

# AP Lang Playlist: **Quarter 1**

Mrs. Culley

[Course Syllabus Here](#)

Click on the Week to find agendas/assignments:

<a href="#">Week 1</a> July 25-28	<a href="#">Week 2</a> <a href="#">July 31-August 4</a>	<a href="#">Week 3</a> <a href="#">August 7 - 11</a>	<a href="#">Week 4</a> <a href="#">August 14-18</a>
<a href="#">Week 5</a> <a href="#">August 21-25</a>	<a href="#">Week 6</a> <a href="#">August 28 -</a> <a href="#">September 1</a>	<a href="#">Week 7</a> <a href="#">September 4-8</a>	<a href="#">Week 8</a> <a href="#">September 11-15</a>
<a href="#">Week 9</a> September 18 - 22  <b>Rules for Submitting to GC:</b> 1. <b>ALWAYS</b> put your hour, last name in the private comments before you submit. Ex: 1st, Culley. This is worth 2 points. 2. <b>ALWAYS</b> submit your work -- otherwise it will be posted in the grade book as a 0.	<a href="#">Week 10</a> <a href="#">September 25-29</a>  <a href="#">AdFontes Media Bias Chart</a>  <a href="#">GPS calendar 23-24</a>  <a href="#">Current Events -- On-going Assignment</a>	<b>Resources:</b>  <a href="#">RHETORICAL STRATEGIES SLIDES</a>  <a href="#">PAPA</a> Chart/Info  <a href="#">Silent Spring Slides/Notes</a>  <a href="#">Culley Letter of Rec Request Doc</a>	<b>REFLECTION TEMPLATES</b>  <a href="#">Full MC EXAM</a> Reflection template  <a href="#">MC Reflection QUIZ/PROGRESS CHECK template</a>  <a href="#">VIDEO Summary &amp; Reflection Doc</a>

## Notes & Announcements from Mrs. Culley

9/19/23 **\*\*NO RED INK PRACTICE\*\*** I will NOT be putting the assigned practice in the grade book from here on out. I will schedule quizzes ([all will take the quizzes](#)), so it will be in your best interest to do the practice - especially if you did not do well on the unit diagnostic.

Check the playlist for quiz dates. Remember, ctrl+f is your friend!

## 9/26/23 Here is the scoring scale for writing:

Letter	AP Scale	Percent	AP Recommendation
A	6	100	AP Recommendation
A	5.5	96	Extremely well qualified
A	5	92	Extremely well qualified
B	4.5	86	Very Well Qualified
B	4	82	Qualified
C	3.5	76	Possibly Qualified
C	3.0	72	Not qualified/no recommendation
D	2.5	68	No recommendation
D	2.0	62	No recommendation
F	1.5	58	No recommendation
F	1.0	52	No recommendation

## WEEK



## IN CLASS/HOMEWORK

**Week 1:**  
**July 25-28**

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Targets:

- I understand the general goals and expectations of the course.
- I can capture who I am now with details that will serve as reminiscent later.

