Grade 11 Unit 4
Advanced Placement English Language and Composition
Unit on Popular Culture
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/
# Pacing Chart – Unit 1

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate understanding of essential terminology and strategies for analyzing text.</td>
<td>CCSS: L.11-12.3a; L.11-12.4; L.11-12.5</td>
</tr>
<tr>
<td>2</td>
<td>Understand, practice, and demonstrate knowledge of the AP English Language and Composition exam. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Determine or clarify the meaning of unknown and multiple meaning words, phrases, including figurative language, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text.</td>
<td>CCSS: RL.11-12.1-7; 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>3</td>
<td>Determine media literacy with visual art. Identify the 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>
</tr>
</tbody>
</table>
| 4  | Demonstrate rhetorical modes of writing by writing:  
   1. A rhetorical analysis essay  
   2. An argument essay  
   3. A literary analysis essay  
   4. An analysis essay on The Great Gatsby  
   5. A synthesis essay.  
   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.11-12.1-5; 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 |
# Career Ready Practices

## Standards

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

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

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals...
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>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher coaching</td>
</tr>
<tr>
<td>Individual and collaborative problem-solving &amp; decision-making</td>
</tr>
<tr>
<td>Individual instruction</td>
</tr>
<tr>
<td>Small group instruction</td>
</tr>
<tr>
<td>Peer tutoring</td>
</tr>
<tr>
<td>Guest speaker(s)</td>
</tr>
<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>
</tr>
<tr>
<td>Diagrams, charts, templates, visuals and graphs</td>
</tr>
<tr>
<td>Visual media</td>
</tr>
<tr>
<td>Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</td>
</tr>
</tbody>
</table>
Educational Technology Standards


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

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

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

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

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

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## 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

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

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<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** | **Open-ended activities and projects** |
| 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. | **Form and build on learning communities** |
| **• Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.** | **• Providing pupils with experiences outside the ‘regular’ curriculum** |
| **• Pose questions and exhibit sincere curiosity about principles and how things work.** | **• 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.** |
| **• The ability to grasp concepts and make real world and cross-curricular connections.** | **• A higher quality of work than the norm for the given age group.** |
| **• Generate theories and hypotheses and pursue methods of inquiry.** | **• The promotion of a higher level of thinking and making connections.** |
| **• Produce products that express insight, creativity, and excellence.** | **• The inclusion of additional subject areas and/or activities (cross-curricular).** |
| **• Possess exceptional leadership skills.** | **• Using supplementary materials in addition to the normal range of resources.** |
| **• Evaluate vocabulary** | **• Elevate Text Complexity** |
| **• Elevate Text Complexity** | **• Inquiry based assignments and projects** |
| **• Inquiry based assignments and projects** | **• Independent student options** |
| **• Tiered/Multi-level activities** | **• Purposeful Learning Center** |
Assessments

Suggested Formative/Summative Classroom Assessments

- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
- Accountable Talk
- Student Conferencing
- Exit Slip
- 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
- Writing forms - e.g., narrative, expository, analytical, persuasive and argumentative, compare/contrast, and descriptive.
<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. | • Literary terms and rhetorical devices.  
• Context Clues  
• Analyze the text  
• Identify key terms in a text  
• Close reading  
• Questioning the text  
• Providing reflection about the text and interpreting and clarifying the text.  
• MLA style for citations, documentation, paraphrasing, and quoting | • To what extent does pop culture reflect our society’s values?  
• How does something become part of popular culture?  
• How does the author use language, tone, and word choice to shape the meaning in the text? & Why does the author choose to use certain terms?  
• What is the meaning of word based on how it is used in the text?  
• What are the connotative meanings of words in the text? |
| CCSS: L.11.4, L.11.6 |  |  |
| 2. Understand, practice, and demonstrate knowledge of the AP English Language | • Demonstrate proficiency and accurately complete the AP English Language and Composition timed practice exam (sample exam: https://apstudent.collegeboard.org/apcourse/ap- | • What can we predict about our future by examining popular culture?  
• Does popular culture represent all segments of the population?  
• What is the right balance between pop culture and high culture? |
<table>
<thead>
<tr>
<th>Student Learning Objectives/Standards</th>
<th>Skills, Strategies &amp; Concepts</th>
<th>Essential Questions (Accountable Talk)</th>
</tr>
</thead>
</table>
| 3. Determine media literacy with visual art. Identify the author’s point of view or purpose and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS: RI.11.6, W.11.4,** | - Analyze media & text  
- Author’s point of view  
- Organization  
- Style  
- Task  
- Purpose  
- Audience | - What is the impact popular culture has on society and its values.  
- How is the American Dream symbolized in popular culture?  
-  |
4. Demonstrate rhetorical modes of writing by writing:
   1. A **rhetorical analysis essay**
   2. An **argument essay**.
   3. A **literary analysis essay**.
   4. A **analysis essay on The Great Gatsby**.
   5. A **synthesis essay**.

