ENGLISH LANGUAGE ARTS

Grade 11: Unit 1

Advanced Placement English Language and Composition

Course Foundation: Argumentation and Language
Course Description

Advanced Placement (AP) English Language 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 Language and Composition course description. The AP Language and Composition course is organized by thematic units pertaining to: Language, gender, politics, and pop culture. All thematic units come under the umbrella of an overarching essential question about the idea of the American Dream. Each marking period is devoted to close reading of non-fiction and fiction 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. 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. 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 Language 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.
<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: L.11-12.3a; L.11-12.4; L.11-12.5</td>
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<tr>
<td>2</td>
<td>Demonstrate close reading skills and identify literary devices, rhetorical forms, and examine the arguments in various readings.</td>
<td>CCSS: L.11-12.4a-d; L.11-12.5-6; SL.11-12.1-4; W.11-12.4; W.11-12.9; RL.11-12.1-2; RL.11-12.1-6</td>
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<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: RL.11-12.5-7; W.11-12.d-e; W.11-12.2; W.11-12.4; SL.11-12.a-d; SL.11-12.6; L.11-12.1-3</td>
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<tr>
<td>4</td>
<td>Demonstrate and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cite strong and through using textual evidence to support textual analysis.</td>
<td>CCSS: RL.11-12.1-1-7; RL.11-12.1-4; W.11-12.1; W.11-12.2a-f; W.11-12.4; W.11-12.9-10; SL.11-12.1-4; L.11-12.1-3</td>
</tr>
<tr>
<td>5</td>
<td>Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Demonstrate analysis and writing skills.</td>
<td>CCSS: RL.11-12.4-5; RL.11-12.7; W.11-12.3.c-d; W.11-12.10; L.11-12.1-4a</td>
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</table>
| 6 | Demonstrate rhetorical modes of writing by writing:  
1. A **comparison/contrast essay** using multiple texts.  
3. A **descriptive essay** distinguishing Janey’s three husbands using object and subjective criteria. | CCSS: RL.11-12.1-5; RL.11-12.7; W.11-12.2a-f; W.11-12.4-6; W.11-12.8; SL.11-12.1-4; L.11-12.1-3 |
4. **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

1. **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.

2. **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
Career Ready Practices

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.
Career Ready Practices

- **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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<tr>
<td>Individual instruction</td>
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<td>Small group instruction</td>
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<td>Peer tutoring</td>
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<td>Guest speaker(s)</td>
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<td>Training manuals and online tutorials</td>
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<tr>
<td>Writing to learn</td>
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<tr>
<td>Making thinking visible</td>
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<tr>
<td>Journal writing and note-taking</td>
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<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
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</table>

**Strategies:** Close reading, SOAPSTone, OPTIC, and TP-CASTT

Diagrams, charts, templates, visuals and graphs

Visual media

Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
### Educational Technology Standards


<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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</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. |
Computer Skills

Basic Computer Skills
- Turn the monitor and computer on and off
- Log on and off of the computer
- Log on to the computer with user ID
- Verbally identify and use all computer parts

Word Processing Skills
- Locate and use Function Keys
- Type, edit and print simple sentences
- Capital letter at beginning of sentence
- Spacebar once between words and sentences
- Period/Question Mark at the end of sentence

Keyboarding Skills
- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

Programs
- Microsoft Word
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<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>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<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>
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<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>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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<tr>
<th>Organization</th>
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Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

The Advanced Placement (AP) English Language 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.