<p><b>Tuesday</b>  <a href="#">Here is the link to the syllabus</a></p>	<p><b>Welcome Back!</b></p> <ul style="list-style-type: none"> <li>• Silent Spring Check -- Document &amp; Book <b>Silent Spring document is due</b></li> <li>• Name Plates / introduce myself</li> <li>• Google Classroom Code: tftq2q7</li> <li>• Soup, Salad, or Sandwich?</li> </ul> <p><b>Class Information Letter</b></p> <ul style="list-style-type: none"> <li>• Reminder: Copy of letter will be posted in GC &amp; no parent signature is needed</li> </ul> <p><b>Last year's juniors wrote you a letter...</b></p>
<p><b>Weds</b></p>	<ul style="list-style-type: none"> <li>• Speed Friending:</li> </ul>
<p><b>Thurs</b></p>	<p>Letter to future self (envelope will be provided)</p> <ul style="list-style-type: none"> <li>• Time provided all class period for this creative "time capsule" of you.</li> <li>• Letters will be returned near the end of your senior year. =) <ul style="list-style-type: none"> <li>◦ Think of it as a time capsule of who you are now. What are you feeling? What are your interests? Worries? Goals? Feel free to put objects, pictures, even money in it. Whatever you think would be fun to see when you open it at the end of 12th grade. Students have LOVED this.</li> <li>◦ Handwrite it and seal it in an envelope. This is NOT a typed letter you send to me as an assignment. It's for you.</li> </ul> </li> </ul>
<p><b>Friday</b></p>	<ul style="list-style-type: none"> <li>• Resources Packet - Keep for the year</li> <li>• <a href="#">Quiz/tour of resources packet</a></li> <li>• <a href="#">Syllabus Quiz</a></li> <li>• What AP is about - overview of the exam</li> <li>• What is Rhetoric? <a href="#">Complete a Google form: What Is Rhetoric? **</a></li> <li>• Integrity Policy - Acknowledgement is due Friday, August 4 (edited)</li> </ul>
<p><b>Week 2:</b>  <b>July 31- Aug 4</b>  <a href="#">Silent Spring Slides/Notes</a>   <a href="#">Back to top</a></p>	<p>Targets / I can...</p> <ul style="list-style-type: none"> <li>• Use PAPA as an on-going thinking structure to sharpen critical analysis of text</li> <li>• Select verbs to best clarify writer's intent.</li> </ul>
<p><b>Monday</b>  <b>A1.</b> Reading – Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p>	<p>Begin Silent Spring Discussion - <a href="#">Slides</a></p> <ul style="list-style-type: none"> <li>• Looking at exigence and the impact of the novel</li> <li>• Begin background on Silent Spring's exigence (key rhetorical term)</li> <li>• Expand on exigence with additional examples of "context of the moment/era"</li> <li>• Silent Spring Additional Links</li> <li>• Additional Reading for Exigence on Silent Spring</li> </ul> <p><a href="#">Legacy of Rachel Carsons Silent Spring National Historic Chemical Landmark.</a></p> <p> Rachel Carson info.pdf</p> <p> Silent Spring becomes Noisy Summer.pdf</p> <p><a href="#">Why "Silent Spring" still matters - Earth Day</a></p>
<p><b>Tuesday -</b></p>	<p>AP Classroom Continue <i>Silent Spring</i></p> <ul style="list-style-type: none"> <li>• P &amp; A: Connecting purpose and audience, credibility</li> </ul>

Wednesday	<ul style="list-style-type: none"> <li>Practice with analytical verbs -- how to improve analysis and avoid accidental summary</li> <li>Ch1 Questions w/ group</li> <li>Share group's ideas</li> </ul>
Thursday - Friday Integrity Policy Due  AP CLASSROOM WILL NOT BE ACCESSIBLE TO STUDENTS UNTIL AUGUST 1ST.	Ch. 2 & 3 Complete - discuss in groups Logging on to AP Classroom: <a href="#">Click here to go to AP Classroom</a> Codes: 1st Hour: GWQ37L 2nd Hour: PZVRAZ 3rd Hour: NJ7X6J 5th Hour: Q3MJD2 <ul style="list-style-type: none"> <li>Finish Ch 3 S/S</li> </ul>
Week 3: August 7-11 <a href="#">Back to top</a>	Targets / I can... Communicate reasoning for multiple-choice items based upon reference to text. <ul style="list-style-type: none"> <li>Use PAPA as an on-going thinking structure to sharpen critical analysis of text</li> <li>Piece together key details to articulate a writer's argument.</li> <li>Select verbs to best clarify writer's intent.</li> </ul>
Monday	Finish Ch. 3 & Examine Argument - review PAPA **"Agricultural Engineers" and euphemisms question comes from <u>page 68-69</u>
Tuesday	Using the linked document, you will analyze chapters 4-8 in "Silent Spring." <a href="#">Silent Spring - 4-8</a> This is independent work - to be done in class... not group work. **you will be submitting to GC** - RULES: ALWAYS put your hour, last name in the private comments before you submit. Ex: 1st, Culley. This is worth 2 points. Additionally, always submit your work -- otherwise it goes in the grade book as a 0.
Wednesday	Revisions Silent Spring 4-8 - Read the following article, " <a href="#">Writing Concisely &amp; Avoiding Redundancies</a> " by Brian Rapp. Write down three takeaways from the article (Writer's Notebook) Eliminate unnecessary words (cut 6-8 per answer (ch 4-8)), then add and highlight power verbs
Thurs	<b><u>BOY</u></b>
Friday	<b><u>BOY</u></b>
Week 4: August 14-18 **Note: If you go out of town or are absent, it would be in your best interest to discuss this with me asap to make sure you can make up whatever you miss. <a href="#">Back to top</a>	Targets/I can... <ul style="list-style-type: none"> <li>Piece together key details to articulate a writer's argument.</li> <li>Select verbs to best clarify writer's intent.</li> </ul> <b>2.A</b> Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.



