

# Unit 5 — Writing Classes

**Big Idea:** MOD (Modularity) | **Code.org unit:** Unit 5 | **Teacher:** \_\_\_\_\_ **Period:** \_\_\_\_\_

Your one-page map of everything graded in Unit 5: point values, weights, and the AP objective each item builds toward. Use it alongside the answer keys (folder 02) and the feedback bank (folder 05).

## 1 · Graded items and point values

Graded item	Points	Category	AP objective
Class design & constructors	20	Practice	MOD-2.A
Accessors/mutators & this	15	Practice	MOD-2.C/2.E
static vs instance & scope	15	Practice	MOD-3.A
Unit 5 quiz (20 Q)	20	Assessment	all MOD-2/3
Handwritten class-design FRQ (FRQ #2 style) <b>AI-PROOF</b>	30	Performance	MOD-2.A/2.C
<b>Unit total</b>	<b>100</b>		

**AI-proofing:** items marked **AI-PROOF** are the handwritten, in-class replacements (folder 03) you assign when a student's digital work trips the AI red-flags. Same AP objective, no shortcut.

## 2 · Suggested category weights (gradebook)

Category	Weight
Practice (formative)	30%
Assessment	30%
Performance task	40%

These weights are pre-loaded in the gradebook CSV (folder 04). Change one cell and every grade recalculates.

### 3 · AP learning-objective coverage (put this on the wall)

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Track per class. If the class average on any objective is below 70%, re-teach it *before* the AP exam.

Objective	Students must be able to...
MOD-2.A	Design a class with instance variables (private) and constructors.
MOD-2.C	Write accessor (getter) and mutator (setter) methods.
MOD-2.E	Use the keyword <code>this</code> to refer to the current object.
MOD-3.A	Distinguish static (class) vs. instance members and scope.
IOC-1.A	Write preconditions/postconditions; consider ethical/data use.

### 4 · Grading order that saves time

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1. **Quiz/assessment first** — objective, tells you instantly where the class stands.
2. **Skills work by station** — grade one item across the whole stack, then the next. 2–3× faster.
3. **Performance task last**, with the interactive grader (folder 06) open — click criteria, paste feedback.