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

<table>
<thead>
<tr>
<th>Student Learning Objectives/Standards</th>
<th>Skills, Strategies &amp; Concepts</th>
<th>Essential Questions (Accountable Talk)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Does the essay demonstrate an effective organization, and a clear and logical progression of ideas?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does the essay demonstrate the use of relevant and sufficient support and evidence for its claims?</td>
</tr>
<tr>
<td></td>
<td>• Cite textual evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Argumentative writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Literary analysis Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analysis essay writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Synthesis Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Revise &amp; edit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Draw inferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using precise language &amp; domain specific language</td>
<td></td>
</tr>
</tbody>
</table>
# Student Learning Objectives/Standards

<table>
<thead>
<tr>
<th>Skills, Strategies &amp; Concepts</th>
<th>Essential Questions (Accountable Talk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing.</td>
<td></td>
</tr>
</tbody>
</table>

CCSS: W.11.5, RI. 11.1, L.11.6
<table>
<thead>
<tr>
<th>#</th>
<th>SLO</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| 1  | Demonstrate understanding of essential terminology and strategies for analyzing text. CCSS: L.11.4, L.11.6 | - 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: Students will work independently, collaboratively in small group, and in large group settings when analyzing text.  
- Students will continue to use and demonstrate an understanding of strategies for reading and analyzing text: (additional details in resource section).  
  - OPTIC  
  - Toulmin Model  
  - TP-CASTT  
  - SOAPSTone  
  - Graff Template  
  Syntax Analysis Chart  
  - They Say/I Say Writing Templates  
- Engage in accountable talk to determine meaning of terminology & phrase’s implied message. - Provide students with a text that has different essential literary and rhetorical devices in it and ask them to identify and explain its significances. |
| 2  | Understand, practice, and demonstrate knowledge of the AP English Language and Composition exam. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Determine or clarify the meaning of unknown and multiple meaning words, phrases, including figurative language, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text. | Practice Exam - AP English Language and Composition: Collegeboard.org  
- Regular practice with complex texts and their academic language.  
- Analyze and evaluate central idea and important details; determine the relationship between central idea and important details.  
- Analyze, evaluate, and select the appropriate evidence to use to support a claim. |
### CCSS: RL.11.1, L.11.4, W.11.4

3 Determine media literacy with visual art. Identify the author’s point of view or purpose and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### CCSS: RI.11.6, W.11.4

- Media Literacy/Visual Text – Analyzing a Painting: Identify and analyze the visual and historical information in “The Innocent Eye Test” by Mark Tansey (painting). Choose a contemporary painting to analyze using the OPTIC tool, found in the Resource Section. Online visit to the Metropolitan Museum of Art (http://www.metmuseum.org/collection) or The Museum of Modern Art
- Provide opportunities to analyze visual art and interpret the author’s point of view or purpose.

### Essay Assignments: Assigned throughout the unit.

- Synthesize multiple reading strategies.
- Support analysis using textual evidence and MLA style citations.

1. Demonstrate understanding of the **rhetorical analysis essay**. After reading “Sanctuary: For Harry Potter the Movie” and “High School Confidential: Notes on Teen Movies” create a carefully reasoned and fully elaborated rhetorical analysis essay, students will focus on the rhetorical purpose, audience, and style expressed in either “Sanctuary: For Harry Potter the Movie,” or “High School Confidential: Notes on Teen Movies.”