<p><b>Wednesday-Thurs</b></p>	<p>MC Full Exam Practice #1 -- You will take a full, mock AP Exam multiple choice test 8/23-8/24. <b>**You are only allowed to work on this during class time**</b></p> <p>Once you complete it, you will see what answers you missed.</p> <p>Use the document on the playlist to reflect on your answers. <b>ANSWER ALL PARTS AND ALL REFLECTION QUESTIONS.</b></p> <p>Once done,</p> <p>Place your HOUR, Last name in the comments.</p> <p>Complete the FULL MC reflection document <b><u>(make sure you use the correct one)</u></b>.</p> <p>Submit here by Wednesday, 8/30 @ 7:30 am for correction credit.</p> <p>*Submission closes at this time*</p>
<p><b>Friday</b></p>	<p>Friday will be dedicated to time in class for <b>Reflecting on Work - <u>Full MC EXAM</u></b></p> <p>This will count as a classwork grade. You will get 100% if you do the reflections for each wrong answer.</p> <p>*Remember:</p> <ol style="list-style-type: none"> <li>1. Hour, last name in GC comments</li> <li>2. Complete all parts of the document at the top.</li> <li>3. No late submissions - you have 6 days to complete this, therefore I will not accept any late submissions for this.</li> </ol>
<p><b>Week 6: Aug 28-Sept 1</b></p> <p><a href="#">Back to top</a></p> <p><b>3.A</b> Reading – Identify and explain claims and evidence within an argument.</p> <p><b>4.A</b> Writing – Develop a paragraph that includes a claim and evidence supporting the claim.</p>	<p><b>Targets:</b></p> <p>I can track the progression of key details to articulate a writer’s argument.</p> <p>I can select strong evidence in service of proving the writer’s argument.</p> <p>I can analyze the impact audience and purpose have on content and style.</p>
<p><b>Monday</b></p>	<p>No Red Ink -- Diagnostic to see what needs to be assigned.</p> <p>See GC for Invite link/code</p> <p><a href="#">Rhetorical reading -- \$SEE IT</a></p> <p> Pink Flamingos Text for rhetorical reading</p> <p><b><del>Discuss: Thesis: is it defensible?</del> Activity</b></p> <p><b>Moved to Tues</b></p>
<p><b>Tuesday</b></p> <p><b>4.B</b> Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument</p> <p><b>Success Criteria:</b> Students will demonstrate their ability to select, comprehend, and evaluate relevant information from diverse current event sources, integrating this knowledge into their writing to construct arguments that address complex issues</p>	<p><b><u>AP Progress Check 1</u></b></p> <p><a href="#">Media bias chart</a> - Ad Fontes <a href="#">Media videos</a> how they rate their sources</p> <p><b><u>Discuss: Thesis: is it defensible?</u> Activity</b></p> <p><a href="#">Current Events -- On-going Assignment</a></p> <ul style="list-style-type: none"> <li>○ Purpose: Argument prompts often rely on having knowledge of what you are learning in school and/or what’s happening in the world.</li> <li>○ Expectations: source, gist, reflection -- look at sample provided on bottom of document.</li> <li>○ Avoid local stories UNLESS they have a national appeal (eg Southwestern climate change/drought, voter restrictions, bans on mask mandates--all of these are examples of stories that are also happening nationally.) While details/impact may be different from state to state or region to region--like</li> </ul>

