

		Campus: Princeton High School	
Author(s): Katie Filina		Date Created / Revised: July 25, 2022	
Six Weeks Period: 1st		Grade Level & Course: AP English III	
Timeline: 26 Days		Unit 1: Exploring the Individual	Lesson: 1
Stated Objectives: TEK # and SE	AP English Language: Big Ideas and Enduring Understandings <u>Rhetorical Situations (RHS-1):</u> Individuals write within a particular situation and make strategic writing choices based on that situation. <u>Claims and Evidence (CLE-1):</u> Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. <u>Reasoning and Organization (REO-1):</u> Writers guide understand of a text’s lines of reasoning and claims through that text’s organization and integration of evidence. <u>Style (STL-1):</u> The rhetorical situation informs the strategic stylistic choices that writers make.		
See Instructional Focus Document (IFD) for TEK Specificity			
Key Understandings	<ul style="list-style-type: none"> ● Authors and speakers use rhetorical devices in order to heighten interest, appeal to audience, and effectively communicate a message. ● Understanding the connections between literary and rhetorical elements facilitates the reader’s ability to make meaning of text. ● The ability to make inferences and deconstruct prompts will assist students in their ability to understand questions. ● Visual images can convey messages and be used as a text. 		
Misconceptions	<ul style="list-style-type: none"> ● Students may not realize that the way a question is structured can actually help them in answering the question. ● Students may believe they can give their own opinions to answer questions without providing textual evidence evidence as support. ● Students may not realize that the use of humor or sympathy are intentional means of making an appeal to a specific audience. 		
Suggested Day	Instructional Procedures (subject to change as needed)	Notes	
Day 1 Aug. 11	<p>OBJECTIVE: Introduce and understand the expectations and procedures for Ms. Filina’s AP English course.</p> <ol style="list-style-type: none"> 1. Teacher will introduce herself to class and give course expectations 2. Teacher will preview the direction the course is going through the course syllabus 	<ul style="list-style-type: none"> ● AP contract ● Syllabus ● Google Classroom 	

	<ol style="list-style-type: none"> 3. Teacher will provide students with course overview and calendar 4. Students will review and sign AP contract 5. Students will fill out an "About Me" contact form after registering on the Google Classroom course <p>CLOSING TASK: Contact Form on Google Classroom</p>	
Day 2 Aug. 12	<p>OBJECTIVE: Students will complete an AP writing diagnostic.</p> <ol style="list-style-type: none"> 1. Teacher will provide grading rubric for AP summer assignment and provide students instructions on further work with summer reading novel 2. Student will complete AP writing diagnostic <p>CLOSING TASK: Students will turn in their timed writing.</p>	<ul style="list-style-type: none"> ● AP Lined Paper
Day 3 Aug. 15	<p>OBJECTIVE: Deconstruct tone in Shaw's "The Cremation"</p> <ol style="list-style-type: none"> 1. Teacher will introduce SOAPSTone, students will take notes 2. Students will engage in text rendering through whole class, small group, and individual discussion 3. Students will take notes over rhetorical strategies used by the author <p>CLOSING TASK: Students complete an exit post it note stating the tone of the passage.</p>	<ul style="list-style-type: none"> ● Post It Notes ● Novel
Day 4 Aug. 16	BOY Testing	
Day 5 Aug. 17	BOY Testing	<ul style="list-style-type: none"> ● Meet the Teacher Night!
Day 6 Aug 18	<p>OBJECTIVE: Students will review the basic elements of strong analytical writing.</p> <ol style="list-style-type: none"> 1. Students will review the following elements of strong analytical writing <ol style="list-style-type: none"> a. Introductions b. Thesis Statements c. Structure/Organization d. Embedded textual evidence e. Transitions <p>CLOSING TASK: Students will use their notes on strong analytical writing to revise their summer essay assignment.</p>	<ul style="list-style-type: none"> ● AP Notebook
Day 7 Aug 19	<p>OBJECTIVE: Engage in thoughtful discussion over language and author's purpose through the Socratic format</p> <ol style="list-style-type: none"> 1. Students will engage in a Socratic seminar using the materials provided 2. Socratic seminar grading rubric will be used based on self-assessment and teacher-assessment 3. Students not engaging in the Socratic seminar will take notes over important points and evidence provided <p>CLOSING TASK: Students will complete reflection over their performance in the Socratic seminar.</p>	<ul style="list-style-type: none"> ● Socratic Rubric ● Novel
Day 8 Aug 22	<p>OBJECTIVE: Students will examine the various levels of questioning and expectations when annotating text</p> <ol style="list-style-type: none"> 1. Introduce levels of questioning 2. Provided literary terms commonly seen on the AP Exam 	<ul style="list-style-type: none"> ● Google Classroom ● Novel

