Grade 12: Unit 1
Advanced Placement English Literature and Composition
Unit on the American Experience
Course Description

Advanced Placement (AP) English Literature and Composition course consists of the development of skill in close reading, analyzing text, writing (critically, analytically and effectively), different forms of rhetoric (narration, description, exemplification, and comparison/contrast), along with speaking, listening, and media literacy skills. This course has been developed using the requirements and guidelines of the current AP English Literature and Composition course description. The AP Literature and Composition course is organized by thematic units pertaining to: the American experience, gender/feminine experience, poetic experiences, Shakespeare experience, and literature and politics. All thematic units come under the umbrella of the following overarching essential questions: How does literature reflect the human condition? How does literature help the reader understand him or herself as well as others? How does literature reveal timeless, universal themes? How does literature, i.e., writing from a particular era, exemplify the concerns, desires, and wishes of that era? Each marking period is devoted to close reading of fiction, novels, plays, and poetry selections, which students will analyze with a focus on drawing conclusions about and reacting to the author’s purpose, intended audience, word choice, tone, author’s syntax and overall style. Students will explore and respond in writing, both formally and informally with timed writing prompts. During instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author’s intentions, inferring, visualizing, synthesizing and learning multiple strategies to help students monitor their reading comprehension. This course includes at least two major American authors and two major British authors from the sixteenth century to contemporary times. The media literacy skills will educate students in analyzing print, audio sources, and visual media using a repertoire of response strategies.

The Advanced Placement (AP) English Literature and Composition course is designed to assist students in developing the technical writing abilities and the critical lens that is expected of the college level writer. Students will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also publish their work in the school and in the larger community (e.g. online). The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers. The trained teachers will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate understanding of essential terminology and strategies for analyzing text.</td>
<td>CCSS: RL.11-12.1-10; L.11-12.3a; L.11-12.4; L.11-12.5; SL.11-12.1-6</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate close reading skills and identify author’s purpose, main ideas, literary elements (exposition, conflict, rising action, climax, falling action, resolution, dénouement), rhetorical features (diction and tone), and literary devices in the various readings.</td>
<td>CCSS: L.11-12.1-6; SL.11-12.1-6; W.11-12.4; W.11-12.9; RL.11-12.1-10; RI.11-12.1-6</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate visual analysis. Determine an author’s point of view or purpose and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>CCSS: RI.11-12.1-7; RI.11-12.10; W.11-12.d-e; W.11-12.2; W.11-12.4; SL.11-12.a-d; SL.11-12.6; L.11-12.1-6</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate close reading skills and identify author’s purpose, main ideas, literary elements, rhetorical features (diction and tone), and literary devices in the various readings. Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text</td>
<td>CCSS: RL.11-12.1-10; RI.11-12.1-4; W.11-12.1; W.11-12.2a-f; W.11-12.4; W.11-12.9-10; SL.11-12.1-6; L.11-12.1-6</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate rhetorical modes of writing by writing: 1. A compare and contrast essay, analyzing the source of conflict and its contribution to the meaning of the literary selections.</td>
<td>CCSS: RL.11-12.1-10; RI.11-12.1-7; W.11-12.1-10; SL.11-12.1-4; L.11-12.1-6</td>
</tr>
<tr>
<td>2.</td>
<td>An <strong>argumentation essay</strong> analyzing plot digressions.</td>
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<tr>
<td>3.</td>
<td>A <strong>narrative essay</strong> incorporating examples from the text to bring believability to your writing.</td>
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<td>4.</td>
<td>A <strong>literary analysis</strong> essay.</td>
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<td>5.</td>
<td>Supplemental (optional) – synthesizing multiple reading strategies and using various sources write a <strong>research paper</strong> on one of the following topics: mental illness (<strong>One Flew Over the Cuckoo's Nest</strong>), the Great Depression (<strong>The Grapes of Wrath</strong>), segregation in the 1950’s (<strong>A Raisin in the Sun</strong>).</td>
<td></td>
</tr>
</tbody>
</table>

Develop and strengthen writing as needed by planning, revising, editing, rewriting. Cite strong and thorough using textual evidence to support inferences drawn from the text. Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain specific vocabulary, and techniques. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing.
## Career Ready Practices Standards

CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting
the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action
Career Ready Practices

quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
<table>
<thead>
<tr>
<th>Effective Pedagogical Routines/Instructional Strategies</th>
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</thead>
<tbody>
<tr>
<td>-Teacher coaching</td>
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<tr>
<td>-Individual and collaborative problem-solving &amp; decision-making</td>
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<tr>
<td>-Individual instruction</td>
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<tr>
<td>-Small group instruction</td>
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<tr>
<td>-Whole class discussions</td>
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<td>-Peer Tutoring</td>
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<tr>
<td>-Reading Partners</td>
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<td>-Reading aloud</td>
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<tr>
<td>-Modeling</td>
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<tr>
<td>-Pair/trio sharing</td>
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<tr>
<td>-Turn and talk</td>
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<tr>
<td>-Guest speaker(s)</td>
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<tr>
<td>-Journal writing and note-taking</td>
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<tr>
<td>-Quick Writes</td>
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<tr>
<td>-Writing to learn</td>
</tr>
<tr>
<td>-Rereading and rewriting</td>
</tr>
<tr>
<td>-Establishing text-based norms for discussions and writing</td>
</tr>
<tr>
<td>-Strategies: Close reading, SOAPSTone, OPTIC, TP-CASTT, Anatomy of Criticism (Frye), and Jungian Approach to Literature (Knap)</td>
</tr>
<tr>
<td>-Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</td>
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<tr>
<td>-Making thinking visible (visuals)</td>
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<tr>
<td>-Diagrams, charts, templates, visuals and graphs</td>
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<tr>
<td>-Charting</td>
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<tr>
<td>-Gallary Walks</td>
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<tr>
<td>-Trackers</td>
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<tr>
<td>-Multiple Response Strategies</td>
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<tr>
<td>-Accountable Talk</td>
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</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
<table>
<thead>
<tr>
<th>Basic Computer Skills</th>
<th>Keyboarding Skills</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn the monitor and computer on and off</td>
<td>Demonstrate awareness of home row keys</td>
<td>Microsoft Word</td>
</tr>
<tr>
<td>Log on and off of the computer</td>
<td>Demonstrate proper fingering of home row keys</td>
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<tr>
<td>Log on to the computer with user ID</td>
<td></td>
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<tr>
<td>Verbally identify and use all computer parts</td>
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<tr>
<td>Word Processing Skills</td>
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<tr>
<td>Locate and use Function Keys</td>
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<tr>
<td>Type, edit and print simple sentences</td>
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<td></td>
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<tr>
<td>Capital letter at beginning of sentence</td>
<td></td>
<td></td>
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<tr>
<td>Spacebar once between words and sentences</td>
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<tr>
<td>Period/Question Mark at the end of sentence</td>
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</tbody>
</table>
## Differentiated Instruction

**Accommodate Based on Students’ Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
</tr>
</tbody>
</table>

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**Communication system between home and school**

- Provide lecture notes/outline
- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Mini-breaks between tasks
- Provide a warning for transitions
- Reading partners
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books
**Interdisciplinary Connections**

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

The Advanced Placement (AP) English Literature and Composition course emphasizes active questioning, analysis, and research skills for students to effectively frame their own arguments by defending, challenging, substantiating, and qualifying their assertions. Thus, exposing students to historical content necessitates making history an essential research source. Using technology and identifying reliable sources also plays a big role when defending or challenging ideas as it is imperative to be able to discern facts from fiction when developing proficiency in sourcing information. Communication, public speaking, and publication skills are involved when developing fluency in student writing skills. For example, when crafting writing assignments students must consider their audience and mode of communication. Students will need to identify the best form of communicating their ideas/analysis, which will enable them to develop proficiency when writing and sharing their ideas over an extended period of time. As a result, the more confident a student becomes in their writing the more proficient they become in communicating and are therefore more inclined to share their ideas with society by way of informal publication such as online blog posts and school displays.
# Enrichment

**Accommodate Based on Students individual Needs: Strategies**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

| Seeking to build each learner’s capacity to do the following: | ➢ Open-ended activities and projects.  
 ➢ Form and build on learning communities.  
 ➢ Providing pupils with experiences outside the ‘regular.’  
 ➢ Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.  
 ➢ A higher quality of work than the norm for the given age group.  
 ➢ The promotion of a higher level of thinking and making connections.  
 ➢ The inclusion of additional subject areas and/or activities (cross-curricular).  
 ➢ Using supplementary materials in addition to the normal range of resources. |
|---|---|
| ➢ Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.  
 ➢ Pose questions and exhibit sincere curiosity about principles and how things work.  
 ➢ The ability to grasp concepts and make real world and cross-curricular connections.  
 ➢ Generate theories and hypotheses and pursue methods of inquiry.  
 ➢ Produce products that express insight, creativity, and excellence.  
 ➢ Possess exceptional leadership skills.  
 ➢ Evaluate vocabulary  
 ➢ Elevate Text Complexity  
 ➢ Inquiry based assignments and projects  
 ➢ Independent student options  
 ➢ Tiered/Multi-level activities  
 ➢ Purposeful Learning Center |
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
- Accountable Talk
- Student Conferencing
- Exit Slips
<table>
<thead>
<tr>
<th>Grade: 12</th>
<th>Unit: 1 (One)</th>
<th>Topic: Advanced Placement English Literature and Composition</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Unit on the American Experience</td>
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New Jersey Core Curriculum Content Standards (NJCCCS)/CCSS:

- **Reading Literature:** RL.11-12.1-10; RL.11-12.1-6
- **Reading Informational:** RI.11-12.1-7; RI.11-12.10
- **Writing:** W.11-12.4; W.11-12.9; W.11-12.d-e; W.11-12.2; W.11-12.1; W.11-12.2a-f; W.11-12.9-10
- **Speaking & Listening:** SL.11-12.1-6; SL.11-12.a-d;
- **Language:** L.11-12.3a; L.11-12.4; L.11-12.5; L.11-12.1-6

<table>
<thead>
<tr>
<th>Student Learning Objectives/Standards</th>
<th>Skills, Strategies &amp; Concepts</th>
<th>Essential Questions (Accountable Talk)</th>
</tr>
</thead>
</table>
| 1. Demonstrate understanding of essential terminology and strategies for analyzing text. | • Figurative meaning  
• Connotative meaning  
• Word choice  
• Close reading  
• Analyze the text  
• Identify key terms in a text  
• Context clues  
• Questioning the text  
• Interpreting, clarifying, & providing | • What is the American experience?  
• How is American society defined? How is this reflected in our society’s human conditioning?  
• How does the language we use reveal who we are?  
• What is the difference between figurative and connotative meaning?  
• What word choices and phrases impact the action and tone?  
• How can I use familiar word parts to decode meaning? |
## Student Learning Objectives/Standards

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<td>reflection about the text</td>
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<tr>
<td>• Restatement</td>
<td>• How does an author’s word choice or point of view affect the story?</td>
</tr>
<tr>
<td>• Definition</td>
<td>• How many different ways are there to say the same thing?</td>
</tr>
<tr>
<td>• Prefix Suffix</td>
<td>• Is “the medium the message?”</td>
</tr>
<tr>
<td>• Root word</td>
<td>• What can we tell about a person by the way that he or she speaks? Writes?</td>
</tr>
</tbody>
</table>

2. Demonstrate close reading skills and identify author’s purpose, main ideas, literary elements (exposition, conflict, rising action, climax, falling action, resolution, dénouement), rhetorical features (diction and tone), and literary devices in the various readings.

**CCSS: RI. 12.6**
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</table>
| 3. Demonstrate visual analysis. Determine an author’s point of view or purpose and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | • Author’s point of view  
• Author’s purpose  
• Task  
• Style  
• Purpose  
• Development  
• Organization  
• Audience | • How & why do we speak and write differently in different contexts?  
• What is the author’s point of view?  
• What types of rhetorical devices does the author use?  
• How does word choice and writing style show power, persuasiveness, beauty, etc.?  
• How do the text features assist the reader?  
• How does literature help the reader understand him or herself as well as others?  
• How does the use of literature reveal who we are?  
• With regard to the American experience, how do these literary selections exemplify the concerns, desires, and wishes of their era? |
| CCSS: RI.12.6, W. 12.4 | | |
| 4. Demonstrate close reading skills and identify author’s purpose, main ideas, literary elements, rhetorical features (diction and tone), and literary devices in the various | • Close reading skills  
• Author’s purpose | • What is the meaning of words based on how it is used in the text?  
• What are the connotative meanings of words in the text? |
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| readings. Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text. | • Main idea  
• Literary element  
• Dictation and tone  
• Analyze the text  
• Context clues  
• Figures of Speech  
• Word choice  
• Impact of words  
• Writing skills  
• Inferences  
• Citing evidence | • Why does the author choose to use certain terms?  
• How does the author use language, tone, and word choice to shape the meaning in the text? |
| **CCSS: RL.12.1, RI.12.5, L.12.4** | 5. Demonstrate rhetorical modes of writing by writing:  
6. A **compare and contrast essay**, analyzing the source of conflict and its contribution to the meaning of the literary selections.  
7. An **argumentation essay** analyzing plot digressions.  
8. A **narrative essay** incorporating examples from the text to bring believability to your writing.  
9. A **literary analysis** essay. | • Analyze the text  
• Infer additional information from a text  
• Distinguish between inferences and explicit ideas  
• Style  
• Development  
• Audience  
• Purpose  
• Organization  
• Understand and focus on purpose | • How does different genres shape reading and writing?  
• What is the main idea of the passage?  
• What is stated explicitly in the text?  
• What inferences can I make based on the information explicitly stated?  
• How can I justify and support my inferences?  
• How and where can I seek additional information to justify inferences and to clarify uncertainties?  
• How can writing be edited for clarity?  
• How can my style of writing provide clarity and coherency? |
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<th><strong>Essential Questions (Accountable Talk)</strong></th>
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</table>
| 10. Supplemental (optional) – synthesizing multiple reading strategies and using various sources write a research paper on one of the following topics: mental illness (*One Flew Over the Cuckoo’s Nest*), the Great Depression (*The Grapes of Wrath*), segregation in the 1950’s (*A Raisin in the Sun*). |  and audience  
- Develop and use planning templates  
- Revision techniques  
- Understand and use multiple writing approaches  
- Evidence  
- Synthesize |  
- How can I better organize my ideas and claims for clarity?  
- How can I make my writing stronger?  
- What is the best way to revise and rewrite my work so far?  
- How can I justify my changes?  
- How can I change my writing significantly without sacrificing meaning and purpose?  
- What is most important to my audience?  
- Does the essay demonstrate an effective organization, and a clear and logical progression of ideas?  
- Does the essay demonstrate the use of relevant and sufficient support and evidence for its claims?  
- Who is my audience?  
- What form does the prompt call for?  
- How will I organize my thoughts before I begin drafting?  
- Why am I writing to this audience? |

Develop and strengthen writing as needed by planning, revising, editing, rewriting. Cite strong and thorough using textual evidence to support inferences drawn from the text. Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain specific vocabulary, and techniques. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing.

CCSS: RL.12.1, W.12.4, W.12.5
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<th>#</th>
<th>SLO</th>
<th>Sample Activities/Lesson Starters</th>
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</table>
| 1 | Demonstrate understanding of essential terminology and strategies for analyzing text. | □ Students will keep a Dialectical Journal for note-taking, which will assist with close readings, questioning the text, providing reflection about the text, and interpreting and clarifying the text.  
□ Students will demonstrate understanding of MLA style for citations, documentation, paraphrasing, and quoting.  
□ Students will continue to demonstrate understanding of essential literary and rhetorical devices:  
  □ Rhetorical appeals: Ethos, pathos, and logos.  
  □ Rhetorical modes: Argumentation/persuasion, description, narration, exemplification, synthesis, extended definition, analysis, division/classification, comparison/contrast, and cause/effect.  
  □ Repetition (rhetorical device): Anaphora, Alliteration, and Assonance.  
  □ Figurative Language: Simile, metaphor, personification, and hyperbole.  
  □ Literary elements.  
   □ Imagery: Auditory (sound), tactile (touch), olfactory (smell), gustatory (taste), visual (sight), and kinesthetic (movement).  
   □ Irony: Verbal, situational, and dramatic.  
  □ Diction - Types and levels (articulation): Types: (concrete vs. abstract, literal vs. figurative, and denotation vs. connotation) and Levels - standard, informal, and non-standard (cliché, colloquial, slang, pun, idiom, and dialect).  
  □ Literary devices & Rhetorical Features: Allusion, analogy, allegory, epigraph, symbolism, flashback, foreshadow, satire, synecdoche, metonymy, parallelism, juxtaposition, tone, voice, syntax, and etc.  
□ Students will work independently, collaboratively in small group, and in large group settings when analyzing text.  
□ Students will continue to use and demonstrate an understanding of strategies for reading and analyzing text: (additional details in resource section).  
- OPTIC  
- SOAPSTone  
- Syntax Analysis Chart  
- They Say/I Say Writing Templates (Graff, Gerald and Cathy Birkenstein)  
- Toulmin Model  
- TP-CASTT  
- Graff Template  
- Accountable Talk® |
| Demonstrate close reading skills and identify author’s purpose, main ideas, literary elements (exposition, conflict, rising action, climax, falling action, resolution, dénouement), rhetorical features (diction and tone), and literary devices in the various readings. | □ Students will work collaboratively in small and large group settings when analyzing elements of the text.  
□ Analyze the author’s purpose, tone, literary elements, and literary devices.  
□ Analyze content from multiple readings identifying the author’s point of view/perspective.  
□ Students will recognize literary devices and determine the meaning of words and phrases as they are used in the text.  
□ Review Didactic journal entries and annotations/notes.  
□ Review questions:  
  • What is the American experience?  
  • How is American society defined? How is this reflected in our society’s human conditioning?  
  • How is Walter and Willy characterized within American society? Are they successful or unsuccessful? What contributes to their financial position?  
  • In what way are the main characters Walter and Willy alike and how are they different?  
  • What are these characters hoping to find?  |

CCSS: RI.12.6
- How alike are their desires?
- What are your reactions to the quests these two make?
- Are the characters static or dynamic?

**Literary analysis of:** Pre-Course Assignment (summer reading assignment - drama): Due 2\textsuperscript{nd} week of class (September)

- Arthur Miller: *Death of a Salesman* – full text online [http://ir.nmu.org.ua/bitstream/handle/123456789/128945/2b5c0f90c981f51ad9484b2ea8e415b6.pdf?sequence=1](http://ir.nmu.org.ua/bitstream/handle/123456789/128945/2b5c0f90c981f51ad9484b2ea8e415b6.pdf?sequence=1)

**Demonstrate visual analysis.** Determine an author’s point of view or purpose and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS:** RI.12.6, W. 12.4

- Examine the articles/video and identify: The central idea, purpose, audience, tone, voice, mood and context.
- Identify the use of ethos, pathos, and logos.
- Write an objective summary for two selections without including extraneous information. Show an understanding of the argument and the claims made. Determine how the claims are developed in the text. Present a coherent, organized explanation, conclude in a logical way that supports the explanation, and use correct spelling, grammar, and punctuation. Use textual evidence and cite using the MLA style citations.

**Examine the following articles and video:** In preparation of *The Grapes of Wrath*

- History.com “The Great Depression” [http://www.history.com/topics/great-depression](http://www.history.com/topics/great-depression)
- Livinghistoryfarm.org “Farming in the 1930’s ‘Okies’” [http://www.livinghistoryfarm.org/farminginthe30s/water_06.html](http://www.livinghistoryfarm.org/farminginthe30s/water_06.html)

**Examine the following articles and video:** In preparation of *The Grapes of Wrath*
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<tr>
<td>□</td>
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</tr>
</tbody>
</table>

4 Demonstrate close reading skills and identify author’s purpose, main ideas, literary elements, rhetorical features (diction and tone), and literary devices in the various readings. Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text.

- □ Students will work collaboratively in small and large group settings when analyzing elements of the text and support analysis using textual evidence.
- □ Analyze the author’s purpose, structure, style, themes, syntax, point of view, voice, literary elements, rhetorical features, and literary devices. Distinguish tone in the selected readings and identify the words which contribute to tone.
- □ Students will determine the meaning of words and phrases as they are used in the text.
- □ Review Didactic journal entries and annotations/notes.
- □ Questions:
  - What is the American experience in both of these texts?
  - How is American society defined within these texts?
  - Are these literary worlds believable?
  - Are the main characters believable/could they be real?
  - How are the main characters characterized within American society? Are they successful or unsuccessful? What contributes to their success or lack of success?
  - What are these characters hoping to find?
  - How alike are their desires?
  - What are your reactions to the quests these two make?
  - Are the characters static or dynamic?
  - How do these selections help individuals to understand others?
  - How do these literary selections reveal who we are as a society?
  - With regard to the American experience, how do these literary selections exemplify the concerns, desires, and wishes of their era?
  - What can we tell about a person by the way that he or she speaks? Writes?
  - How do tone, voice, and diction affect the meaning of what we read?
  - How is literature used to convey a message?
### CCSS: RL.12.1, RI.12.5, L.12.4

<table>
<thead>
<tr>
<th>Demonstrate rhetorical modes of writing by writing:</th>
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<tr>
<td>11. A compare and contrast essay, analyzing the source of conflict and its contribution to the meaning of the literary selections.</td>
</tr>
<tr>
<td>12. An argumentation essay analyzing plot digressions.</td>
</tr>
<tr>
<td>13. A narrative essay incorporating examples from the text to bring believability to your writing.</td>
</tr>
</tbody>
</table>

### Examine the following literary selection:


### 5 Essay Assignments: Assigned throughout the unit.

- Synthesize multiple reading strategies and support analysis using textual evidence and MLA style citations.
- 1. Demonstrate understanding of the comparison and contrast essay. Both *A Raisin in the Sun* and *Death of a Salesman* depict a conflict between a parent (or a parental figure) and a son or daughter. Write an essay in which you analyze both texts and the source the conflict in each and explain how the conflict contributes to the meaning of the work. Avoid plot summary.

- 2. Demonstrate understanding of argumentation essay. In the novels *The Grapes of Wrath* by Steinbeck and *One Flew Over the Cuckoo's Nest* by Kesey use digression from the plot as a whole to tell their respective strives. In the case of Steinbeck, he uses historical/political digressions. In the case of Kesey, he uses psychology digressions. You are to select one novel and analyze the artistic value of these digressions. Do these plot digressions enhance the novel or take away from the overall impact of it? In addition to the artistic value discuss the social relevance of these digressions. Support your assertion with evidence from your readings. Be sure to cite and properly document evidence.

- 3. Demonstrate understanding of the narrative essay. Write a sequel to one of the literary selections in this unit. Remember to mirror the author’s tone, elements of plot, symbolism, figurative language, and incorporate details from the original text to bring believability to your writing.

- 4. Select one of the literary selections we have covered in this unit (*A Raisin in the Sun*, *Death of a Salesman*, *The Grapes of Wrath*, or *One Flew Over the Cuckoo's Nest*) and in a well-organized essay,
15. Supplemental (optional) – synthesizing multiple reading strategies and using various sources write a research paper on one of the following topics: mental illness (One Flew Over the Cuckoo's Nest), the Great Depression (The Grapes of Wrath), segregation in the 1050’s (A Raisin in the Sun).

CCSS: RL.12.1, W.12.4, W.12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting. Cite strong and thorough using textual evidence to support inferences drawn from the text. Examine and convey complex ideas, concepts, and information clearly and analyze how changes in perspective and style reflect the narrator’s complex attitude toward the American dream. In your analysis, consider literary elements such as point of view, structure, selection of detail, and figurative language.

5. Supplemental (optional) – using multiple sources write a research paper on one of the following topics: Mental illness (One Flew Over the Cuckoo's Nest), the Great Depression (The Grapes of Wrath), or segregation in the 1050’s (A Raisin in the Sun). Students are to write their research paper for submission and present their findings to the class (possibly PowerPoint).
accurately through the effective selection, organization, and analysis of content. Use precise language, domain specific vocabulary, and techniques. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing.
<table>
<thead>
<tr>
<th>Project (Suggested)</th>
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<tr>
<td>Independent article analysis</td>
<td>Book report</td>
<td>Comparison essay</td>
</tr>
<tr>
<td>Multi-article analysis and synthesis</td>
<td>Mini research project</td>
<td></td>
</tr>
</tbody>
</table>
# RESOURCES FOR UNIT #1

- **Book List:**

Pre-Course Assignment (summer reading assignment - drama): Due 2nd week of class (September)

- Arthur Miller: *Death of a Salesman* – full text online [http://ir.nmu.org.ua/bitstream/handle/123456789/128945/2b5c0f90c981f51ad9484b2ea8e415b6.pdf?sequence=1](http://ir.nmu.org.ua/bitstream/handle/123456789/128945/2b5c0f90c981f51ad9484b2ea8e415b6.pdf?sequence=1)
- History.com “The Great Depression” [http://www.history.com/topics/great-depression](http://www.history.com/topics/great-depression)
- Livinghistoryfarm.org “Farming in the 1930’s ‘Okies’” [http://www.livinghistoryfarm.org/farminginthe30s/water_06.html](http://www.livinghistoryfarm.org/farminginthe30s/water_06.html)

**Holt Elements of Literature – Sixth Course:** Using Context Clues (pg 252), Interpreting Connotations/Emotional Appeals (pg. 513), Analyzing Word Choice and Word Order (pg. 606), Handbook of Literary terms (pgs. 1189-1203), and Language Handbook (pgs. 1222-1258).
RESOURCES FOR UNIT #1

Teachers may utilize the sources listed below to integrate current events into the curriculum. Using these resources, students will be provided with articles/videos on current news events in order to differentiate instruction and make connections to historical events, people, places, etc. Note: School based resources can be used in addition to the above required resources, but cannot replace the resources in Unit 1.

- The New York Times “Upfront” Magazine (online magazine: http://upfront.scholastic.com/ and video archive http://upfront.scholastic.com/videos). The Upfront publication is delivered on a monthly basis. Teachers may utilize this publication to integrate current events into the curriculum. Using this resource, students will be provided with articles/videos on current news events in order to make connections to historical events, people, places, and etc.
- PBS.org: Explore topics and historical information on http://www.pbs.org/.
- NetTrekker: This subscription is available to all staff members. Teachers may utilize this digital learning resource library throughout the school year to obtain additional material for specific lessons and areas of study. This database contains videos, simulations, learning games, etc. Teachers may select appropriate resources from NetTrekker to enhance and differentiate their instructions http://school.nettrekker.com/ntw/Paterson/NJ.
- Discovery News: http://news.discovery.com/
- Newsela: https://www.newsela.com/
- American Rhetoric (speeches): http://www.americanrhetoric.com/
- Project Guttenberg (free electronic books): http://www.gutenberg.org/wiki/Main_page
- Smithsonian Institution: http://www.smithsonianeducation.org/
- National Park Service: http://www.nps.gov/index.htm
- History http://www.history.com
- Ted.com A website devoted to sharing ideas by way of lectures and presentations http://www.ted.com/
- The New Yorker http://www.newyorker.com/
- Word Master Challenge http://www.wordmasterschallenge.com/
# RESOURCES (Full Literary Texts) UNITS 1 to 4

## Full List of Literary Texts (Units 1 to 4):

### Book list:

- Thomas Hardy: **Tess of the d’Urbervilles** – full text online: [http://www.gutenberg.org/files/110/110-h/110-h.htm](http://www.gutenberg.org/files/110/110-h/110-h.htm); audio book (chapters 1 to 7): [https://www.youtube.com/watch?v=CI1VBuDULek](https://www.youtube.com/watch?v=CI1VBuDULek).
- Margaret Atwood: **The Handmaid’s Tale** - full audio: [https://www.youtube.com/watch?v=miKUWyu4Yk](https://www.youtube.com/watch?v=miKUWyu4Yk)
- Aldous Huxley: **Brave New World** – full text online [https://archive.org/stream/ost-english-brave_new_world_aldous_huxley/Brave_New_World_Aldous_Huxley#page/n0/mode/2up](https://archive.org/stream/ost-english-brave_new_world_aldous_huxley/Brave_New_World_Aldous_Huxley#page/n0/mode/2up)
- Sophocles: **Oedipus Rex** (Oedipus the King) – full text online [http://www.gutenberg.org/files/27673/27673-h/27673-h.htm](http://www.gutenberg.org/files/27673/27673-h/27673-h.htm)
- Eugene O’Neill: **Mourning Becomes Electra** – full text online [http://gutenberg.net.au/ebooks04/0400141h.html](http://gutenberg.net.au/ebooks04/0400141h.html)

### William Shakespeare:

- **King Lear** - full text online [http://www.opensourceshakespeare.org/views/plays/playmenu.php?WorkID=kinglear](http://www.opensourceshakespeare.org/views/plays/playmenu.php?WorkID=kinglear), audio book: [https://www.youtube.com/watch?v=bDjl0i9E4iI](https://www.youtube.com/watch?v=bDjl0i9E4iI)

### Poetry:

- **Sonnet # 1** by William Shakespeare: [http://www.shakespeare-online.com/sonnets/1.html](http://www.shakespeare-online.com/sonnets/1.html)
- Pre-Course Assignment (summer reading assignment - drama): Due 2nd week of class (September)
- Arthur Miller: **Death of a Salesman** – full text online [http://ir.nmu.org.ua/bitstream/handle/123456789/128945/2b5c0f90c981f51ad9484b2ea8e415b6.pdf?sequence=1](http://ir.nmu.org.ua/bitstream/handle/123456789/128945/2b5c0f90c981f51ad9484b2ea8e415b6.pdf?sequence=1)
RESOURCES FOR UNIT # 1

Strategy Templates/Overview:
- Dialectical journal & close readings: See chart A
- Binder: See chart A
- Syntax Analysis Chart: See chart B

Guest speaker(s): Poet visits (affiliated with the Dodge Poetry Festival) - [http://www.dodgepoetry.org/schools/dodge-poet-visits/](http://www.dodgepoetry.org/schools/dodge-poet-visits/)

Grading rubrics:
  - See chart H
- PARCC – “GRADES 6-11 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)”, Research Simulation Task and Literary Analysis Task (*This rubric is subject to further refinement based on research and study.*) – Source: [http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%202014%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%202014%20Rubric%20Final.pdf), [https://www.parcconline.org/samples/english-language-artsliteracy/writing-forms](https://www.parcconline.org/samples/english-language-artsliteracy/writing-forms) – See chart I

Educational Technology:
- Online courses – The Paterson school district has made online tutorials/courses available through PLATO Courseware:
Free teacher and student blog pages are available on:


Google docs:

- 32 ways to use Google docs in the classroom - free: [https://docs.google.com/presentation/d/1_6fh7wXkgHQbbA2ILrjsFqysvlcJCbul2I3Oc912D8/present#slide=id.i0](https://docs.google.com/presentation/d/1_6fh7wXkgHQbbA2ILrjsFqysvlcJCbul2I3Oc912D8/present#slide=id.i0)
- Free online Google training for educators: [http://www.google.com/edu/training/tools/drive/level2.html](http://www.google.com/edu/training/tools/drive/level2.html)
- [https://www.teachingchannel.org/videos/fostering-student-collaboration](https://www.teachingchannel.org/videos/fostering-student-collaboration)

Game based learning - Online Game creator:

- Jeopardy: [https://www.superteachertools.net/jeopardyx/](https://www.superteachertools.net/jeopardyx/), additional games: [https://www.superteachertools.net/](https://www.superteachertools.net/)

RESOURCES FOR UNIT # 1

Chart A:

Journal:

Students will keep a daily Dialectical Journal. This journal provides a note-taking format for questioning the text, providing reflections about the text, and interpreting and clarifying the text. The content of this journal will be pulled directly from students’ own reading of the material that they have been assigned. It will also include teacher provided quotes from authors whose works are being read during the year to demonstrate a particular use of language.

Students will use the Dialectical Journal in conjunction with their Close Reading of chunks of text or entire selections with the express purpose of being able to pull words, phrases, sentences, or excerpts and draw conclusions about a character’s motives, author’s purpose, author’s use of diction, or another identified focus.

Students will use the left column of the Dialectical Journal to:

- Cite select words, phrases, sentences or passages directly from the text; document (include page references)
- Paraphrase select passages; document (include page references)
- Summarize as appropriate

Students will use the right column of the Dialectical Journal to write their own emotional reactions, questions, clarifications, and/or reflections.

During the first marking period the teacher will evaluate the journal on a weekly basis. For the remainder of the year, the teacher will evaluate the journals every other week.

Binder: AP Students will maintain loose-leaf binder notebooks, divided into sections as follows: 1. Class notes. 2. Analysis Strategies (graphic organizers, SOAPSTone, OPTIC, TP-CASTT, Syntax Analysis Charts, etc.). 3. Grammar/Writing Templates (e.g. They Say/I Say, Toulmin Model, Graff, MLA formatted documentation and citations, and a variety of sentence constructions). 4. Literary terms and vocabulary. 5. Supplemental Readings and Handouts. 6. Error Analysis.
Syntax Analysis Chart

A Syntax Analysis Chart is a strategy for style analysis as well as an effective revising technique for a student’s own writing. The syntax analysis chart is a five-column table with these headings: Sentence Number, First Four Words, Special Features, Verbs, and Number of Words per Sentence. This tool will help students examine how style adds to meaning and purpose. It helps students identify various writing problems such as: repetitiveness, verb choices, lack of syntactical variety, and lapses in overall organization.

<table>
<thead>
<tr>
<th>Sentence Number</th>
<th>First Four Words</th>
<th>Special Features</th>
<th>Verbs</th>
<th>Number of Words Per Sentence</th>
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</table>
RESOURCES FOR UNIT # 1

Chart D (http://apcentral.collegeboard.com/apc/public/repository/ap06_englang_syllabus2.pdf - pg. 7):

OPTIC

This strategy is highlighted in Walter Park’s book How to Study in College and presents students with key concepts to think about when approaching any kind of visual text, i.e., graphic and visual images as forms of text and the connection of these images to written texts. The following is a sample of an OPTIC lesson with its concurrent steps:

1. Provide student with a single visual text that shows a position or point of view on an issue. One example is Dorothea Lang’s 1936 photo of a migrant mother and her children (Current Issues and Enduring Questions, 156) which showed the American public the poverty of displaced workers during the Great Depression of the 1930s.
2. Instruct students on the OPTIC strategy, step by step.
   - **O is for overview** – write down a few thoughts on what the visual appears to document.
   - **P is for parts** – focus on the parts of the visual. Write down any elements or details that appear to be important.
   - **T is for title** – highlight the words of the title of the visual (if one is available).
   - **I is for interrelationships** – use the title as the theory and the parts of the visual as clues to detect and isolate the interrelationships in the graphic.
   - **C is for conclusion** – draw a conclusion regarding the visual in total. What does the visual mean? Summarize the message of the visual in one or two sentences.
3. Assess the effectiveness of this strategy in analyzing visuals. Assessment can be a classroom discussion of the summaries students wrote regarding the message of the visual.
4. Compare and contrast the visual with an expository text dealing with the same subject matter but perhaps from a different position.
RESOURCES FOR UNIT # 1


SOAPSTone

The use of this methodology will enable students to devise a more academic thesis. It is also the AP teacher’s responsibility to provide instruction and feedback on student writing both before and after students revise their work.

- **Speaker**: The individual or collective voice of the text.
- **Occasion**: The event or catalyst causing the writing of the text to occur.
- **Audience**: The group of readers to whom the piece is directed.
- **Purpose**: The reason behind the text.
- **Subject**: The general topic and/or main idea.
- **Tone**: The attitude of the author.
TP-CASTT

This is a poetry analysis strategy which provides students with a framework of routine questions for analyzing, discussing, critiquing, and writing about poetry.

- **Title:** Think about the title before reading the poem. What do you think the poem will be about?
- **Paraphrase:** Read the poem and translate it into your own words.
- **Connotation:** Think about more than the dictionary meaning of the words. What are the ideas and feelings associated with select words?
- **Attitude:** What is the speaker’s attitude? Is it the same as the poet’s? How do you know?
- **Shifts:** Are there any shifts in speakers? Or, does the attitude of the speaker change anywhere in the poem?
- **Title:** Think about the title again. Do you see a different meaning? Explain.
- **Theme:** What is the poet’s overall message about human nature or about life in general?

Chart G:

Toulmin Model

The **Toulmin Model** is an Argument Analysis Template which helps students analyze and critique argumentation. It provides a clear framework to help students outline and compose a logical thesis as the basis for planning and developing a convincing argument.

This model divides arguments into three parts: the claim, the grounds and the warrant. The claim is the main point of the essay. The claim may be stated directly as the thesis or it can be implied. The grounds, which are used to support the claim, can be appeals to the emotions or values of the audience or objective evidence. The warrant is the inference that connects the claim to the grounds. It can be a belief that is taken for granted or an assumption that underlies the arguments (Kirszner, 566).

Students will employ academic writing to frame the statement identifying the claim, grounds and warrant.
RESOURCES FOR UNIT # 1

Chart H – College Board AP Literature and Composition Scoring Rubric.

## Chart I: PARCC – “GRADES 6-11 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)*, (* This rubric is subject to further refinement based on research and study.)”

For full scoring rubrics visit source: [http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf), [https://www.parcconline.org/samples/english-language-arts-literacy/writing-forms](https://www.parcconline.org/samples/english-language-arts-literacy/writing-forms)

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<tr>
<th>Writing Domain</th>
<th>Scoring Point 4</th>
<th>Scoring Point 3</th>
<th>Scoring Point 2</th>
<th>Scoring Point 1</th>
<th>Scoring Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension of Key Ideas and Details</td>
<td>The student response demonstrates full comprehension of key ideas and details by providing a thoughtful and insightful analysis of the text.</td>
<td>The student response demonstrates basic comprehension of key ideas and details by providing a thoughtful and insightful analysis of the text.</td>
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</tr>
<tr>
<td>Writing Effective Expression</td>
<td>The student response demonstrates an effective style and clarity in expressing ideas.</td>
<td>The student response demonstrates a clear and effective style in expressing ideas.</td>
<td>The student response demonstrates a limited style in expressing ideas.</td>
<td>The student response demonstrates a weak style in expressing ideas.</td>
<td>The student response demonstrates no style in expressing ideas.</td>
</tr>
<tr>
<td>Writing Knowledge of Language and Conventions</td>
<td>The student response demonstrates an understanding of language conventions and mechanics.</td>
<td>The student response demonstrates a basic understanding of language conventions and mechanics.</td>
<td>The student response demonstrates a limited understanding of language conventions and mechanics.</td>
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</tr>
</tbody>
</table>

### Narrative Task (NT)

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Scoring Point 4</th>
<th>Scoring Point 3</th>
<th>Scoring Point 2</th>
<th>Scoring Point 1</th>
<th>Scoring Point 0</th>
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</thead>
<tbody>
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RESOURCES FOR UNIT # 1