	<p>drought here but flooding in the East or hurricanes in the South—they have similar roots. **No local news stations**</p> <ul style="list-style-type: none"> <li>○ You may choose national or global UNLESS otherwise noted for the week.</li> <li>○ ONLY reputable news sources should be used (reporters affiliated with news organizations that have longevity). No social media or extreme leaning news outlets as they tend to embed heavier use of opinion rather than information from credible contributors.</li> <li>○ Keep up with one news story per week. Periodically, I will place the assignment in GC to upload for scoring. So, this does require you to keep track of completing it</li> </ul>
Wednesday	<p><b>Full Practice #1 MC Reflections due -</b></p> <p><b>GOLD SUMMIT HALF DAY</b></p> <p><b>RELEASE: 11:20 AM</b></p>
Thursday	<p><b>Unit 1 Reading Quiz</b></p> <p><b>3.B</b> Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p>
Friday	<p><b>Current Events #1 Due</b></p> <p>Return Silent Spring Writing -- Self-score, <a href="#">read anchors</a>, evaluation, reflection, peer, and final self-scoring</p> <p>Only one person in your group will record what the group has to say about each portion on this document.</p> <p><a href="#">1st Hour</a>  <a href="#">2nd Hour</a>  <a href="#">3rd Hour</a>  <a href="#">5th Hour</a></p> <p>Writing groups will be assigned when you come in the room. Please check the board for your group. <a href="#">Check the notes slides here</a> to see your groupings ahead of time.</p>
Week 7: Sept. 4-8	<p><b>Targets:</b></p> <p>I can track the progression of key details to articulate a writer’s argument.</p> <p>I can select strong evidence in service of proving the writer’s argument.</p> <p>I can analyze the impact audience and purpose have on content and style.</p> <p><a href="#">Back to top</a></p>
Monday	<p><b>No School -- Labor Day</b></p>
Tuesday	<p>Innerview Intro -- Hood &amp; Brewer</p> <p>Continue Silent Spring Review -- read AP reader commentary &amp; scores -- Reflect &amp; <b>Complete 2nd anchor -- Anchor “Q”</b></p> <p><a href="#">read anchors</a>, evaluation, reflection. You will read the AP commentary once all anchors are done. Then you will re-read yours and self score again. Then, you will conduct peer reviews. Final step: Using a different color pen, you will write revisions on your current draft. Your revisions is what you will be scored on.</p> <p>Only one person in your group will record what the group has to say about each portion on this document.</p> <p><a href="#">1st Hour</a>  <a href="#">2nd Hour</a>  <a href="#">3rd Hour</a>  <a href="#">5th Hour</a></p>

	<b>NO RED INK</b> has been assigned for several of you. This is due Friday, Sept. 8 end of school day.
Wednesday	<p>Begin Silent Spring Peer reviews</p> <p>Silent Spring Anchors - <a href="#">annotation/scoring commentary from AP</a></p> <p>9 ⇒ 5/6</p> <p>8 =&gt; 4</p> <p>7 =&gt; 3-</p> <p><b>**If you were absent Wednesday See instructions below</b></p>
Thursday	<p>Score your peer's paper based on the rubric just like your group did for the anchor texts. We will be completing this activity in class - doing revisions.</p> <p>You ARE NOT rewriting this. You are making revisions to the <i>current</i> version in another color. Then you will write a reflection. That is what you will be graded on.</p> <p><b>**If you were absent Wednesday</b>, you will make a copy of the document and write a self-review. You are welcome to send a picture of your writing to your group and see what they have to say, but you will write all commentary yourself into the document.**</p> <p>If you are absent Thursday, you will need to make revisions based on what you already have and bring them in when you return.</p> <p><a href="#">Here is the reflection assignment</a>. This is <b>due on Monday</b>. Please print it out and attach it to your original writing. Reflection goes on top.</p>
Friday	<p><b>No Red ink due</b> <b>Current Events #2 due</b></p> <p><b>**If you have not completed your NRI by the end of Friday, you will be assigned lunch with me next week to come in and complete it**</b></p> <p><b>Unit 1 Quiz Reflection due (Monday or Tuesday)</b> If you scored below 3/5 you need to also watch &amp; complete the <a href="#">video reflection</a> for the skills covered in the questions you missed.</p> <p><a href="#">Email scenario</a>: Determine the rhetorical situation - you will be given a scenario in which you will need to determine the rhetorical situation and consider audience, purpose, and persona (your tone) to write an effective email that responds to the situation.</p> <p><a href="#">Here</a> are the staff assignments</p>
<p><b>Week 8:</b> <b>Sept 11-15</b> <a href="#">Back to top</a> <b>5.B</b> Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning</p>	<p><b>Targets:</b></p> <p>I can select strong evidence in service of proving the writer's argument.</p> <p>I can analyze the impact audience and purpose have on content and style.</p> <p>I can come to a discussion having read and prepared for said discussion</p>
<p><b>Monday - Tuesday</b> <b>ANNOUNCEMENT</b> <b>**AP COLLEGE BOARD Marked EVERYONE as a yes for taking the test. Ms. Kline had to go in to change it, because students could</b></p>	<p><b>I have assigned No Red Ink for those of you who did not score advanced on the diagnostics.</b></p> <p><b>There are TWO practice sets -</b></p> <p><b>1. Active/Passive Voice Due Friday</b></p> <p><b>2. Subject/verb agreement Due Monday</b></p>

