Grade 11: Unit 2
Advanced Placement English Language and Composition
Unit on Gender
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.

http://www.state.nj.us/education/modelcurriculum/ela/
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate understanding of essential terminology and strategies for analyzing text.</td>
<td>L.11-12.3a; L.11-12.4; L.11-12.5</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate visual analysis of media (video). Identify rhetoric and the impact it has on gender and culture. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>L.11-12.4a-d; L.11-12.5-6; SL.11-12.1-4; W.11-12.4; W.11-12.9-10; RL.11-12.1-2; RL.11-12.1-6</td>
</tr>
<tr>
<td>3</td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, so that the listeners can follow the line of reasoning. Cite strong and thorough using textual evidence to support textual analysis. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>L.11-12.4a-d; L.11-12.5-6; SL.11-12.1-4; W.11-12.4; W.11-12.9-10; RL.11-12.1-2; RL.11-12.1-6</td>
</tr>
<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. 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>RL.11-12.1-7; 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.11-12.1-6</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>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>
</tr>
<tr>
<td>6</td>
<td>Demonstrate rhetorical modes of writing by writing: 1. A narration essay incorporate examples from class readings to support your stand. 2. A persuasion essay, analyzing gender disparity. 3. An argumentation essay analyzing stereotypes that the media promotes. 4. A synthesis essay using multiple texts and visual media from this unit. 5. A literary analysis essay analyzing the use of language and gender in <em>The Scarlet letter</em>. 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>RL.11-12.1-5; RL.11-12.7; W.11-12.2a-f; W.11-12.3-6; W.11-12.8; SL.11-12.1-4; L.11-12.1-3</td>
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# Career Ready Practices

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12</td>
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</table>

- **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.
Career Ready Practices

- **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
Career Ready Practices

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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<tr>
<td>Small group instruction</td>
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<tr>
<td>Peer tutoring</td>
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<tr>
<td>Guest speaker(s)</td>
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<tr>
<td>Training manuals and online tutorials</td>
</tr>
<tr>
<td>Writing to learn</td>
</tr>
<tr>
<td>Making thinking visible</td>
</tr>
<tr>
<td>Journal writing and note-taking</td>
</tr>
<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
</tr>
<tr>
<td>Strategies: Close reading, SOAPSTone, OPTIC, and TP-CASTT</td>
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<tr>
<td>Diagrams, charts, templates, visuals and graphs</td>
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<tr>
<td>Visual media</td>
</tr>
<tr>
<td>Model (I Do),</td>
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<tr>
<td>Guided Practice (We Do),</td>
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<tr>
<td>Independent Practice (You Do)</td>
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<tr>
<td>Technology Operations and Concepts</td>
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<tr>
<td>-----------------------------------</td>
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<tr>
<td>• Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources</td>
</tr>
<tr>
<td>• 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.</td>
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<tr>
<th>Creativity and Innovation</th>
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<tbody>
<tr>
<td>• Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
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<tr>
<th>Communication and Collaboration</th>
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<tbody>
<tr>
<td>• 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.</td>
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<tr>
<th>Digital Citizenship</th>
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<tbody>
<tr>
<td>• Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</td>
</tr>
<tr>
<td>• Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.</td>
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<tr>
<td>• Compare and contrast policies on filtering and censorship both locally and globally.</td>
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<tr>
<th>Research and Information Literacy</th>
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<tr>
<td>• 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.</td>
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<tr>
<th>Critical Thinking, Problem Solving, Decision Making</th>
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<tr>
<td>• Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
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## Computer Skills

<table>
<thead>
<tr>
<th>Basic Computer Skills</th>
<th>Keyboarding Skills</th>
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<tbody>
<tr>
<td>➢ Turn the monitor and computer on and off</td>
<td>➢ Demonstrate awareness of home row keys</td>
</tr>
<tr>
<td>➢ Log on and off of the computer</td>
<td>➢ Demonstrate proper fingering of home row keys</td>
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<tr>
<td>➢ Log on to the computer with user ID</td>
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<tr>
<td>➢ Verbally identify and use all computer parts</td>
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<td></td>
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<tr>
<td>Word Processing Skills</td>
<td>Programs</td>
</tr>
<tr>
<td>➢ Locate and use Function Keys</td>
<td>➢ Microsoft Word</td>
</tr>
<tr>
<td>➢ Type, edit and print simple sentences</td>
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</tr>
<tr>
<td>➢ Capital letter at beginning of sentence</td>
<td></td>
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<tr>
<td>➢ Spacebar once between words and sentences</td>
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<tr>
<td>➢ Period/Question Mark at the end of sentence</td>
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### Differentiated Instruction

