PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

AP LANGUAGE AND COMPOSITION

Length of Course: Term _____

Elective/Required: Required _____

School: High Schools _____

Student Eligibility: Grades 11-12 _____

Credit Value: 5 Credits (Honors) _____

Date Approved: 11/22/10_____

AP LANGUAGE AND COMPOSITION

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Modifications will be made to accommodate IEP mandates for classified students.

STATEMENT OF PURPOSE

The purpose of this course is to develop the students' effectiveness with language and to sharpen their skills in writing and critical reading. The intent of the course is to encourage students to develop individual styles adaptable to different occasions for writing in college. Students will participate in the writing process in concert with the reading and analysis of varieties of discursive prose. They will examine prose samples from various fields and periods, serving as models of effective styles. The course includes several main topics: aims and modes in writing; semantics; structure and style; argument and rhetoric; a defined approach by the teacher (for example, thematic or multidisciplinary).

Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated?   How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *"stuff"* upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

Content Outline: Prose/Reading

Enduring Understanding: All students will read and comprehend complex literary and informational texts independently and proficiently.

Mastery Objectives	Instructional Strategies and Conceptual Understanding	Formative and Summative Assessments

CCSS: RL – 1,2,3,4,5,6,7,9,10;
RI – 1,2,3,4,5,6,7,8,9,10;
L 5-1,2,3,4,5,6
 	
1. Students will identify the purposes and modes of discourse and explain their relation to rhetorical structures.
 	
2. Students will explain how the parts of discourse are related to each other and to the whole.
 	
3. Students will recognize the conventions of different genres and periods of time, and identify the assumptions authors have made about their audiences.
 	
4. Students will recognize the main ideas and purposes in a variety of prose forms, and explain inferences about an author's intentions.
 	
5. Students will evaluate the connections between ideas at different levels of generality, including the adequacy of evidence.
 	
6. Students will be able to distinguish the uniqueness of a writer's work from the characteristics governed by convention.
	The teacher:
	
	Incorporates reading every day.
	
	Reads aloud to students to model fluent reading.
	
	Creates a supportive, scholarly atmosphere by encouraging one another's attempts to derive meaning from their reading.
	
	Provides a variety of non-fiction prose including:
	
	  a. purposes of discourse such as informing, persuading, expressing, etc.
	  b. modes of discourse such as narration, description, analysis, etc.
	
	Draws supplementary work together with selected anthology readings into units organized around various periods and/or themes.
	
	Incorporates silent reading for a specific purpose.
	
	Incorporates opportunities for oral and written responses to reading.
	
	Creates a supportive, scholarly atmosphere by encouraging students' attempts to analyze the structure of their reading.
	
	Draws supplementary work together with selected anthology readings to address conventions that influence structures.
	
	Provides a variety of non-fiction prose representing various structures of discourse including chronology, spatial relations, sequence of subordinate ideas, etc.
		Student performance is assessed formatively and summatively in various ways to attain mastery learning.
		
		Class work
		
		Homework
		
		Quizzes
		
		Tests
		
		Inquiry Papers
		
		Bookmarks
		
		Post-It Note Strategies
		
		KWL
		
		Rubrics
		
		Synthesis Essays
		
		Reports
		
		Projects
		
		SQ3R
		
		Close Reading
		
		Notetaking Activities

Content Outline: Prose/Reading (Cont.)

Enduring Understanding: All students will read and comprehend complex literary and informational texts independently and proficiently.

Mastery Objectives	Instructional Strategies and Conceptual Understanding	Formative and Summative Assessments
7. Students will evaluate the value and validity of a writer's message in relation to its historical, social, or cultural context. 8. Students will know the various definitions and standard usage of rhetorical terminology, and students will be aware of connotations and shades of meaning that derive from context. 9. Students will acquire a vocabulary of terms available for describing recurrent linguistic patterns: parts of speech, types and parts of sentences, and tropes (forms of figurative language). 10. Students will recognize and appreciate how an author has achieved a particular effect through the manipulation of language.	Models "close reading" techniques, including structural analyses of text, paragraphs, and sentences. Creates a supportive, scholarly atmosphere by encouraging students to use the language of discourse. Introduces the vocabulary necessary to describe the human experience in order to be precise about an author's tone, attitude, and point of view. Provides an opportunity to compare different types of diction, images, figures of speech, and the various appeals to reason and emotion both orally and in written work.	Various Notebook Designs Annolighting Text Annotating Text District Final Exams Open-Ended Responses Performance Assessment Pairs/Groups Independent Work Teacher Reflection Standardized Tests Active Reading Strategies Mini-Lesson Benchmarks Differentiated Instruction Lessons Story Mapping Impromptu Writing Graphic Organizers