not. Now, EVERYONE IS **UNDECIDED**. You will need to go in and mark yes or no. In order to take the exam, you MUST mark yes on AP Classroom first. You WILL NOT be charged automatically. You will still need to sign up.

**\*\*If you did not complete all diagnostics by Friday, you have been assigned these practice sets as well\*\***

**Unit 1 Quiz Reflection due (Monday or Tuesday)** If you scored below 3/5 you need to also watch & complete the [video reflection](#) You need to determine the skills covered in the respective questions and find the corresponding video for the skills covered in the questions you missed.

#### Rhetorical Triangle "Notes"

- Essentially the PAPA with another look
- Visual reminder that all speaker/audience/purpose are continually at play when crafting OR analyzing arguments.
- Role of ethos/logos/pathos in argument and rhetorical analysis
  - Connect speaker & audience
  - Drive types of evidence used to achieve intent, articulate message
    - Eg: If I know my audience may feel sorry for me but don't want them to, I may use logic to show why they shouldn't.
    - Eg: If I want my audience to trust my intent, I may reveal background to show credibility/knowledge/authority.
    - Eg: If I know my audience is particularly patriotic or religious, I may construct patriotic or religious appeals elicit the sense of duty, obligation they value.

#### **Lou Gehrig Farewell speech - rhetorical analysis & argument**

Discussion Prep time with *Lou Gehrig Farewell Speech*

- Complete with specific evidence, ready to share during discussion tomorrow.
- Submit prep to GC by end of class

#### Lou Gehrig Farewell Speech

- Partner check in on purpose (consider rhetorical situation/exigence, argument/message)
- Discuss: Share partnered thoughts about purpose, building depth/impact
  - Break down ethos, logos pathos in the farewell speech (the **HOW**)
    - **Ethos:** who is he? **How** does audience perceive him? What credibility does he have? How does his tone contribute to his persona?
    - **Logos:** Though seemingly emotional, **how** is he actually using logic to prove his message true? What assumptions does he make about his audience? How does he employ counterargument? What does he concede? Refute? Why? Impact on audience? Credibility?
    - **Pathos:** **How** does he connect with his audience? Consider point of view? Connotation of language choices? Imagery of "tower of strength"? What impact does this have on his message? His audience? His sincerity?

Google Form Closure: Construct a defensible thesis AS IF you were going to write a rhetorical analysis of the farewell speech. Our focus was on ethos/logos/pathos as they apply to the rhetorical triangle. Your thesis must convey HOW these appeals relate to the gradual building of his content as discussed during the seminar. To that end, your defensible thesis should contain the following:

- \*Gehrig
- \*his full argument/message
- \*three prongs that represent ethos, logos, and pathos (with analytical verbs at the beginning of each prong); **don't use these three rhetorical appeal terms**, instead, suggest ethos by briefly articulating HOW he establishes credibility, etc.

	<ul style="list-style-type: none"> <li>○ *Use a complex sentence</li> </ul>
Wednesday	<b>Analyzing The Rhetorical Situation</b> <ul style="list-style-type: none"> <li>○ Read The piece by Billie Jean King.</li> <li>○ <a href="#">Complete the document analyzing</a> the rhetorical situation</li> <li>○ Individual Work</li> </ul>
Thursday - Friday Due: Current Events #3 NRI Socratic Seminar Prep	<p><b>We Can Afford to Give Parents a Break”</b></p> <ul style="list-style-type: none"> <li>● <del>Thursday-Friday:</del> <a href="#"><u>Seminar Prep for “We Can Afford to Give Parents a Break”</u></a> <ul style="list-style-type: none"> <li>○ Complete with specific evidence, ready to share during Seminar tomorrow.</li> <li>○ <del>Submit prep to GC by end of class:</del></li> <li>○ You will bring a printed copy of your Socratic seminar prep on Monday, as you will not be using computers.</li> <li>○ You do not have to print the article (you already have a printed copy), but you are welcome to.</li> <li>○ Your prep is worth 60% of your grade, and participation in the discussion is 40%.</li> </ul> </li> <li>● <b>Moved to Monday</b> <ul style="list-style-type: none"> <li>○ <del>Friday: Socratic Seminar</del></li> <li>○ <del>Check in to compare argument with seminar partner</del></li> <li>○ <del>Analyze how Heyman’s establishes ethos, justifies her claim/argument through logos/appeal to reason, and employs pathos strategically.</del></li> <li>○ <del>Consider how rhetorical devices/tools enhance the development/delivery of her argument.</del></li> <li>○ </li> </ul> </li> </ul> <p>**Current Events #3 Due today** Current Events Check Friday <b>**Here is how Current events will work.</b></p> <ol style="list-style-type: none"> <li>1. You will turn them in (hour, last name in the comments)</li> <li>2. I will grade them and return them to you.</li> <li>3. You will continue filling them out and next time, you will turn in the same document with new entries.</li> </ol>
Week 9: Sept 18-22 <a href="#">Back to top</a>  <b>Sept. 18:</b> <b>NRI Subject/Verb agreement practice 1 is due.</b>  <b>Sept. 19:</b> <b>Active/Passive Voice practice 2 is due</b> <b>Sept. 22:</b> <b>Subject/Verb agreement practice 2 is due</b> <b>Sept. 22 : current events #4 is due</b>	I can select strong evidence in service of proving the writer’s argument. I can analyze the impact audience and purpose have on content and style. I can come to a discussion having read and prepared for said discussion I can construct a defensible thesis for rhetorical analysis
Monday -          Tuesday	We Can Afford to Give Parents A Break Socratic Sem <a href="#">Socratic seminar Closure (Google Form)</a> : Write a thesis for “We Can Afford to Give Parents a Break” Due at end of the day *If you were absent, you will need to give me the seminar prep printed out and complete a mini-write for Heyman’s “We Can Afford to Give Parents a Break.”

*I am still out sick. I will be expecting to see these when we return so we can go over them in class. You will be writing an RA on this, so be prepared (When we return from break)	Progress Check #1 Tuesday (9 questions, Multiple Choice, will be an assessment grade, but reflection/corrections will be available)
Wednesday -	<p><b><u>2018 Rhetorical Analysis Prompt: Albright commencement speech</u></b></p> <p>Read and annotate Albright speech (2018 free response prompt)</p> <ul style="list-style-type: none"> <li>● Prompt: What clues did you get about the PAPA?</li> <li>● Text/Speech: Focus on content first, then how it's conveyed (devices, appeals, methods like personal anecdotes, etc)</li> <li>● Text Shifts: Draw lines where text focus shifts. You should see three main sections/two lines to draw.</li> <li>● <b>HW:</b> Draw a quick B -- M -- E on the back of the speech (like we did for Silent Spring) Jot down briefly Albright's rhetorical strategies/choices for beginning, middle, end. This reflects shifts in the text. What's dominant in her content/approach in each section? Remember, you can convey the big idea then notice that a writer uses hypotheticals or stats or repetition, etc. In other words, you notice content first, then the method of conveying it as the tool to get the content across.</li> <li>● *Remember, this is beginning, middle, end of the speech, NOT your writing.</li> </ul>
Thurs/Friday  <b>Complete Current Event #4 by/before Thursday night.</b>	<p><b>Annotating productively: <u>2018 Albright Prompt (my copy)</u></b></p> <ul style="list-style-type: none"> <li>● Mark shifts as you read with a line (helps organize paragraphs of your analysis)</li> <li>● Underline/circle/or box key words/phrases that imply overall claim/arg of writer -- note "claim" or "c" to gather later into a statement</li> <li>● Underline/circle/or box patterns you see (eg in this text ("We could" followed by "Instead") -- note what this seems to be (eg hypothetical vs reality)</li> <li>● Briefly encapsulate key focus of sections (these could become the prongs)</li> </ul> <p><b>Friday: Begin <u>Examining Strengths Chart</u> for the 2018 Student Anchors (small group activity)</b></p> <ul style="list-style-type: none"> <li>○ Make a copy of chart. If working with a partner or small group, be sure each person takes a different text color (and note the names in their respective color on top of the document). Different group members can be recorders of the group discussion.</li> <li>○ Everyone takes about 3-4 minutes to skim <u>Anchor H</u> on your own for the overall familiarity with the writer's analysis. You'll dig in deeper when you start working on the chart, so just skim for now.</li> <li>○ Have your blue packet out, turned to rhetorical analysis rubric.</li> <li>○ Using Anchor H, work together to complete the chart.Discuss and post ideas together; don't divide out the work. This ensures you are getting practice in all areas of the rubric.             <ul style="list-style-type: none"> <li>■ Use quotes/references and bullet points of thinking. Essentially, you are recording notes that reflect your conversation.</li> </ul> </li> </ul>
<b>Week 10: Sept 25 -29</b> <b>*Current event 4*</b> <b><u>Back to top</u></b>	I can discern how strong student anchors demonstrate rubric standards (defensible thesis, evidence & commentary, sophistication).  Success: I can use the strengths I observed and apply them to my own writing.