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

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
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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>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
</tr>
<tr>
<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>- Reading partners</td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
</tr>
<tr>
<td>- Tape recorder</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</td>
</tr>
<tr>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
<td>- Note-taking assistance</td>
</tr>
<tr>
<td>- Audio-taped books</td>
<td>- Read directions aloud</td>
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<td>- Color code materials</td>
</tr>
</tbody>
</table>
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

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>Grade: Eleven</th>
<th>Unit: 2 (Two) Advanced Placement English Language &amp; Composition</th>
<th>Topic: Unit on Gender Course Foundation- Argumentation &amp; Language</th>
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</thead>
<tbody>
<tr>
<td><strong>New Jersey Core Curriculum Content Standards</strong></td>
<td><strong>Common Core State Standards (CCSS):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Literature:</strong> RL.11-12.1-2; RL.11-12.1-5; RL.11-12.7; RL.11-12.1-7;</td>
<td><strong>Reading Informational:</strong> RI.11-12.1-6; RI.11-12.1-4</td>
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<tr>
<td><strong>Writing:</strong> W.11-12.4; W.11-12.9-10; W.11-12.1-2; W.11-12.4.6; W.11-12.8-10; W.11-12.2a-f; W.11.12.3.c-d; W.11-12.</td>
<td><strong>Speaking &amp;Listening:</strong> SL.11-12.1-4; SL.11-12.1-6</td>
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<tr>
<td><strong>Language:</strong> L.11-12.3a; L.11-12.4; L.11-12.5; L.11-12.4a-d; L.11-12.5-6, L. 11-12.1-3; L.11-12.1-4a</td>
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<tr>
<th><strong>Student Learning Objectives/Standards</strong></th>
<th><strong>Skills, Strategies &amp; Concepts</strong></th>
<th><strong>Essential Questions (Accountable Talk)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of essential terminology and strategies for analyzing text.</td>
<td>• Analyze the text • Identify key terms in a text</td>
<td>• How can the use of literary and rhetorical devices impact a text?</td>
</tr>
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</table>

CCSS: L.11.4
<table>
<thead>
<tr>
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</table>
| 2. Demonstrate visual analysis of media (video). Identify rhetoric and the impact it has on gender and culture. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | • Analyze media  
• Style  
• Development  
• Audience  
• Purpose  
• Organization | • How can visual media impact gender on culture?  
• Do men and women hold the same rights? Can women and men have the same careers?  
• Are there stereotypes that the media portrays men and women should hold? |
| **CCSS: W.11.4, SL.11.5** | | |
| 3. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, so that the listeners can follow the line of reasoning. Cite strong and thorough using textual evidence to support textual analysis. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | • Style  
• Development  
• Audience  
• Purpose  
• Organization  
• Provide Evidence | • What rights and privileges do women have?  
• When do gender roles become stereotypical?  
• What form of writing does the writing prompt call for?  
• Who is the audience?  
• How will you organize your thinking before beginning to write?  
• What is your analysis of the text? |
| **CCSS: W. 11.4, RI.11.1** | | |
| 4. Demonstrate and produce clear and coherent writing in | • Identifying the main idea | • What inferences can I make based on the information in the text?  
• How can I justify and support my inferences? |
<p>| Identifying the main idea | | |</p>
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<th>Essential Questions (Accountable Talk)</th>
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| 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, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text. | • Identifying supporting Details  
• Analyzing details  
• Organizing information  
• Citing evidence  
• Making inferences  
• Supporting inferences with evidence  
• Providing evidence  
• Formulating supporting analysis | • How and where can I seek additional information to justify inferences?  
• How can you utilize details to make an inference?  
• Given a passage, write a short objective summary and underline the evidence from the passage that best supports the summary. |

**CCSS: W.11.4, RL.11.4, L.11.4**

5. Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Demonstrate analysis and writing skills.

**CCSS: RL.11.4, W.11.4, L.11.5**

6. Demonstrate rhetorical modes of writing by writing:

1. A narration essay incorporate examples from class readings to support your stand.
2. A persuasion essay,

**Skills, Strategies & Concepts**

- Context clues
- Figures of Speech
- Word choice
- Impact of words
- Writing skills

**Essential Questions (Accountable Talk)**

- 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?

- Does the essay demonstrate an effective organization, and a clear and logical progression of ideas?
- Does the essay demonstrate the use of relevant and sufficient support and evidence for its claims?
- Who is my audience?
- What form does the prompt call for?
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<tr>
<td>analyzing gender disparity.</td>
<td>• Purpose</td>
<td>• How will I organize my thoughts before I begin drafting?</td>
</tr>
<tr>
<td>3. An argumentation essay analyzing stereotypes that the media promotes.</td>
<td>• Organization</td>
<td>• Why am I writing to this audience?</td>
</tr>
<tr>
<td>4. A synthesis essay using multiple texts and visual media from this unit.</td>
<td>• Provide Evidence</td>
<td></td>
</tr>
<tr>
<td>5. A literary analysis essay analyzing the use of language and gender in <em>The Scarlet Letter</em>.</td>
<td>• Revising, editing, re-writing</td>
<td></td>
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<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>
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<tr>
<td>CCSS: RL. 11.1, W.11.5, W.11.10</td>
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<tr>
<td>#</td>
<td>SLO</td>
<td>Sample Activities/Lesson Starters</td>
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| 1 | Demonstrate understanding of essential terminology and strategies for analyzing text. | • Students will keep a daily 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: Allusion, analogy, allegory, epigraph, flashback, foreshadow, satire, synecdoche, metonymy, parallelism, juxtaposition, tone, voice, syntax, and etc.  
• Students will work independently, collaboratively in small group, and in large group settings when analyzing text.  
• Students will continue to use and demonstrate an understanding of strategies for reading and analyzing text: (additional details in resource section).  
  - OPTIC  
  - SOAPSTone  
  - TP-CASTT  
  - Graff Template  
  - They Say/I Say Writing |
| 2 | Demonstrate visual analysis of media (video). | • Analyze visual media and identify how the rhetoric of visual media impacts gender on culture.  
• Write an objective summary of the video clip. |
| 3 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, so that the listeners can follow the line of reasoning. Cite strong and thorough using textual evidence to support textual analysis. Produce clear and coherent writing in which

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Identify rhetoric and the impact it has on gender and culture. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS: W.11.4, SL.11.5**

- Write a paragraph describing the tone and irony of the quote “Why can’t a woman be more like a man?” and discuss how this pertains to the theme of the unit (Gender).
- Students will work collaboratively in small group and large group settings when analyzing elements of the video clip.
- Students will recognize literary devices and determine the meaning of words and phrases as they are used.
- Didactic journal entries and annotations/notes.

**Examine the following visual media:** “My Fair Lady” excerpt from movie.

*Media Literacy:* Watch an excerpt from the movie, My Fair Lady Letter & answer the following: Can visual media make an argument?

Oral presentation – Persuasion/Argumentation: Give an oral presentation on the rights and privileges of women. Women have been systematically kept out of many so-called men dominated activities from the social to the political arenas. You have been invited to deliver a speech in which you present evidence of this disparity citing “Professions for Women” by Virginia Wolf and “Ain’t I a Woman” by Sojourner Truth.

Independently write a clear and coherent argumentative writing. - After writing, peer-edit work.
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| Demonstrate and 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, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text. **CCSS**: W.11.4, RL.11.4, L.11.4 | Select two readings from this unit and identify the following: Main idea/theme, the meaning of unknown words and phrases using context clues, literary devices, and irony. Identify the textual evidence that supports your findings.  
Write an objective summary for both selections without including extraneous information. Show an understanding of the argument and the claims made. Identify two claims (for each summary) and determine how those claims are developed in the text. Present a coherent, organized explanation, conclude in a logical way that supports the explanation, use correct spelling, grammar, and punctuation. Use textual evidence and cite using the MLA style citations.  
Distinguish tone in the selected readings and identify the words which contribute to tone.  
Analyze informational texts for concrete details and engaging quotations.  
Use a double entry journal to chart details and make inferences.  
Given a writing piece determine the audience and the thesis statement.  
Have students develop and organize writing appropriate to task, purpose and audience by using key, content based vocabulary in writing. |
| A literary analysis essay analyzing the use of language and gender in *The Scarlet Letter*. 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 the poems in this unit and identify the words, phrases, literary devices, and figures of speech that establish the tone and mood of each poem.  
Use context clues, identify key terms in a text; understand the use and meaning of technical terms; understand connotative meanings of words.  
Create a graphic organizer noting literal and implied meanings of words. |
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<th>5 Essay Assignments: Assigned throughout the unit.</th>
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<td>6</td>
<td>Demonstrate rhetorical modes of writing by writing:</td>
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<td>6. <strong>A narration essay</strong> incorporate examples from class readings to support your stand.</td>
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<td>7. <strong>A persuasion essay</strong>, analyzing gender disparity.</td>
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<td>8. <strong>An argumentation essay</strong> analyzing stereotypes that the media promotes.</td>
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<td>9. <strong>A synthesis essay</strong> using multiple texts and</td>
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visual media from this unit.

10. A literary analysis essay analyzing the use of language and gender in *The Scarlet Letter*.

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.11.1, W.11.5, W.11.10

Evidence from your readings, observations and/or experiences. Be sure to cite and properly document evidence.