- 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’ curriculum
- 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.
Assessments

Suggested Formative/Summative Classroom Assessments

Participation:
- Assignments (in-class or homework)
- Journal entries (Dialectical Journal)/binder
- Class discussions (small group and whole class)
- Active collaboration (projects)
- Attendance

Performance assessments:
- Instructor’s observation of proper tool and material use
- Quizzes/tests: Given throughout each marking period. Tests will assess comprehension and responses to text, application of rhetorical analysis skills, sentence structures and grammar, vocabulary and literary terms, and use of writing and research skills.
- Practice tests for the AP Exam
- Achievement of civic and social standards through demonstrated workplace skills
- Grading rubrics:
  - 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-%2011%20July%202014%20Rubric%20Final.pdf

Portfolio Assessment - Portfolio consists of 4 major compositions in each marking period:
- Writing forms - e.g., narrative, expository, analytical, persuasive and argumentative, compare/contrast, and descriptive.

Variety of subjects –Students write about a variety of subjects such as effects of language, gender, politics, pop culture, and other.
<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.  
CCSS: L.11.4 | • Figurative meaning  
• Connotative meaning  
• Word choice  
• Impact  
• Tone  
• Context clues  
• Restatement  
• Definition | • What is argumentative writing?  
• How does argumentative differ from persuasion?  
• How are opposing arguments handled?  
• 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? |

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

Reading Literature: RL.11-12.1-2, RL.11-12.4-5, RL.11-12.3c.d, RL.11-12.1-5, RL.11-12.7  
Reading Informational: RI.11-12.1-6, RI.11-12.5-7  
Writing: W.11-12.4, W.11-12.9, W.11-12.d-e, W.11-12.9-10, W. 11-12.8  
Speaking &Listening: SL.11-12.1-4  
Language: L.11-12.3a; L.11-12.4; L.11-12.5-6, L.11-12.4a-d, L.11-12.1-3, L.11-12.1-4a
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<tr>
<td>• Prefix Suffix</td>
<td></td>
<td>• How can I use familiar word parts to decode meaning?</td>
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<tr>
<td>• Root word</td>
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<tr>
<td>2. Demonstrate close reading skills and identify literary devices, rhetorical forms, and examine the arguments in various readings.</td>
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<tr>
<td><strong>CCSS: RI.11.5, L.11.4</strong></td>
<td>• Literary devices</td>
<td>• How does an author’s word choice or point of view affect the story?</td>
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<td></td>
<td>• Identify multiple central ideas</td>
<td>• How many different ways are there to say the same thing?</td>
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<td></td>
<td>• Close reading</td>
<td>• Is “the medium the message?”</td>
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<td>• What can we tell about a person by the way that he or she speaks? Writes?</td>
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<td>• What is the central idea of the text?</td>
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<tr>
<td>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.</td>
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<td><strong>CCSS: RI.11.6, W. 11.4</strong></td>
<td>• Point of view</td>
<td>• How can visual images make an argument?</td>
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<td></td>
<td>• Purpose</td>
<td>• How &amp; why do we speak and write differently in different contexts?</td>
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<tr>
<td></td>
<td>• Method</td>
<td>• What is the author’s point of view?</td>
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<td>• Style</td>
<td>• What types of rhetorical devices does the author use?</td>
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<td>• Word choice</td>
<td>• How does word choice and writing style show power,</td>
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<td></td>
<td>• Mood</td>
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<td><strong>4.) Demonstrate and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cite strong textual evidence to support textual analysis.</strong>&lt;br&gt;CCSS: <strong>W. 11.4 &amp; RL.11.1</strong></td>
<td><strong>Tone</strong>&lt;br&gt;- Tone&lt;br&gt;- Development&lt;br&gt;- Audience&lt;br&gt;- Purpose&lt;br&gt;- Organization</td>
<td><strong>Persuasiveness, beauty, etc.?</strong>&lt;br&gt;- How do the text features assist the reader?</td>
</tr>
<tr>
<td><strong>5.) Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Demonstrate analysis and writing skills.</strong>&lt;br&gt;CCSS: <strong>RL.11.4, L.11.5</strong></td>
<td><strong>Recognize and interpret figurative language</strong>&lt;br&gt;- Understand connotative meanings of words&lt;br&gt;- Identify key terms in a text&lt;br&gt;- Word Choice</td>
<td><strong>How does the impact of language choices differ for adults and children?</strong>&lt;br&gt;- How does language use have an impact on the American Dream?&lt;br&gt;- How can I use words found around unknown or multiple-meaning words to deduce meaning?</td>
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</table>
| 6.) Demonstrate rhetorical modes of writing by writing: | - 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 and audience  
- Develop and use planning templates  
- Revision techniques  
- Understand and use multiple writing approaches  
- Evidence | - How does the use specific words to establish and enhance meaning? |
| 1. A comparison/contrast essay using multiple texts. | | - How does different genres shape reading and writing? |
| 2. An exemplification essay analyzing variations of language and voice. | | - What is the main idea of the passage? |
| 3. A descriptive essay distinguishing Janey’s three husbands using object and subjective criteria. | | - What is stated explicitly in the text? |
| 4. A synthesis essay using multiple texts and visual media from this unit. | | - What inferences can I make based on the information explicitly stated? |