2. Demonstrate understanding of the **argument essay**. Students will choose one of the essays: “Corn-Pone Opinions” or “Godzilla vs. the Giant Scissors: Cutting the Antiwar Heart out of a Classic,” to formulate an essay in which they will defend or challenge one of the ideas expressed (How does Twain connect conformity and self-approval, discuss examples and effects of understatement and hyperbole; Staples’: Popular culture has the capacity to create an important political message to society or how does Staples create the mock serious tone?). Support your assertion with evidence from your readings, observations and/or experiences. Be sure to cite and properly document evidence.

3. Demonstrate understanding of the **literary analysis essay**. In his autobiography, Arthur Miller writes that “the real story” of the Salem witch trials is to be found in “the breaking of charity” within a human community. Write an essay explaining what this means. Support your opinion with evidence from the text. Conclude the essay with a reflection on whether “the breaking of charity” could destroy a community today. Defend your writing with events that support your assertion.

4. Demonstrate understanding of the **analysis essay**. How does *The Great Gatsby* represent popular culture in the early 1920’s? What does the novel have to say about the social issues in America in the early 1920’s? In what ways do the themes of dream, wealth, and time work together to provide information about popular culture during this time?
<table>
<thead>
<tr>
<th>Demonstrate understanding of the synthesis essay: 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 the American Dream is symbolized in popular culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing/analysis – Rhetorical analysis essay:</strong></td>
</tr>
<tr>
<td>“Sanctuary: For Harry Potter the Movie” by Nikki Giovanni (poetry)</td>
</tr>
<tr>
<td>• What effect is created by the physical layout of this poem? Does it add to or detract from the meaning?</td>
</tr>
<tr>
<td>• What is the text’s message about characters like Harry Potter? Tell what the author is discussing besides Harry Potter and why she does this. Describe the impact that this has on the reader.</td>
</tr>
<tr>
<td>• Examine the text’s unconventional syntax. How does it add nuance to the piece’s central argument?</td>
</tr>
<tr>
<td>“High School Confidential: Notes on Teen Movies” by David Denby</td>
</tr>
<tr>
<td>• What is Denby’s central argument?</td>
</tr>
<tr>
<td>• Denby makes the statement that “geeks rule” (Denby 713). Analyze the poem and tell why Denby makes this sweeping statement?</td>
</tr>
<tr>
<td>• Tell why Denby chose the word “geek” as opposed to “nerd” or “dork” or any of the other expletives that are usually associated with this word. Explain how this statement makes or undermines Denby’s argument in this article?</td>
</tr>
<tr>
<td><strong>Prompt:</strong> In order to create a carefully reasoned and fully elaborated rhetorical analysis essay, students will focus on the rhetorical purpose, audience, and style expressed in either “Sanctuary: For Harry Potter the Movie,” or “High School Confidential” Notes on Teen Movies.”</td>
</tr>
<tr>
<td><strong>Writing/analysis – Argument essay:</strong></td>
</tr>
<tr>
<td>“Corn-pone Opinions” by Mark Twain</td>
</tr>
<tr>
<td>• According to Twain, “it is our nature to conform: (paragraph 9); he also says that we do so for self-approval. The two statements seem contradictory. How does Twain connect conformity and self-approval? Cite evidence from the text.</td>
</tr>
<tr>
<td>• Twain claims the he got the idea of corn-pone opinions from a young slave with a talent for preaching. What does this anecdote add to his argument? Does it detract in any way?</td>
</tr>
<tr>
<td>• Identify and discuss examples of understatement and hyperbole. Discuss their effects.</td>
</tr>
<tr>
<td>Brent Staples’ essay “Godzilla vs. the Giant Scissors: Cutting the Antiwar Heart out of a Classic”</td>
</tr>
<tr>
<td>• Staples makes the assertion that popular culture has the capacity to create an important political message to society. Students will tell whether they agree or disagree with this and provide examples from the text.</td>
</tr>
</tbody>
</table>
Despite its serious subject, there is an undercurrent of humor in Staples' essay. How does Staples create the mock serious tone? Cite specific passages. What effect does this have on his message?

