

UNIT OF STUDY 1

Title: Learning the Ropes: What to Expect from the AP Test Unit 1 AP English Language and Composition		Subject/Course: Length: 2 weeks	
Topic: Grade: 11		Designer: Sheryl Murtha	
UNIT GOALS AND EXPECTATIONS			
IMPORTANT CONCEPTS: The AP Language and Composition test is rigorous. Understanding the AP exam is vital to a student's success in the Lang. and Comp. course. Understanding the AP grading system is essential to understanding both the text and the course.		ESSENTIAL QUESTIONS: Will the student be successful in the AP Language and Composition course? What will the student need to know to take the multiple choice AP test? How will the student develop the skills to write an AP style essay? How will the m/c test be graded? How are the essays graded? What are the expectations for success in an AP course?	
STUDENT LEARNING EXPECTATIONS: (On going Writing SLE's) R.9.11.2: Analyze style and diction to determine author's purpose R.9.11.5: Draw inferences from a complete selection W.4.11.2: Communicate clearly the purpose of the writing W.5.11.8: Write on demand to a specified prompt within a given time frame W.6.11.1: Use a variety of sentence structure, types, and lengths for effect in writing. R.10.11.18: Read a variety of literary and content prose R.10.11.22: Analyze the impact of diction, imagery, style and figurative language on tone, mood, and theme using literary terminology			
SPECIFIC DECLARATIVE KNOWLEDGE-What I know Understand the basics of the entire AP test Learn how the student can effectively use his reading and writing skills for success on the AP Language and Composition test		SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do Analyze a rhetorical essay Examine a synthesis essay Examine a persuasive essay Read sample AP responses to essays Analyze multiple choice AP exam	

UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Traditional Assessments:	Other Evidence of Learning: Group grade of multiple choice test Participation grade for group work Write an exit slip response to the question: What are your feelings about the AP Language and Composition test at this point in the course?

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>In their "houses," students will work through a multiple choice test. They will be asked to try to get at least half of the questions correct, which is considered to be "qualified" by the AP readers. They will use dictionaries and will be expected to explain why they chose a particular response.</p> <p>Give students the correct answers to the test and work through their own answers, discussing incorrect responses.</p> <p>Give students a notebook sheet of literary terms that occur in the passage. Discuss terms and general vocabulary.</p> <p>Focus on "paradox." Locate examples of paradox on the internet, and have students identify the paradox in each quotation or literary example.</p> <p>Give students a rhetorical essay prompt . In one class period, they will respond to the prompt . Students will "grade" each others' prompts following the AP grading rubric, which they will study as a homework assignment.</p> <p>Study sample prompts and the AP readers' responses to those prompts.</p>	<p>Excerpts from old AP Language and Composition Exams, both multiple choice and essays</p> <p>Student responses to 2007 or 2008 essays</p>
Career Connections	