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
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<td>techniques. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing</td>
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<td>CCSS: RL.11.1, W. 11.4, W.11.5</td>
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<tr>
<td>#</td>
<td>SLO</td>
<td>Sample Activities/Lesson Starters</td>
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</tbody>
</table>
| 1  | Demonstrate understanding of essential terminology and strategies for analyzing text. | - Using a daily dialectical journal in conjunction with their Close Reading of chunks of text or entire selections, students will use the left column of the dialectical journal to cite select words, phrases, sentences or passages directly from the text, paraphrase select passages, and summarize as appropriate. The right column can be used to write their own emotional reactions, questions, clarifications and/or reflections.  
- 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.  
- 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 - SOAPSTone  
    - They Say/I Say Writing Templates/Graff Template - Syntax Analysis Chart - TP-CASTT |
| 2  | Demonstrate close reading skills and identify literary devices, rhetorical forms, and examine the arguments in various readings. | “Writing is Easy!” - identify if there is something wrong with the writer (or his persona). How many examples of faulty reasoning can you find in the essay? Write two refutations of this reading each in a different voice. Choose from suggested points of view (e.g., a serious writing teacher; an experienced, successful writer; a high school student; the author’s psychiatrist).  
- “Letter from Birmingham Jail” by Dr. Martin Luther King, Jr. - answer the following:  
  - How does Dr. King establish his authority?  
  - Who is his audience? Consider age, beliefs, biases, fears, interests, education, economic level, culture.  
  - Is his argument effective? What appeals does he employ; emotional, logical, ethical? Provide evidence.  
  - What is his tone? What is the evidence – how do we know what his tone is?  
  - Is his tone appropriate for the audience? Why or why not?  
  - Assignment: Awareness of audience/letter:  
  - Prompt: |
This letter had been addressed to a particular group of people. If the audience were different, how might this letter have been written differently? Imagine that this letter were written to a group that does not believe in non-violent demonstrations. Examine how the letter would have changed. What examples might have been left out? Would the tone have changed?

Using King’s real letter as a model, write an opening paragraph of a letter addressing this different audience.