**Prompt:** Students will choose one of the essays: “Corn-Pone Opinions” or “Godzilla vs. the Giant Scissors: Cutting the Antiwar Heart out of a Classic,” to formulate an essay in which they will defend or challenge one of the ideas expressed. Support your assertion with evidence from your readings, observations and/or experiences. Be sure to cite and properly document evidence.

- **Writing/analysis – Literary Analysis essay:**
  - *The Crucible* by Arthur Miller
  - Define charity as it is used in the context of this play. Consider the social, religious and philosophical ideals of charity.
  - How does charity, thought of in this way, pertain to mercy and justice?
  - What are some instances in which “the breaking of charity” destroyed and community?

**Prompt:** In his autobiography, Arthur Miller writes that “the real story” of the Salem witch trials is to be found in “the breaking of charity” within a human community. Write an essay explaining what this means. Support your opinion with evidence from the text. Conclude the essay with a reflection on whether “the breaking of charity” could destroy a community today. Defend your writing with events that support your assertion.

- **Writing/analysis – Analysis essay:**
  - *The Great Gatsby* by F. Scott Fitzgerald
  - Describe the popular culture of the early 1920’s.
  - What role does wealth play in this novel? Cite specific examples from the text that illustrate the differences between the characters with money and those without. Does this disparity exist today?

**Prompt:** How does *The Great Gatsby* represent popular culture in the early 1920’s? What does the novel have to say about the social issues in America in the early 1920’s? In what ways do the themes of dream, wealth, and time work together to provide information about popular culture during this time?

- **Media Literacy/Visual Text – Analyzing a Painting:**
  - “The Innocent Eye Test” by Mark Tansey (painting)
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|   | Who or what is being tested in this painting? What does the painting say about art criticism?  
|   | Identify and analyze the visual and historical information in this painting.  
|   | Visual art can be analyzed through the rhetorical triangle. Consider the painting, the artist, and the audience separately, and then analyze the relationship among these three elements.  
| **Activity:** | Choose a contemporary painting to analyze using the OPTIC tool, found in the Resource Section. Online visit to the Metropolitan Museum of Art ([http://www.metmuseum.org/collection](http://www.metmuseum.org/collection)) or The Museum of Modern Art.  
<p>| <strong>Writing/Analysis – Synthesis essay:</strong> | Prompt: 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 the American Dream is symbolized in popular culture. This essay must be correctly cited using MLA style citations. |</p>
<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent article analysis</td>
<td>Book report</td>
<td>Comparison essay</td>
</tr>
<tr>
<td>Multi-article analysis and synthesis</td>
<td>Mini research project</td>
<td></td>
</tr>
</tbody>
</table>
RESOURCES FOR UNIT # 4


Readings:

- “High School Confidential: Notes on Teen Movies” by David Denby
- “Corn-pone Opinions” by Mark Twain
- “Godzilla vs. The Giant Scissors: Cutting the Heart Out of a Classic” by Brent Staples
- “Popular Culture in the Aftermath of September 11 is a Chorus without a Hook, a Movie without an Ending” by Teresa Wiltz
- “Emily Dickinson and Elvis Presley in Heaven” by Hans Ostrom (poetry)
- “Sanctuary: For Harry Potter the Movie” by Nikki Giovanni (poetry)
- The Great Gatsby by F. Scott Fitzgerald
- The Crucible by Arthur Miller

Media Literacy/Visual Text:

- “The Innocent Eye Test” by Mark Tansey (paining)
- Online visit to the Metropolitan Museum of Art (http://www.metmuseum.org/collection)
- Online visit to the Museum of Modern Art (http://www.moma.org/collection/browse_results.php?criteria=O%3ADE%3AI%3A5|G%3AHI%3AE%3A1&page_number=1&template_id=6&sort_order=2).

