ENGLISH LANGUAGE ARTS

Grade 12: Unit 2
Advanced Placement English Literature and Composition
Unit on Gender/Feminine Experience in Literature
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>
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<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>
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<td>2</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>3</td>
<td>Understand, practice, and demonstrate knowledge of the AP English Language and Composition exam. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Determine or clarify the meaning of unknown and multiple meaning words, phrases, including figurative language, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text.</td>
<td>CCSS: RL.11-12.1-7; RI.11-12.1-6; W.11-12.1-10; SL.11-12.1-4; L.11-12.1-6</td>
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<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>
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<tr>
<td>5</td>
<td>Demonstrate rhetorical modes of writing by writing: 1. A compare and contrast essay, comparing the literary styles of the last chapter in each selection.</td>
<td>CCSS: RL.11-12.1-10; W.11-12.1-10; SL.11-12.1-4; L.11-12.1-6</td>
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</tbody>
</table>
2. An **analysis essay** analyzing character development.

3. A **synthesis essay** using multiple texts and visual media from this unit.

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 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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<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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<td>- Individual instruction</td>
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<td>- Small group instruction</td>
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<td>- Whole class discussions</td>
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<td>- Peer Tutoring</td>
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<td>- Reading Partners</td>
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<td>- Reading aloud</td>
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<td>- Modeling</td>
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<td>- Pair/trio sharing</td>
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<tr>
<td>- Turn and talk</td>
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<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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<td>- Gallary Walks</td>
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<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>
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>Computer Skills</th>
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<tbody>
<tr>
<td><strong>Basic Computer Skills</strong></td>
</tr>
<tr>
<td>➢ Turn the monitor and computer on and off</td>
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<tr>
<td>➢ Log on and off of the computer</td>
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<tr>
<td>➢ Log on to the computer with user ID</td>
</tr>
<tr>
<td>➢ Verbally identify and use all computer parts</td>
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<tr>
<td><strong>Word Processing Skills</strong></td>
</tr>
<tr>
<td>➢ Locate and use Function Keys</td>
</tr>
<tr>
<td>➢ Type, edit and print simple sentences</td>
</tr>
<tr>
<td>➢ Capital letter at beginning of sentence</td>
</tr>
<tr>
<td>➢ Spacebar once between words and sentences</td>
</tr>
<tr>
<td>➢ Period/Question Mark at the end of sentence</td>
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</tbody>
</table>

| **Keyboarding Skills** |
| ➢ Demonstrate awareness of home row keys |
| ➢ Demonstrate proper fingering of home row keys |

| **Programs** |
| ➢ Microsoft Word |
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<th>CRP3. Attend to personal health and financial well-being.</th>
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<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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Career Ready Practices

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CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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.
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## 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>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</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>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</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>
<td>- Tape recorder</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</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>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Provide immediate feedback</td>
<td>- Note-taking assistance</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Graphic organizers</td>
<td>- Audio-taped books</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Color code materials</td>
</tr>
<tr>
<td>- Provide lecture notes/outline</td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
<td></td>
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<td>- Frequent feedback</td>
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</table>
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:

- 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

- 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.
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
### Student Learning Objectives/Standards

1. Demonstrate understanding of essential terminology and strategies for analyzing text.

   CCSS: L.12.4, L.12.6

### Skills, Strategies & Concepts

- Figurative meaning
- Connotative meaning
- Word choice
- Impact
- Tone
- Context clues
- Restatement
- Definition

### Essential Questions (Accountable Talk)

- How and why do men and why do men and women differ?
- What are the controversial issues surrounding gender in the modern world?
- What is the impact of gender roles that society creates? How is this reflected in the human condition?