<table>
<thead>
<tr>
<th>3</th>
<th>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.</th>
</tr>
</thead>
</table>
| CCSS: RI.11.6 W.11.4 | Analyzing Visual Text - “Untitled” cartoon by Edward Koren  
In what way is this cartoon an argument?  
For what audience was this cartoon intended? Consider age, beliefs, biases, fears, interests, education, economic level, and culture.  
If this cartoon had a title, what would it be?  
Consider the cartoon, the artist, and the audience separately; then analyze the relationships among those three elements.  
Consider the context: The time and place of the work’s creation, and how and where it is viewed. Prompt: Write 3 thesis statements that could be used for this cartoon. Students will decide which thesis statements are most clearly illustrated by the cartoon.  
Media Literacy – Read “A Unique Take on Beauty” by Donna Britt  
For what audience was this piece intended? Consider age, beliefs, biases, fears, interest, education, economic level, and culture.  
What is her argument?  
How does she use the picture on the cover of *Sports Illustrated* to support her argument? |
|  | Prompt: Look at the *Sports Illustrated* cover photograph and write a caption designed to appeal to ethos, one designed to appeal to pathos and one designed to appeal to logos. Which caption has the most appeal? Write a paragraph explaining and justifying your decision. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11.4**
Cite strong and thorough textual evidence to support inferences drawn from the text **RL.11.1** |
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<td></td>
<td>Examine the images and identify: In what way they are an argument, who is the audience, identify biases, tone, and context. Write a caption for each image that is designed to appeal to ethos, pathos, and logos. Identify which caption has the most appeal and explain your decision.</td>
<td>Construct an alternative version of “Eight Diamonds” which delivers the same information, but which does so in a strictly informational tone. Identify the words and phrases that make the tone of your chapter different from Hammett’s. Explain the difference. Identify faulty reasoning in “Writing Is Easy!” and write two refutations of the selected reading in a different voice. Distinguish tone in “Eight Diamonds,” identify the words which contribute to the tone and construct an alternate language (e.g. Gikuyu and English in N. Wa Thiong’o writing) and use textual evidence to support answers. Identify the impact of hearing a character’s voice (in audio - <em>Their Eyes Were Watching God</em>) in comparison to the narrator and explain the changes (if any) discovered from the two. Analyze the tone of Vonnegut’s language (e.g. Gikuyu and English in N. Wa Thiong’o writing) and use textual evidence to support answers. Identify the impact of hearing a character’s voice (in audio - <em>Their Eyes Were Watching God</em>) in comparison to the narrator and explain the changes (if any) discovered from the two.</td>
</tr>
</tbody>
</table>
|  | Identify the impact of hearing a character’s voice (in audio - *Their Eyes Were Watching God*) in comparison to the narrator and explain the changes (if any) discovered from the two. | Highlight unknown key words and phrases in the text. Examine the poem and identify the words, phrases and figures of speech that establish the tone of Morales’ poem. From these words, what is her tone? How would you describe the speaker? Compose a personalized version of “Child of the Americas” and circle/highlight the word choices that contributed to the tone of the piece and verify that these words contribute directly to the tone. **Examine the following:**
“Child of the Americas,” poem by Aurora Levin Morales in *Many Voices* |
<table>
<thead>
<tr>
<th></th>
<th><strong>Writing/analysis</strong></th>
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<tbody>
<tr>
<td><strong>6</strong></td>
<td>Demonstrate rhetorical modes of writing by writing:</td>
</tr>
<tr>
<td>5.</td>
<td>A comparison/contrast essay using multiple texts.</td>
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<tr>
<td>6.</td>
<td>An exemplification essay, analyzing variations of language and voice.</td>
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<tr>
<td>7.</td>
<td>A descriptive essay distinguishing Janey’s three husbands using object and subjective criteria.</td>
</tr>
<tr>
<td>8.</td>
<td>A synthesis essay using multiple texts and visual media from this unit.</td>
</tr>
</tbody>
</table>

Develop and strengthen writing as needed by planning, revising, editing, and rewriting. Cite strong and thorough using textual evidence to support inferences drawn from the text. Examine and convey complex ideas, concepts, and perspectives.

**Writing/analysis**

**Exemplification Essay:**
- **Prompt:** While dialect is used throughout *Their Eyes Were Watching God*, the author nevertheless successfully creates a panoramic array of different characters, largely through variations of language. Pick six different characters; analyze and discuss the voice of each.
- Students will demonstrate their understanding of the Exemplification Essay by keeping the following questions in mind as they write their essay:
  - Does your essay have a clear thesis statement that identifies the point or concept you will illustrate?
  - Do your examples explain and clarify your thesis statement?
  - Have you provided enough examples?
  - Have you used a range of examples?
  - Are your examples persuasive?
  - Do your examples add interest?
  - Have you used transitional words and phrases that reinforce the connection between your examples and your thesis statement?
  - Have you used textual evidence and did you cite your evidence?

**Writing/analysis – Descriptive Essay:**
- **Prompt:** Distinguish among Janey’s three husbands in *Their Eyes Were Watching God*. Use object and subject criteria to describe them in physical, psychological, and social terms.
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.11.1, W. 11.4, W.11.5**

<table>
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<tr>
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<th>Students will demonstrate understanding of the descriptive essay by keeping the following questions in mind as they write:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Does your descriptive essay clearly communicate its thesis or dominant impression?</td>
</tr>
<tr>
<td></td>
<td>Is your description primarily objective or subjective?</td>
</tr>
<tr>
<td></td>
<td>If your description is primarily objective, have you used precise, factual language? Would your essay benefit from a diagram?</td>
</tr>
<tr>
<td></td>
<td>If your description is primarily subjective, have you used figures of speech as well as words that convey your feelings and emotions?</td>
</tr>
<tr>
<td></td>
<td>Have you included enough specific details?</td>
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<tr>
<td></td>
<td>Have you arranged your details in a way that supports your thesis and communicates your dominant impression?</td>
</tr>
<tr>
<td></td>
<td>Have you used the transitional words and phrases that readers need to follow your description?</td>
</tr>
<tr>
<td></td>
<td>Have you used textual evidence and did you cite your evidence?</td>
</tr>
<tr>
<td></td>
<td>Writing/analysis – Synthesis Essay:</td>
</tr>
<tr>
<td></td>
<td><strong>Prompt:</strong> In an essay that synthesizes and uses for support at least three of the readings and includes a visual media piece from this unit, discuss how language use has an impact on the American Dream. This essay must be correctly cited using MLA Style citations.</td>
</tr>
<tr>
<td></td>
<td>Consider the following questions when writing this essay:</td>
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<tr>
<td></td>
<td>What do the selections read during the marking period reveal about the American Dream: its definitions, its goals, its reality, its dark side, obstacles one faces in trying to achieve it, and/or its glory and its achievement?</td>
</tr>
<tr>
<td></td>
<td>What do the selections reveal about the American belief in the triumph of the individual? character/individual face?</td>
</tr>
<tr>
<td></td>
<td>Did he/she overcome them?</td>
</tr>
</tbody>
</table>
- Did he/she fulfill the ideal of the triumph of the individual? How?
- Does language have an impact on the American Dream?
RUBRIC:

Chart H – College Board AP Language 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-artsliteracy/writing-forms](https://www.parcconline.org/samples/english-language-artsliteracy/writing-forms)

Research Simulation Task and Literary Analysis:

<table>
<thead>
<tr>
<th>Constructed Response Rubric</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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>The student response demonstrates full comprehension of ideas, states explicitly and interestingly by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.</td>
<td>The student response demonstrates basic comprehension of ideas, states explicitly and interestingly by providing a generally accurate analysis and supporting the analysis with basic textual evidence.</td>
<td>The student response demonstrates limited comprehension of ideas, states explicitly and interestingly by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.</td>
<td>The student response demonstrates limited comprehension of ideas by providing minimal analysis or no analysis and little to no textual evidence.</td>
<td>The student response demonstrates no comprehension of ideas by restating the prompt or by restating the task.</td>
</tr>
<tr>
<td><strong>Writing: Text Expression</strong></td>
<td>The student response addresses the prompt and provides effective and comprehensive development of the claim or theme that is consistently appropriate to the task by using clear and supporting reasoning supported by relevant textual evidence.</td>
<td>The student response addresses the prompt and provides mostly effective development of the claim or theme that is somewhat appropriate to the task by using clear reasoning supported by relevant textual evidence.</td>
<td>The student response addresses the prompt and provides some development of the claim or theme that is inappropriate to the task by using vague reasoning supported by limited textual evidence.</td>
<td>The student response addresses the prompt and provides no development of the claim or theme in an inappropriate manner.</td>
<td>The student response addresses the prompt in an inappropriate manner.</td>
</tr>
<tr>
<td><strong>Writing: Knowledge of Language and Conventions</strong></td>
<td>The student response to the prompt demonstrates full command of the conventions of standard length at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but reasoning is clear.</td>
<td>The student response demonstrates some command of the conventions of standard length at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but reasoning is clear.</td>
<td>The student response demonstrates limited command of the conventions of standard length at an appropriate level of complexity. There may be minor errors in mechanics, grammar, and usage, but reasoning is mostly clear.</td>
<td>The student response demonstrates no command of the conventions of standard length. Frequent and varied errors in mechanics, grammar, and usage impair understanding.</td>
<td>The student response to the prompt demonstrates no command of the conventions of standard length. Frequent and varied errors in mechanics, grammar, and usage impair understanding.</td>
</tr>
</tbody>
</table>

*Note: For full scoring rubrics visit the PARCC website.*

Readings:
- “Letter from Birmingham Jail” by Dr. Martin Luther King, Jr.
- “A Unique Take on Beauty” by Donna Britt
- “Drugs, Sports, Body Image and G.I. Joe” by Natalie Angier
- “Writing is Easy!” satirical essay by Steve Martin, in Pure Drivel
- “Reflections on My Own Death,” essay by Kurt Vonnegut in Wampeters, Foma and Granfalloons
- “Eight Diamonds,” first chapter from The Dain Curse, novel by Dashiell Hammett
- Excerpt (first chapter) from The Man in My Basement, novel by Walter Mosely
- Excerpt Decolonising the Mind: The Politics of Language in African Literature, by Ngugi Wa Thiong’o
- Excerpt from Monkey Bridge, novel by Lan Cao
- Excerpt from Native Speaker, Novel by Chang-Rae Lee
- “Studying Islam, Strengthening the Nation,” essay by Peter Berkowitz and Michael McFaul
- “My First Conk,” excerpt from The Autobiography of Malcolm X
- Excerpt (pp. 40-42) from The Accidental Tourist, novel by Ann Tyler
- Their Eyes Were Watching God, novel by Zora Neale Hurston
- Recording of Their Eyes Were Watching God, performed by Ruby Dee

Media Literacy/Visual Text:
“Untitled” Cartoon by Edward Koren
- Sports Illustrated Cover Photo
- “You Are Here,” Cartoon by Gary Larson
- Rumor, Lies, Innuendo (cartoon) by Mike Twohy
- Census Data on Language Use in the United States (table) by James Crawford
RESOURCES FOR UNIT # 1

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.
Chart C: (They Say/I Say/Graff Templates)

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”

- 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,_________ argues_________. On the other hand,_________ contends_________. 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_________.

They Say/I Say Templates

Why Templates?
Academic writing requires presenting your sources and your ideas effectively to readers. According to Graff and Birkenstein, the first element in the process involves “negotiating a conversation about ideas” between you—the writer—and your sources to reflect your critical thinking (in). The templates allow you, the writer, to organize your ideas as relationships to your themes, supporting evidence, opposing evidence, and the conclusion of the argument.

The Most Important Templates:
On the one hand,_________. On the other hand,_________.

Author X contradicts herself. At the same time that she argues_________, she also implies_________.
I agree that_________, and I agree because_________. Her argument that_________ is supported by new research showing that_________.
In recent discussions of_________, a controversial issue has been whether_________. On the one hand, some argue that_________. On the other hand, however, others agree that_________.

Introducing Standard Views:
Americans today tend to believe that_________.
Conventional wisdom has it that_________.

RESOURCES FOR UNIT # 1

Chart D:

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.
Chart E:

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.
Chart F:

**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?
RESOURCES FOR UNIT # 1

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.