## RESOURCES FOR UNIT # 4

### Strategy Templates/Overview:

- Dialectical journal & close readings: See chart A
- Binder: See chart A
- Syntax Analysis Chart: See chart B
- They Say/I Say writing templates/Graff Template: See chart C
  - [http://www.csaub.edu/eap-riap/theysay.pdf](http://www.csaub.edu/eap-riap/theysay.pdf)
  - [http://isites.harvard.edu/fs/docs/icb.topic862425.files/They%20Say%20I%20Say.pdf](http://isites.harvard.edu/fs/docs/icb.topic862425.files/They%20Say%20I%20Say.pdf)
- OPTIC: See chart D
- SOAPSTone: See chart E
- TP-CASTT: See chart F
- Toulmin Model: See chart G
- MLA Citations: [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/)
  - [http://www.citationmachine.net/mla/cite-a-book](http://www.citationmachine.net/mla/cite-a-book)

### Guest speaker(s):

Poet visits (affiliated with the Dodge Poetry Festival) - [http://www.dodgepoetry.org/schools/dodge-poet-visits/](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](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) – 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](https://ple.platoweb.com/Account/SignIn)
- Free teacher and student blog pages are available on:
  - Edmodo: [https://www.edmodo.com/classrooms](https://www.edmodo.com/classrooms)
- Google docs:
  - 32 ways to use Google docs in the classroom - free: [https://docs.google.com/presentation/d/1_6fh7wXkugHQba21lrjsSyxvCUCbi2i3Oc912D8/present#slide=id.i0](https://docs.google.com/presentation/d/1_6fh7wXkugHQba21lrjsSyxvCUCbi2i3Oc912D8/present#slide=id.i0)
  - Free online Google training for educators: [http://www.google.com/edu/training/tools/drive/level2.html](http://www.google.com/edu/training/tools/drive/level2.html)
  - [https://www.teachingchannel.org/videos/fostering-student-collaboration](https://www.teachingchannel.org/videos/fostering-student-collaboration)
- Game based learning - Online Game creator:
  - Jeopardy: [https://www.superteachertools.net/jeopardy/](https://www.superteachertools.net/jeopardy/)
  - Additional games: [https://www.superteachertools.net/#](https://www.superteachertools.net/#)
Chart A:

**Journal:**

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

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

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

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

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

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

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

Chart B:

**Syntax Analysis Chart**

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

<table>
<thead>
<tr>
<th>Sentence Number</th>
<th>First Four Words</th>
<th>Special Features</th>
<th>Verbs</th>
<th>Number of Words Per Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESOURCES FOR UNIT # 4

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

### 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 “reading a conversation about ideas” between you—the writer—and your sources to reflect your critical thinking (36). The templates allow you, the writer, to organize your ideas in relationship to your thesis, supporting evidence, opposing evidence, and the conclusion of the argument.

**The Most Important Things:**

On the one hand, _______ On the other hand, _______

Joshua X contradicts himself. 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 argue that _______.

### Introducing Standard Views:

Americans today tend to believe that _______

My whole life I have heard it said that _______.

You would think that _______

Many people assumed that _______.

Making these views something you say:

I have 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 What “They Say”

- A number of sociologists have recently suggested that _______.
- It has become common today to dismiss _______.
- 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 _______.

### 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, _______ is often taken for granted that _______.

### Introducing an Ongoing Debate

- In discussions of _______, one controversial issue has been _______.
- On the one hand, _______ argues _______. On the other hand, _______ contends _______. Others even maintain _______. My view is _______.
- When it comes to the topic of _______, most of us will readily agree that _______. Where this agreement usually ends, however, is on the question of _______. Whereas some are convinced that _______, others maintain _______.

RESOURCES FOR UNIT # 4

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.
RESOURCES FOR UNIT # 4

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.
RESOURCES FOR UNIT # 4

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?
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 (Kirszen, 566).

Students will employ academic writing to frame the statement identifying the claim, grounds and warrant.
Chart H:

**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
RESOURCES FOR UNIT # 4

Chart H – College Board AP Language and Composition Scoring Rubric. For full scoring rubrics visit: College Board

(e.g. 2014: http://media.collegeboard.com/digitalServices/pdf/ap/ap14_english_language_scoring_guidelines.pdf)
RESOURCES FOR UNIT # 4

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.)”

Research Simulation Task and Literary Analysis: