled AP essays and multiple choice questions with discussions for student retention.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- Allow for shorter blog and homework responses
- Use of Youtube videos and Screencasts of lessons for student retention and clarification of material located on teacher's website.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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-Reduce multiple choice options and build the options back into the lessons so students get a feel for true AP questions

-Provide a copy of the teacher's notes on the class website

-Screencast a lesson/discussion.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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-Create two blogs about the unit (before and after)

-Allow students to work at a faster pace by having material assessable two weeks prior.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Unit Name: Unit 1: Intro to Rhetoric

NJSLS: LA.L.11-12.4.D-Verify the preliminary determination of the meaning of a word or phrase.

LA.SL.11-12.1-Initiate and participate effectively in a range of collaborative discussions.

Interdisciplinary Connection:

Statement of Objective: SWDAT listen and ask questions regarding the AP Language and Composition exam.



Anticipatory Set/Do Now: Review lesson vocabulary words from Unit 1 via Sadlier Oxford Vocabulary Website

Learning Activity: Review vocabulary, learn the format and expectation of the AP Language and Composition exam.

Student Assessment/CFU's: Google Form exit ticket

Materials: Student Chromebooks, SMARTtv, teacher laptop, Google website, and teacher created materials

21st Century Themes and Skills: Information Literacy and Critical Thinking and Problem Solving

Differentiation/Modifications: Pairing oral instructions with visual and provide assignment ahead of time

Integration of Technology: 1:1 Chromebooks, SMARTtv, Google website, Sadlier Oxford Vocabulary website