	<p>3. Teacher will model text annotations and provide student expectations for annotating texts</p> <p>CLOSING TASK: Students will complete bookmark with reading due dates.</p>	
Day 9 Aug. 23	<p>OBJECTIVE: Introduce students to rhetorical precis.</p> <ol style="list-style-type: none"> 1. Teacher will provide required information for an effective rhetorical precis 2. Teacher will model a well-crafted rhetorical precis 3. Students will practice a rhetorical precis over prompt provided. <p>CLOSING TASK: Students will recite the four basic elements of a rhetorical precis.</p>	<ul style="list-style-type: none"> ● Precis Rubric ● Google Classroom ● Novel
Day 10 Aug. 24	<p>OBJECTIVE: Students will examine the various levels of questioning and expectations when annotating text</p> <ol style="list-style-type: none"> 1. Review levels of questioning 2. Provided literary terms commonly seen on the AP Exam 3. Teacher will model text annotations and provide student expectations for annotating texts 4. Revise annotations and precis for feedback <p>CLOSING TASK: Students will complete bookmark with reading due dates.</p>	<ul style="list-style-type: none"> ● Google Classroom ● Novel
Day 11 Aug. 25	<p>OBJECTIVE: Engage in thoughtful discussion over language and author's purpose through the Socratic format</p> <ol style="list-style-type: none"> 1. Students will engage in a Socratic seminar using the materials provided 2. Socratic seminar grading rubric will be used based on self-assessment and teacher-assessment 3. Students not engaging in the Socratic seminar will take notes over important points and evidence provided <p>CLOSING TASK: Students will complete reflection over their performance in the Socratic seminar.</p>	<ul style="list-style-type: none"> ● Socratic Rubric ● Novel
Day 12 Aug. 26	<p>OBJECTIVE: Students will learn to use the Aristotelian triangle to analyze text/visual.</p> <ol style="list-style-type: none"> 1. Teacher will introduce students to the Rhetorical Triangle <ol style="list-style-type: none"> a. Speaker, Audience, Subject b. Purpose, Tone, Medium 2. Teacher will introduce students to Ethos, Logos, and Pathos. 3. Students will look at the picture from the warm-up and work with a partner to fill out a triangle for the image. <p>CLOSING TASK: Students will share a real example of Ethos, Pathos or Logos on the Google question</p>	<ul style="list-style-type: none"> ● Novel
Day 13 Aug. 29	<p>Junior Timeline Presentation</p>	
Day 14 Aug. 30	<p>OBJECTIVE: Reinforce rhetorical analysis using TWIST</p> <ol style="list-style-type: none"> 1. Students will analyze the rhetorical strategies used in a pair of poems using the rhetorical strategy, TWIST 2. Students will create language statements based on the analysis provided by the TWIST model 	<ul style="list-style-type: none"> ● Google Classroom ● Novel