Content Outline: Writing/Language Skills

Enduring Understanding: All students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mastery Objectives	Instructional Strategies and Conceptual Understanding	Formative and Summative Assessments
CCSS: W - 1,2,4,5,6,7,8,9,10; L 5-1,2,3,4,5,6 1. Students will employ a variety of rhetorical structures appropriate for various purposes and audiences. 2. Students will subordinate parts to an effective whole and create appropriate transitions between them. 3. Students will adopt the conventions of the appropriate discipline or community of discourse when writing for a particular audience. 4. Students will gather information and ideas, discover patterns, and develop a thesis statement. 5. Students will select and arrange information and ideas effectively for given purposes and modes of discourse. 6. Students will communicate ideas and experiences in an intellectually sophisticated fashion. 7. Students will identify and use a variety of literary terms endemic to the discipline.	**The teacher:** Assigns a variety of tasks such as essays, journal writing, research projects, etc. Models, illustrates, or teaches pre-writing activities that help generate information, discover and explore ideas, and clarify the writing task. Models, illustrates, or teaches the concept of purpose, audience, and voice of the text adapted by purpose. Provides class time for students (individually/with partners/in small groups) to pre-write, to talk, and think about possible approaches to writing, and to gather information. Creates real context for writing which may include "imagined" AP readers, and other potential professional/academic readers. Provides written models of writing that students are expected to emulate. Illustrates or teaches a variety of revision strategies that enable students to rework content/organization/style in ways that best suit a writer's purpose and audience. Plans time for peer revision that includes a focus on content and on the techniques that were most effective in conveying it. Provides access to a variety of materials from which students may generate ideas. Models, illustrates, or teaches various patterns of organization, e.g. chronological, spatial, sequential, etc.	Student performance is assessed formatively and summatively in various ways to attain mastery learning. Class work Homework Quizzes Tests Inquiry Papers Bookmarks Post-It Note Strategies KWL Rubrics Synthesis Essays Reports Projects SQ3R Close Reading Notetaking Activities Various Notebook Designs

Content Outline: Writing/Language Skills (Cont.)

Enduring Understanding: All students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mastery Objectives	Instructional Strategies and Conceptual Understanding	Formative and Summative Assessments
8. Students will shape language in a variety of rhetorical patterns so that sentence structure, diction, and figures of speech serve purpose, mode, and audience. 9. Students will explain how rhetorical choices produce intended effects.	Models, illustrates, or teaches how to revise thesis statements with sharpened focus. Models or provides examples of ways in which various patterns of organization may be appropriate/effective for different purposes and audiences. Model, illustrates, or teaches patterns of diction, images, figures of speech and the shape and length of sentences and paragraphs. Models or provides examples of coordination and subordination of ideas in units of discourse, including the sentence, paragraph, essay, and book. Provides opportunity for peer evaluation, applying the AP rubric developed by the College Board. Provides opportunities for peer response to student writing, including commenting on rhetorical patterning, syntax, and word choice. Provides opportunities to imitate the styles and structures of established writers. Defines and models the effective use of a variety of rhetorical terms. Provides opportunities for students to re-create an author's style/patterns, either parodying content or emulating it, so that students learn about the interrelations between form and content and expand, through practice, their own range of stylistic options.	Annolighting Text Annotating Text District Final Exams Open-Ended Responses Performance Assessment Pairs/Groups Independent Work Teacher Reflection Standardized Tests Active Reading Strategies Mini-Lesson Benchmarks Differentiated Instruction Lessons Story Mapping Impromptu Writing Graphic Organizers

Content Outline: Writing/Language Skills (Cont.)

Enduring Understanding: All students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mastery Objectives	Instructional Strategies and Conceptual Understanding	Formative and Summative Assessments
	Prepares students for the AP Language Exam by requiring them to use appropriate rhetorical terminology to discuss an their own or another author's writing.	

Content Outline: Speaking and Listening

Enduring Understanding: All students will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Mastery Objectives	Instructional Strategies and Conceptual Understanding	Formative and Summative Assessments
CCSS: SL4 - 1,3,4,5,6; L 5-1,2,3,4,5,6 1. Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on AP Language topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2. Students will integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tones used.	**The teacher:** Provides opportunities to draw from evidence from research on topics/issues to evoke thoughtful, well-reasoned exchanges of ideas. Promotes civil discussions. Poses questions that probe reasoning and evidence. Ensures a hearing for a full range of positions on a topic/issue in order to clarify, verify, or challenge ideas and conclusions. Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Student performance is assessed formatively and summatively in various ways to attain mastery learning. Class work Homework Quizzes Tests Inquiry Papers Bookmarks Post-It Note Strategies KWL Rubrics Synthesis Essays Reports Projects SQ3R Close Reading Notetaking Activities Various Notebook Designs

Content Outline: Speaking and Listening

Enduring Understanding: All students will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Mastery Objectives	Instructional Strategies and Conceptual Understanding	Formative and Summative Assessments
4. Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed, and the organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.		Annolighting Text