4. Demonstrate understanding of the synthesis essay using support from three or more print sources and a visual media source. Discuss how the attainment of the American Dream is shaped by society’s reinforcement of gender roles. As you support your assertions, be sure to incorporate quotations into the structure of your own sentences and use in-text and parenthetical citations to document your sources.

5. Demonstrate understanding of the literary analysis essay analyzing how Hawthorne uses language to explore and denote Hester Prynne’s outlook on her own existence and that of women in general in *The Scarlet Letter* (chapter XIII).

Expose students to exemplar modes of writing and discuss the different writing tasks, purposes, & audiences.
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<tr>
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<td>Book report</td>
<td>Comparison essay</td>
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<td>Multi-article analysis and synthesis</td>
<td>Mini research project</td>
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# RESOURCES FOR UNIT # 2


**Readings:**

- “Women’s Brains” by Stephen Jay Gould
- “Professions for Women” by Virginia Woolf
- “The Myth of the Latin Woman” by Judith Ortiz Cofer
- “The Men we Carry in our Minds” by Scott Russell Sanders
- “Why Johnny Won’t Read” by Bauerlein and Stotsky
- “Barbie Doll” by Marge Piercy (poem)
- “Heart! We Will Forget Him!” by Emily Dickinson (poem)
- “I Died for Beauty but was Scarce” by Emily Dickinson (poem)
- “If You Were Coming in the Fall” by Emily Dickinson (poem)
- “I Hear America Singing” by Walt Whitman (poem)
- “Success is Counted Sweetest” by Emily Dickinson (poem)
- “Boy Problems” by Ann Hulbert
- “Ain’t I a Woman” by Sojourner Truth
- “Sweat” Zora Neale Hurston
- *The Scarlet Letter* by Nathaniel Hawthorne

**Media Literacy/Visual Text:**

- “Cathy” Cartoon by Cathy Guisewite
- “My Fair Lady” excerpt from movie
- Table titled “How Long Do You Expect to Stay in School”
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/

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

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%206-11%20July%2029%20Rubric%20Final.pdf, https://www.parcconline.org/samples/english-language-literacy/writing-forms – See chart I

Educational Technology:
- Online courses – The Paterson school district has made online tutorials/courses available through PLATO Courseware: https://ple.platoweb.com/Account/SignIn
- 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_6fh7wXkgHQBbA2IrljsFqysvclJCbui2I3Oc912D8/presen#slide=id.i0
  - Free online Google training for educators: http://www.google.com/edu/training/tools/drive/level2.html
  - https://www.teachingchannel.org/videos/fostering-student-collaboration
- Game based learning - Online Game creator:
  - Jeopardy: https://www.superteachertools.net/jeopardy/, additional games: https://www.superteachertools.net/
- College Board English Language and Composition homepage: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html
RESOURCES FOR UNIT # 2

Chart A:

**Dialectical 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.

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<tr>
<th>Sentence Number</th>
<th>First Four Words</th>
<th>Special Features</th>
<th>Verbs</th>
<th>Number of Words Per Sentence</th>
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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

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 “coining a conversation about ideas” between you—the writer—and your sources to reflect your critical thinking (at). The templates allow you, the writer, to organize your ideas in a relationship to your thesis, 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 X. At the same time that she argues _______ she also claims _______.

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 argue that _______.

Introducing Standard Views:

Americans today tend to believe that _______.

Conventional wisdom has it that _______.

My whole life I have heard it said that _______.

Making those Views Something You Say:

I have always believed that _______. When I was a child, I used to think that _______.

Writing a Summary:

She demonstrates that _______. In fact, they contradict the fact that _______.

Introducing a Quote:

X insists _______.

As the prominent philosopher X puts it, “________.” According to X, _______

In her book, Book Title, X maintains that _______.

X complicates matters further when she writes that _______.

Disaguing:

I think that _______ is mistaken because she overlooks _______.

I disagree with X’s view that _______. because, as recent research has shown, _______.

Introducing Your Point of View:

X overlooks what I consider an important point about _______.

When it comes to the topic of _______, most of us will readily agree that _______. Where this agreement usually ends, however, is in the question of _______. Whereas some are convinced that _______, others maintain _______.

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 assumed 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, _______ 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 in the question of _______. Whereas some are convinced that _______, others maintain _______.

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

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?
Toulmin Model

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

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

Students will employ academic writing to frame the statement identifying the claim, grounds and warrant.
RESOURCES FOR UNIT # 2

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-arts-literacy/writing-forms](https://www.parcconline.org/samples/english-language-arts-literacy/writing-forms)

Research Simulation Task and Literary Analysis:

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<th>Heading</th>
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<td>Heading Comprehension of Key Ideas and Details</td>
<td>The student response demonstrates full comprehension of ideas stated explicitly and implicitly by providing an accurate analysis and supporting the analysis with effective and valid textual evidence.</td>
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