

AP Capstone Lesson

U3L36 Lesson Plan Background				
Course: AP Seminar	Date:			
	Unit Title: Performance Task 2 – Individual Research-based Essay & Presentation (35% of AP score)			
Objective				
<p>Skills/Content: <i>By the end of today's lesson, what will students know and be able to do?</i></p> <p>SWBAT...</p> <ul style="list-style-type: none"> check their IWA for completion using a checklist of criteria. 	<p>Assessment: <i>How will students demonstrate mastery of the objective?</i></p> <p>By...</p> <ul style="list-style-type: none"> completing an IWA Final Checklist. 	<p>Criteria for Success: <i>What are the features of an ideal product?</i></p> <p>That includes...</p> <ul style="list-style-type: none"> situating the topic within the broader context, directly related to at least 2 of the stimulus materials. building an argument by evaluating and connecting various perspectives. proposing plausible solutions. consistent APA citations. style and grammar appropriate for an academic audience. 		
Week 8 Snapshot				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>U3L32 SWBAT check their IWA for completion using a checklist of criteria.</p> <p><i>PT2 Progress Check #11</i></p> <p>FULL IWA DRAFT – 1,800 words minimum (TS)</p> <p><i>PT2 Progress Goal:</i> IWA draft edited for content</p>	<p>U3L33 SWBAT edit and proofread their IWA.</p> <p><i>PT2 Progress Goal:</i> IWA draft edited for content</p>	<p>U3L34 SWBAT edit and proofread one peer's IWA.</p> <p><i>PT2 Progress Goal:</i> IWA draft edited for content</p>	<p>U3L35 SWBAT edit and proofread their IWA.</p> <p><i>PT2 Progress Goal:</i> IWA draft edited for content</p>	<p>U3L36 SWBAT finalize their IWA.</p> <p><i>PT2 Progress Goal:</i> Final IWA; edited for style and grammar</p>

Pre-Work	Pre-Work
	<p><i>What set up or materials are needed for this lesson?</i></p> <ul style="list-style-type: none"> Lesson PowerPoint Computers (1 per student) Copies <ul style="list-style-type: none"> Student handout IWA Final Checklist
Opening Sequence (6 min., 6 of 38)	Start to Class
	<ul style="list-style-type: none"> Do Now (5) <ul style="list-style-type: none"> Students create a list of specific steps needed to complete their IWA for 5 minutes.

	<p style="text-align: center;">Do Now</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. Print and staple a hard copy of your IWA and drop it off in [insert details]. <ul style="list-style-type: none"> • Objective & Agenda (1) <ul style="list-style-type: none"> ○ Cold call students to read the objective & agenda. ○ Review any key dates or announcements from the Unit 3 calendar. <ul style="list-style-type: none"> ▪ Emphasize turning in a hard copy on [insert day], and how it mirrors expectations in college ▪ The next lesson will focus on IA review, but students should begin to review past reference sheets, exemplars, notes, etc. in preparation.
<p style="text-align: center;">IWA Work Time</p> <p style="text-align: center;">(28 min., 34 of 38)</p>	<p style="text-align: center;">IWA Work Time</p> <ul style="list-style-type: none"> • Daily Progress Goal & Monday Shout Outs (3) <ul style="list-style-type: none"> ○ For 15 seconds, share PT2 Progress Check of students who are on track vs. almost there vs. off-track. ○ Shout out 2-4 students with specific praise for their IWA work and progress this week. Focus on shouting out specific behaviors and/or actions that other students can learn from and replicate. ○ <i>“Today’s progress goal is to COMPLETE YOUR IWA!!! This is the LAST period of editing and finalizing the IWA.”</i> ○ Project list and order of students to conference with. ○ If time permits or if needed, identify 1 highest leverage gap in students’ IWAs to close with re-teach, using Model or Guided Discourse. • Structured Work Time (25) <ul style="list-style-type: none"> ○ Students work independently on finalizing their IWA, though may confer with their teammates. <ol style="list-style-type: none"> 1. Reinforce technology expectations.

	<p>2. Monitor students to inform Weekly Classwork Grade (based on Progress Goal met and individual on-task/urgency)</p> <ul style="list-style-type: none"> ○ During this time, teacher should be intentionally monitoring for and responding to: <ol style="list-style-type: none"> 1. <u>Student concerns</u> listed on their Do Now reflections. 2. Students are effectively using <u>prior resources</u> (i.e., IWA outline, source tracker, additional notes) to guide their searches. 3. Students are utilizing the <u>AP Seminar Resource Binder</u>. ○ Teacher leads one-on-one or small group student conferences, based on pre-planning in the table below. Due to constraints on teacher feedback during the AP task, rely exclusively on questioning to get students to name their own action step: <table border="1" data-bbox="386 625 1497 844"> <thead> <tr> <th>Student</th> <th>Gap</th> <th>Desired Outcome</th> <th>Questions to Ask to Close the Gap</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <ul style="list-style-type: none"> ○ As necessary, based on monitoring of student trends, address gaps whole-class. <table border="1" data-bbox="381 976 1481 1249"> <thead> <tr> <th>Mastered</th> <th>Not Mastered</th> <th>Common Errors</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><i>If >75% → Exemplar or Almost There • 50-70% → Comparative • <50% Break It Down</i></p>	Student	Gap	Desired Outcome	Questions to Ask to Close the Gap																					Mastered	Not Mastered	Common Errors			
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<p>Closing (4 min., 57 of 57)</p>	<p style="text-align: center;">End of Class</p> <ul style="list-style-type: none"> • Exit Ticket Reflection (2) <ul style="list-style-type: none"> ○ Students spend 2 minutes checking off action steps completed in class and adding any action steps needed to complete their IWA by 5 PM Monday. • Pack up, Clean up & Dismissal (2) <ul style="list-style-type: none"> ○ Include a celebration of all the hard work completed for the IWA! 																														
<p>Prepwork</p>	<p style="text-align: center;">Prepwork</p> <p><i>What prepwork will students complete to reinforce the skills from the lesson?</i></p> <ul style="list-style-type: none"> • Progress Goal 																														
<p>Reference</p>	<p style="text-align: center;">Reference</p> <p>Teachers are encouraged to read Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov, and Uncommon Schools publication, to better understand the methods of teaching employed in this lesson.</p>																														

College Board guidelines on the role of the teacher during AP Tasks:

Role of Teacher

Teachers

- ▶ must ensure students are aware of the task, timeline, components, types of and sample generic questions for the defense, and scoring criteria
- ▶ may lead discussion of the stimulus material, discuss topics and perspectives, and/or question students as necessary
- ▶ may continue whole-class teaching of skills pertinent to the performance task as students are working on their research and/or presentations
- ▶ may share the rubric with students
- ▶ may encourage students to review each other's work

Teachers may not

- ▶ assign, provide, distribute, or generate research questions for students
- ▶ conduct or provide research/articles/evidence for students
- ▶ write, revise, amend, or correct student work
- ▶ give specific, directive feedback to individual students on their work
- ▶ provide or identify specific defense questions a student will be asked prior to his or her defense