Annotating Text

District Final Exams

Open-Ended Responses

Performance Assessment

Pairs/Groups

Independent Work

Teacher Reflection

Standardized Tests

Active Reading Strategies

Mini-Lesson Benchmarks

Differentiated Instruction Lessons

Story Mapping

Impromptu Writing

Graphic Organizers |

Prose/Reading	
Essential Questions	**Enduring Understandings**
Concepts About Print • How does understanding a text's structure help me better understand its meaning?	• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
Decoding and Word Recognition • How do I figure out a word I do not know?	• Readers use language structure and context clues to identify the intended meaning of the words and phrases as they are used in the text.
Fluency • How does fluency affect comprehension?	• Fluent readers group words quickly to help them gain meaning from what they read.
Reading Strategies (before, during, and after reading) • What do readers do when they do not understand everything in a text?	• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Vocabulary and Concept Development • Why do readers need to pay attention to a writer's choice of words?	• Words powerfully affect meaning.
Comprehension Skills and Response to Text • How do readers construct meaning from text?	• Good readers compare, infer, synthesize, and make connection (text to text, text to world, text to self) to make the text personally relevant and useful.
Inquiry and research • Why conduct research?	• Researchers gather and critique information from different sources for specific purposes.

Writing and Language	
All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	
Essential Questions	**Enduring Understandings**
Writings as a Process (prewriting, drafting, revising, editing, post-writing) • How do good writers express themselves? How does process shape the writer's product?	• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Writing as a Product (resulting in a formal product or publication) • How do writers develop a well written product?	• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Mechanics, Spelling, and Handwriting • How do rules of language affect communication?	• Rules, conventions of language, help readers understand what is being communicated.
Writing Forms, Audiences, and Purposes (exploring a variety of forms) • Why does a writer choose a particular form of writing?	• A writer selects a form based on audience and purpose.
Speaking and Listening	
All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. All students will listen actively to information from a variety of situations.	
Essential Questions	**Enduring Understandings**
Discussion • How can discussion increase our knowledge and understanding of an idea(s)?	• Oral discussions helps to build connections to others and creates opportunities for learning.
Questioning (Inquiry) and Contributing • When is it appropriate to ask questions? • How do speakers express their thoughts and feelings?	• Questions and contributing help speakers convey their message, explore issues and clarify their thinking.
Word Choice • How does the choice of words affect the message?	• A speaker's choice of words and style set a tone and defines the message.

Essential Questions	Enduring Understandings
Oral Presentation • How does a speaker communicate so others will listen and understand the message?	• A speaker selects a form and organizational pattern based on the audience and purpose.
Active Listening • Can one hear but not listen?	• Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
Listening Comprehension • How does a listener understand a message	• Effective listeners are able to interpret and evaluate increasingly complex messages.

Media Literacy
All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Essential Questions	Enduring Understandings
Constructional Meaning • What's the media message?	• People experience the same media message differently.
Visual and Verbal Messages • What values, lifestyles, and points of view are represented in, or omitted from media messages?	• Media have embedded values and points of views.
Living with Media • What affects media choice?	• Media choice is affected by personal experience and sense of need.

Essential Instructional Behaviors

Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.

1. **Planning which Sets the Stage for Learning and Assessment**

   Does the planning show evidence of:
   a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
   b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
   c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
   d. provision for effective use of available materials, technology and outside resources?
   e. accurate knowledge of subject matter?
   f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
   g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
   h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

2. **Observed Learner Behavior that Leads to Student Achievement**

   Does the lesson show evidence of:
   a. learners actively engaged throughout the lesson in on-task learning activities?
   b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
   c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
   d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
   e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?
   f. learners actively processing the lesson content through closure activities throughout the lesson?
   g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
   h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?
   i. learners developing their own voice and increasing independence and responsibility for their learning?
   j. learners receiving appropriate modifications and accommodations to support their learning?

3. Reflective Teaching which Informs Instruction and Lesson Design

Does the instruction show evidence of:
a. differentiation to meet the needs of all learners, including those with Individualized Education Plans?
b. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
c. formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
d. the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
e. use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
f. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms?
g. deliberate teacher modeling of effective thinking and learning strategies during the lesson?
h. understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
i. awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
j. activities that address the visual, auditory, and kinesthetic learning modalities of learners?
k. use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
l. use of graphic organizers and hands-on manipulatives?
m. creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
n. development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
o. transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

4. Responsibilities and Characteristics which Help Define the Profession

Does the teacher show evidence of:
a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
b. maintaining accurate records and completing forms/reports in a timely manner?
c. communicating with parents about their child's progress and the instructional process?
d. treating learners with care, fairness, and respect?
e. working collaboratively and cooperatively with colleagues and other school personnel?
f. presenting a professional demeanor?