<p>Monday -Tuesday</p> <p><b>6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument</b></p>	<p>MONDAY: NRI QUIZZES (FOR ALL) - Active/passive voice &amp; subject/verb agreement</p> <p><b>**Check No Red Ink** You have been assigned additional practice if you scored below 90%</b></p> <p><b>If you do not complete this practice, you will not be able to re-take the next quiz -- It will go in as-is.</b></p> <p><b>*If you were absent, you were assigned additional practice, as I am not sure where you stand.</b></p> <ul style="list-style-type: none"> <li>Continue from Friday with Examining Strengths Chart/group activity. <ul style="list-style-type: none"> <li>Finish chart for <a href="#">Anchor H</a>, including reflection as a group.</li> <li>Begin <a href="#">Anchor E</a>, following the same process.</li> <li>Reflection: Notice differences in the two anchors <ul style="list-style-type: none"> <li>Intro content (rhetorical situation vs. more restatement of prompt (PAP))</li> <li>How Albright's rhetorical choices are identified (thesis)</li> <li>Transitions between paragraphs</li> <li>Conclusion differences (just a final so-what vs. including some recap)</li> <li><b>Read for closure:</b> <a href="#">AP Scoring Feedback for Anchors H &amp; E</a></li> </ul> </li> </ul> </li> </ul>
<p>Wednesday - Thursday</p> <p><b>**All charts (revising weaknesses &amp; examining strengths) are due at the end of class on Thursday).</b></p> <p>Friday</p>	<ul style="list-style-type: none"> <li>Finish and submit strong anchors chart to GC (approx 10 minutes)</li> <li>Begin <a href="#">Revising Weaknesses Chart</a> (small group activity) <ul style="list-style-type: none"> <li>Make a copy of chart, then each member chooses a different text color</li> <li>Read <a href="#">Anchor D</a> on your own. Have your blue packet out, turned to rhetorical analysis rubric.</li> <li>Using Anchor D, work together to complete the chart. Use your rubric and the anchor to closely examine what makes this writing score a 3 with the new rubric.</li> <li>Based upon review of strong anchors and acting as the role of peer reviewer, document suggested revisions to make writing stronger according to rubric indicators.</li> <li>Complete reflection as a group.</li> <li>Begin <a href="#">Anchor I</a>, following the same process.</li> <li>Complete Individual Reflections</li> <li>Submit to GC by/before end of class on Thursday.</li> <li>Optional: Check out a few <a href="#">very low scoring anchors</a> if you finish early or simply want to do so. This will give you a complete sense of the range of essays scored.</li> <li><b>Read for Closure:</b> <a href="#">Weak Anchor Scorer Feedback for D &amp; I.</a></li> </ul> </li> </ul> <p><b>HW: Submit your #1-5 Current Events document to GC by/before Thursday (before we go to) Fall Break.</b></p>