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**New Jersey Core Curriculum Content Standards (NJCCCS)/CCSS:**

- **Reading Literature:** RL.11-12.1-10; RI.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
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<thead>
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<th>Skills, Strategies &amp; Concepts</th>
<th>Essential Questions (Accountable Talk)</th>
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</thead>
<tbody>
<tr>
<td>RI.12.6, W.12.4</td>
<td>● Prefix Suffix</td>
<td>● What is the author’s true point of view and/or purpose?</td>
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<tr>
<td></td>
<td>● Root word</td>
<td>● How does an author’s word choice or point of view affect the story?</td>
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<td></td>
<td>● Author’s purpose</td>
<td>● How many different ways are there to say the same thing?</td>
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<td></td>
<td>● Main idea</td>
<td>● What can we tell about a person by the way that he or she speaks? Writes?</td>
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<tr>
<td></td>
<td>● Author’s Point of View</td>
<td>● What is the central idea of the text?</td>
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<td></td>
<td>● Tone</td>
<td>● Who is my audience?</td>
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<tr>
<td></td>
<td>● Development</td>
<td>● What form of writing does the prompt call for?</td>
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<td></td>
<td>● Organization</td>
<td>● How can I effectively use appropriate subject related vocabulary?</td>
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<tr>
<td></td>
<td>● Style</td>
<td>● How can I support my claim with valid and strong textual evidence?</td>
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<tr>
<td></td>
<td>● Task</td>
<td>● Purpose</td>
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<tr>
<td></td>
<td>● Audience</td>
<td>● Development</td>
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| clarify the meaning of unknown and multiple meaning words, phrases, including figurative language, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text. **CCSS: RI.12.1, RI. 12.4,W.4** | • Organization  
• Audience  
• Figurative language  
• Figures of speech  
• Cite textual evidence  
• Inferences  | • 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?  
• 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?  
• Given the fact Hawthorne (author of The Scarlet Letter) and Hardy (author of Tess of the d’Urbervilles) are not women, how well do they capture the feminine experience? How do they do this? What literary devices/rhetorical features are displayed in their writing, which captures the feminine experience?  
• Are the heroines of The Scarlet Letter and Tess of the d’Urbervilles victims because of their gender?  
• With regard to gender, how do these literary selections exemplify the concerns, desires, and wishes of their era? |
| 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. **CCSS: RI.12.5, L.12.4** | • Close reading skills  
• Author’s purpose  
• 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  |
<table>
<thead>
<tr>
<th>Student Learning Objectives/Standards</th>
<th>Skills, Strategies &amp; Concepts</th>
<th>Essential Questions (Accountable Talk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Demonstrate rhetorical modes of writing by writing:</td>
<td>• Analyze the text</td>
<td>• How does different genres shape reading and writing?</td>
</tr>
<tr>
<td>4. A compare and contrast essay, comparing the literary styles of the last chapter in each selection.</td>
<td>• Infer additional information from a text</td>
<td>• What is the main idea of the passage?</td>
</tr>
<tr>
<td>5. An analysis essay analyzing character development.</td>
<td>• Distinguish between inferences and explicit ideas</td>
<td>• What is stated explicitly in the text?</td>
</tr>
<tr>
<td>6. A synthesis essay using multiple texts and visual media from this unit.</td>
<td>• Style</td>
<td>• What inferences can I make based on the information explicitly stated?</td>
</tr>
<tr>
<td>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.</td>
<td>• Audience</td>
<td>• How can I justify and support my inferences?</td>
</tr>
<tr>
<td>• Purpose</td>
<td>• Organization</td>
<td>• How and where can I seek additional information to justify inferences and to clarify uncertainties?</td>
</tr>
<tr>
<td>• Understanding and focus on purpose and audience</td>
<td>• Develop and use planning templates</td>
<td>• How can writing be edited for clarity?</td>
</tr>
<tr>
<td>• Evidence</td>
<td>• Revision techniques</td>
<td>• How can my style of writing provide clarity and coherency?</td>
</tr>
<tr>
<td>• Synthesize</td>
<td>• Understand and use multiple writing approaches</td>
<td>• How can I better organize my ideas and claims for clarity?</td>
</tr>
<tr>
<td>CCSS: RL.12.1, W. 12.4, W.12.5</td>
<td>• Evidence</td>
<td>• How can I make my writing stronger?</td>
</tr>
<tr>
<td></td>
<td>• Synthesize</td>
<td>• What is the best way to revise and rewrite my work so far?</td>
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<td></td>
<td></td>
<td>• How can I justify my changes?</td>
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<tr>
<td></td>
<td></td>
<td>• How can I change my writing significantly without sacrificing meaning and purpose?</td>
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<td></td>
<td></td>
<td>• What is most important to my audience?</td>
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<td></td>
<td></td>
<td>• Does the essay demonstrate an effective organization, and a clear and logical progression of ideas?</td>
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<td></td>
<td></td>
<td>• Does the essay demonstrate the use of relevant and sufficient support and evidence for its claims?</td>
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<td>• Who is my audience?</td>
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<td>• What form does the prompt call for?</td>
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<td>• How will I organize my thoughts before I begin</td>
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<tr>
<td>1</td>
<td>Demonstrate understanding of essential terminology and strategies for analyzing text.</td>
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</tbody>
</table>