	<p>3. Students will identify other rhetorical language terms and brainstorm connections between these and the author's purpose in composing the text.</p> <p>CLOSING TASK: Students will share their perceived connection between readings</p>	
Day 15 Aug. 31	<p>OBJECTIVE: Engage in current events through Global Perspective Project.</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Teacher will provide instructions, model, and grading rubric for Global Perspectives unit project 2. Students will select current issues to focus on for their Global Perspective project this unit 3. Students will begin analysis of issue with rhetorical strategies provided <p>CLOSING TASK: Students will give name of article used for Global Perspective Project #1</p>	<ul style="list-style-type: none"> ● Google Classroom ● Laptops
Day 15 Sept. 1	<p>OBJECTIVE: Engage in current events through Global Perspective Project.</p> <p>Instruction:</p> <ol style="list-style-type: none"> 4. Teacher will provide instructions, model, and grading rubric for Global Perspectives unit project 5. Students will select current issues to focus on for their Global Perspective project this unit 6. Students will begin analysis of issue with rhetorical strategies provided <p>CLOSING TASK: Students will give name of article used for Global Perspective Project #1</p>	<ul style="list-style-type: none"> ● Google Classroom ● Laptops
Day 16 Sept. 2	<p>OBJECTIVE: Engage in current events through Global Perspective Project.</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Students will begin analysis of issue with rhetorical strategies provided 2. Students will continue to work on Global Perspective project, focusing on rhetorical analysis and crafting strong argumentative statements <p>CLOSING TASK: Students will share claim statement with peers</p>	<ul style="list-style-type: none"> ● Google Classroom ● Laptops
Day 17 Sept. 6	<p>OBJECTIVE: Introduce language statement and practice crafting strong language statements using evidence from text</p> <ol style="list-style-type: none"> 1. Students will analyze the rhetorical strategies used in the Declaration of Independence using the rhetorical strategy, TWIST 2. Students will create language statements based on the analysis provided by the TWIST model 3. Students will identify other rhetorical language terms and brainstorm connections between these and the author's purpose in composing the text <p>CLOSING TASK: Students will share their developing thoughts regarding The American Dream</p>	<ul style="list-style-type: none"> ● Google Classroom ● Novel

<p>Day 18 Sept. 7</p>	<p>OBJECTIVE: Introduce language statement and practice crafting strong language statements using evidence from text</p> <ol style="list-style-type: none"> 1. Students will analyze the rhetorical strategies used in the Declaration of Independence using the rhetorical strategy, TWIST 2. Students will create language statements based on the analysis provided by the TWIST model 3. Students will identify other rhetorical language terms and brainstorm connections between these and the author's purpose in composing the text <p>CLOSING TASK: Students will share their developing thoughts regarding The American Dream</p>	
<p>Day 19 Sept. 8</p>	<p>OBJECTIVE: Engage in thoughtful discussion over important literary elements, author intentionality, and theme in unit materials through the Socratic format</p> <ol style="list-style-type: none"> 1. Students that are assigned to Group A will engage in a Socratic seminar using the materials provided 2. Socratic seminar grading rubric will be used based on self-assessment and teacher-assessment 3. Students not engaging in the Socratic seminar will take notes over important points and evidence provided <p>CLOSING TASK: Students will complete reflection over their performance in the Socratic seminar.</p>	<ul style="list-style-type: none"> ● Socratic Rubric ● Novel ● Supplementary unit materials
<p>Day 20 Sept. 9</p>	<p>Homecoming Half-Day!</p>	
<p>Day 21 Sept. 12</p>	<p>OBJECTIVE: Engage in thoughtful discussion over important literary elements, author intentionality, and theme in unit materials through the Socratic format</p> <ol style="list-style-type: none"> 1. Students that are assigned to Group B will engage in a Socratic seminar using the materials provided 2. Socratic seminar grading rubric will be used based on self-assessment and teacher-assessment 3. Students not engaging in the Socratic seminar will take notes over important points and evidence provided <p>CLOSING TASK: Students will complete reflection over their performance in the Socratic seminar.</p>	<ul style="list-style-type: none"> ● Socratic Rubric ● Novel ● Supplementary unit materials
<p>Day 22 Sept. 13</p>	<p>Review for Six Weeks Testing</p>	
<p>Day 23 Sept. 14</p>	<p>College and Career Fair</p>	
<p>Day 24 Sept. 15</p>	<p>Six Weeks Testing</p>	
<p>Day 25 Sept. 16</p>	<p>Six Weeks Testing</p>	

Accommodations for Special Populations

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.