**Sample Activities/Lesson Starters**

- 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.
| 2 | 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 - Toulmin Model - TP-CASTT  
- SOAPSTone - Graff Template - Accountable Talk®  
- Syntax Analysis Chart  
- They Say/I Say Writing Templates (Graff, Gerald and Cathy Birkenstein)  
- Anatomy of Criticism (Frye)  
- Jungian Approach to Literature (Knap) |

| 2 | 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, and context.  
| | Identify the use of ethos, pathos, and logos.  
| | Write an objective summary for two selections (article/video listed below) 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 Scarlet Letter  
| | History.com “Puritans vs. Pilgrims” [http://www.history.com/topics/ puritanism](http://www.history.com/topics/puritanism)  
| | The Scarlet Letter Project “Historical Background of The Scarlet Letter and The Connection” |
| 3 | Understand, practice, and demonstrate knowledge of the AP English Language and Composition exam. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Determine or clarify the meaning of unknown and multiple meaning words, phrases, including figurative language, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text. |
| 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 use of evidence.  
- 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. |

- [http://scarletletterprojectx.weebly.com/historical-background.html](http://scarletletterprojectx.weebly.com/historical-background.html)

**Examine the following biography:** In preparation of **Tess of the d’Urbervilles**


**CCSS:** RI.12.1, RI.12.4, W.4,
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.

Questions:

- How and why do men and women differ?
- What are the controversial issues surrounding gender in the modern world?
- What is the impact of gender roles that society creates? How is this reflected in the human condition? How do these roles reveal who we are as a society?
- Are these roles used to understand individuals within a society?
- How do gender roles affect the opportunities available to men and women in society? Do these opportunities change when the social structure changes (think of geography/time)?
- Given the fact Hawthorne (author of The Scarlet Letter) and Hardy (author of Tess of the d’Urbervilles) are not women, how well do they capture the feminine experience? How do they do this? What literary devices/rhetorical features are displayed in their writing, which captures the feminine experience?
- Does Tess Durbeyfield or Hester Prynne ever exhibit masculine behavior? If so, when and why?
- Are the heroines of The Scarlet Letter and Tess of the d’Urbervilles victims because of their gender?
- With regard to gender, how do these literary selections exemplify the concerns, desires, and wishes of their era?
- In what way does setting help the development in both literary selections?
- Does the passing of the seasons play any symbolic role? How is the use of color and light used?

Examine the following literary selection:


Demonstrate rhetorical modes of

Essay Assignments: Assigned throughout the unit.
writing by writing:
7. A compare and contrast essay, comparing the literary styles of the last chapter in each selection.
8. An analysis essay analyzing character development.
9. A synthesis essay using multiple texts and visual media from this unit.

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
<table>
<thead>
<tr>
<th>Grade: 12</th>
<th>Advanced Placement English Literature and Composition</th>
<th>Unit 2: Gender/Feminine Experience in Literature</th>
</tr>
</thead>
</table>

### Content Questions – Unit 2 Gender/Feminine Experience in Literature

- How and why do men and women differ?
- What are the controversial issues surrounding gender in the modern world?
- What is the impact of gender roles that society creates? How is this reflected in the human condition?
- How do these roles reveal who we are as a society?
- Are these roles used to understand individuals within a society?
- How do gender roles affect the opportunities available to men and women in society? Do these opportunities change when the social structure changes (think of geography/time)?
- Given the fact Hawthorne (author of *The Scarlet Letter*) and Hardy (author of *Tess of the d’Urbervilles*) are not women, how well do they capture the feminine experience? How do they do this? What literary devices/rhetorical features are displayed in their writing, which captures the feminine experience?
- Does Tess Durbeyfield or Hester Prynne ever exhibit masculine behavior? If so, when and why?
- Are the heroines of *The Scarlet Letter* and *Tess of the d’Urbervilles* victims because of their gender?
- With regard to gender, how do these literary selections exemplify the concerns, desires, and wishes of their era?

### Outcome:

- Compare the socialization processes that shape men and women in order to better understand perceived gender roles in society.
- Understand and be able to evaluate the arguments surrounding gender controversies in today’s society.
- Interpret and use synthesis to analyze the impact social expectations placed on gender.
- Students will gain an understanding of and an appreciation for good literature, an understanding of literature as a tool for personal enrichment and an understanding of the difference between objective standards and personal views.
- Demonstrate an understanding of expository and analytical writing.
- Demonstrate an understanding of criteria pertaining to argumentation.
- Deliver oral presentations and evaluate the oral presentations of their peers.
- Reinforce literary terms and rhetorical devices.
- Analyze the relationship between subject, speaker, and audience.
- Close reading skills to examine the arguments in various readings.
- Use textual evidence and correct citations in their analysis.
- Implement various techniques to organize information gathered from close readings.
- Identify the purpose of a text. Respond to the needs of different audiences.
<table>
<thead>
<tr>
<th>Honors Project (Choose 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project (Suggested)</strong></td>
</tr>
<tr>
<td>Independent article analysis</td>
</tr>
<tr>
<td>Multi-article analysis and synthesis</td>
</tr>
<tr>
<td><strong>Project (Suggested)</strong></td>
</tr>
<tr>
<td>Book report</td>
</tr>
<tr>
<td>Mini research project</td>
</tr>
<tr>
<td><strong>Project (Suggested)</strong></td>
</tr>
<tr>
<td>Comparison, Analysis, Synthesis essay</td>
</tr>
</tbody>
</table>
## RESOURCES FOR UNIT #2

- **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).
  - History.com “Puritans vs. Pilgrims” [http://www.history.com/topics/puritanism](http://www.history.com/topics/puritanism)
RESOURCES FOR UNIT #2

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/](http://upfront.scholastic.com/) and video archive [http://upfront.scholastic.com/videos](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/](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](http://school.nettrekker.com/ntw/Paterson/NJ).
- **Newsela**: [https://www.newsela.com/](https://www.newsela.com/)
- **Project Guttenberg** (free electronic books): [http://www.gutenberg.org/wiki/Main_page](http://www.gutenberg.org/wiki/Main_page)
- **Smithsonian Institution**: [http://www.smithsonianeducation.org/](http://www.smithsonianeducation.org/)
- **National Park Service**: [http://www.nps.gov/index.htm](http://www.nps.gov/index.htm)
- **History**: [http://www.history.com](http://www.history.com)
- **Ted.com** A website devoted to sharing ideas by way of lectures and presentations [http://www.ted.com/](http://www.ted.com/)
- **The New Yorker**: [http://www.newyorker.com/](http://www.newyorker.com/)
RESOURCES (Full Literary Texts) UNITS 1 to 4

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

Book list:

- Ken Kesey: One Flew Over the Cuckoo's Nest – full text online: http://www.kkoworld.com/kitablar/ken_kizi_ququ_qushu_yuvasinin_uzerinden_ucharken_eng.pdf
- Margaret Atwood: The Handmaid's Tale - full audio: https://www.youtube.com/watch?v=miKUWsyu4Yk
- 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
- Sophocles: Oedipus Rex (Oedipus the King) – full text online http://www.gutenberg.org/files/27673/27673-h/27673-h.htm

William Shakespeare:

Poetry:
- American Academy of Poets: http://www.poets.org/poetsorg/browse-poems-poets
- Sonnet # 1 by William Shakespeare: 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
RESOURCES FOR UNIT # 2

Strategy Templates/Overview:

- Dialectical journal & close readings: See chart A
- Binder: See chart A
- Syntax Analysis Chart: See chart B
- OPTIC: See chart D (http://apcentral.collegeboard.com/apc/public/repository/ap06_englang_syllabus2.pdf - pg. 7)
- TP-CASTT: See chart F (http://www.readwritethink.org/files/resources/30738_analysis.pdf)
- Toulmin Model: See chart G
- MLA Citations: https://owl.english.purdue.edu/owl/resource/747/01/ http://www.citationmachine.net/mla/cite-a-book

**Guest speaker(s):** Poet visits (affiliated with the Dodge Poetry Festival) - 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%2029%20Rubric%20Final.pdf, 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_6fh7wXkugHQbbA2ILrjsFqysvclJCbui2I3Oc912D8/present#slide=id.i0](https://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2ILrjsFqysvclJCbui2I3Oc912D8/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 # 2

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.
RESOURCES FOR UNIT # 2

Chart B:

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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>
RESOURCES FOR UNIT # 2


Graff Templates

The Graff Template is a template used for composing an argument. It helps students use the elements of an argument – claim, support, examples – to guide their reading and writing processes. It also provides a framework for students to analyze and critique argumentation. This is a useful structure for students to follow until they internalize the process and become fluent in using key signal phrases that are part of academic writing.

Students will analyze and write about an argument by using a template with signal phrases that are used to:
- Introduce quotations
- Explain quotations
- Introduce something that is assumed or implied
- Draw a conclusion about what the author did
- Provide a reasoned personal response
- Draw a conclusion in response to the argument

INDEX OF TEMPLATES

INTRODUCING WHAT “THEY SAY”
- A number of sociologists have recently suggested that X’s work has several fundamental problems.
- It has become common today to dismiss X’s contribution to the field of sociology.
- In their recent work, Y and Z have offered harsh critiques of Dr. X for______

INTRODUCING “STANDARD VIEWS”
- Americans today tend to believe that______.
- Conventional wisdom has it that______.
- Common sense seems to dictate that______.
- The standard way of thinking about topic X has it that______.
- It is often said that______.
- My whole life I have heard it said that______.
- You would think that______.
- Many people assume that______.

MAKING WHAT “THEY SAY” SOMETHING YOU SAY
- I’ve always believed that______.
- When I was a child, I used to think that______.
- Although I should know better by now, I cannot help thinking that______.
- At the same time that I believe______, I also believe______.

INTRODUCING SOMETHING IMPLIED OR ASSUMED
- Although none of them have ever said so directly, my teachers have often given me the impression that______.
- One implication of X’s treatment of______ is that______.
- Although X does not say so directly, she apparently assumes that______.
- While they rarely admit as much,______ often take for granted that______.

INTRODUCING AN ONGOING DEBATE
- In discussions of X, one controversial issue has been______. On the one hand,______ argue______. On the other hand,______ contend______. Others even maintain______.
- My own view is______.
- When it comes to the topic of______, most of us will readily agree that______. Where this agreement usually ends, however, is on the question of______.
- Whereas some are convinced that______, others maintain______.
RESOURCES FOR UNIT # 2

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 # 2


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

RESOURCES FOR UNIT # 2

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)

<table>
<thead>
<tr>
<th>Writing: Written Expression</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
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</thead>
<tbody>
<tr>
<td>The student response addresses the prompt and provides effective and comprehensive development of the main ideas, making the basis appropriate to the task, by using clear reasoning and textual evidence.</td>
<td>Demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer’s progression or development</td>
<td>Demonstrates coherence, clarity, and cohesion, making the writer’s progression or development difficult to follow</td>
<td>Demonstrates limited coherence, clarity, and cohesion, making the writer’s progression or development not clear</td>
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<td>Narrative Task (NT)</td>
<td>The student response is 1: effectively developed with narrative elements that are analytically appropriate to the task, scoring a 5</td>
<td>The student response is 2: moderately effective, with narrative elements moderately analytically appropriate to the task, scoring a 4</td>
<td>The student response is 3: minimally effective, with narrative elements minimally analytically appropriate to the task, scoring a 3</td>
<td>The student response is 4: limited effective, with narrative elements minimally analytically appropriate to the task, scoring a 2</td>
<td>The student response is 5: analytically unproductive, with narrative elements analytically unproductive, scoring a 1</td>
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<td>Demonstrates purposeful coherence, clarity, and cohesion, making the writer’s progression or development difficult to follow</td>
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