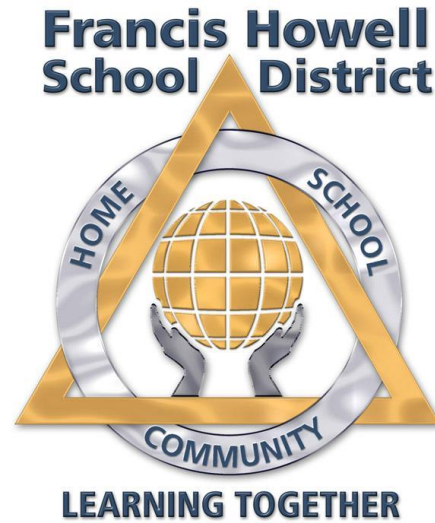


AP English Language & Composition Curriculum



Board Approved: May 21, 2014

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Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Communication Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

Upon completing the Language and Composition course, then, students should be able to:

- *Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- *Apply effective strategies and techniques in their own writing;
- *Create and sustain arguments based on readings, research, and/or personal experience;
- *Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- *Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions; and
- *Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
- *Develop and use a wide-ranging vocabulary appropriately and effectively;
- *Use a variety of sentence structures;
- *Use logical organization, enhanced by specific techniques to increase coherence;
- *Balance generalization and specific detail, and;
- *Utilize effective rhetoric, including controlled tone, voice, appropriate diction, and varied sentence structure.

Advanced Placement Program Professional Development for English Language. The College Board, 2002

Course Description

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

The course often allows students to write in a variety of forms – narrative, exploratory, expository, argumentative – and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture.

As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

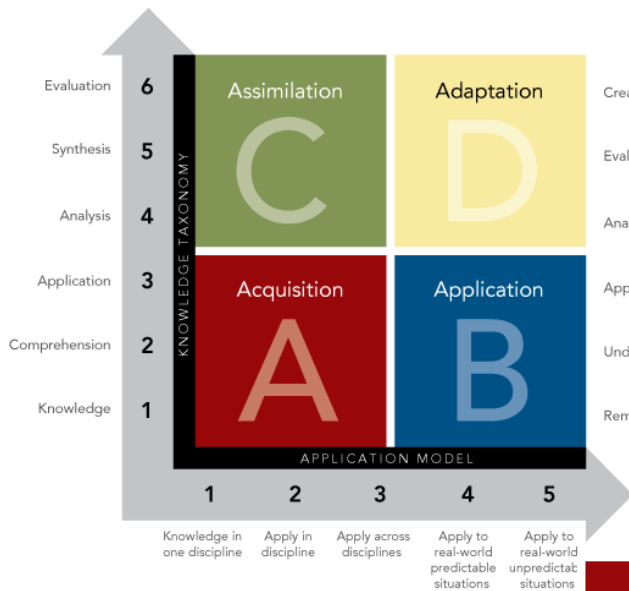
The AP Language and Composition course assumes that students already understand and use standard English grammar. The intense concentration on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose.

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

College Board Standards for College Success: English Language Arts

http://www.collegeboard.com/prod_downloads/about/association/academic/english-language-arts_cbscs.pdf

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Semester 1 **Semester 2**

Unit A: Education	Unit B: Community	Unit C: Politics	Unit D: Gender
8-9 weeks	8-9 weeks	8-9 weeks	8-9 weeks
PE Assessment: R3.2-1.6, W3.1-1.6	PE Assessment: R4.3-1.6, W2.1-2.6	PE Assessment: W3.1-3.6	PE Assessment: R4.3-2.6, W2.2-1.6, S2.2-2.6
R3.2-2.6 R3.2-1.6 R4.1-2.6 R3.1-1.6 R3.1-2.6 R4.4-1.6 R4.4.1.6 R1.3-3.6 R4.4-1.6 R1.3-3.6 R3.1-3.6 R4.3-1.6 S2.2-4.6 W3.1-2.6 W2.2-2.6	R1.3-3.6 R1.3-4.6 R3.2-1.6 W2.2-2.6 R4.4-2.6 R2.2-1.6 S2.2-4.6 R4.4-1.6 L3.1-1.6 R4.3-1.6 W2.2-4.6 R4.1-2.6 R4.2-1.6 L3.3-4.6 W2.2-1.6 R3.1-2.6 R1.3-2.6 W4.1-1.6 W4.2-1.6	R1.3-1.6 R1.3-3.6 R1.3-4.6 R2.2-1.6 R3.1-1.6 R3.1-2.6 R3.1-3.6 R3.2-1.6 R4.2-2.6 R4.4-1.6 W2.1-1.6 W2.2-4.6 W3.1-1.6 W4.1-1.6 W4.2-1.6 S2.1-4.6 S3.4-2.6 L3.2-1.6 L3.3-4.6	S3.2-5.6 S3.4-1.6 S3.4-2.6 R3.1-2.6 R3.2-2.6 S3.2-4.6 R3.2-1.6 R4.2-1.6 R4.3-1.6 S2.2-4.6 W2.1-2.6 R4.2-2.6 R1.3-1.6 R4.4-1.6

Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Sem. 1	Education: The purpose of this unit is to recognize that any effective composition, whether written, spoken, or drawn, is carefully planned. This composition has integral parts that work together in a complex and subtle arrangement to produce meaning. The teacher will provide rhetorical analysis strategies for students to use. By the end of this unit, students will have produce an essay which identifies and analyzes these central components.	8-9 weeks	Rhetorical Analysis Timed Writing: In a well-organized essay, students will analyze an author’s use of rhetorical strategies and their impact upon the author’s purpose. The prompt will be a recently-released (within the last three years) AP Question II. The question used will be determined by the current AP Lang PLC.	R3.2-1.6 W3.1-1.6
Sem. 1	Community: The purpose of this unit is to bring together information from various sources to develop an independent position on an issue. Whenever students draw evidence from various sources to support a point—whether it’s their reading, observation, or experience—they are synthesizing. By the end of this unit, students will analyze and cite sources accurately to support their arguments.	8-9 weeks	Synthesis Timed Writing: Students will cold-read a selection of short texts pertinent to a given topic, synthesize a position in response to the topic, and compose an essay establishing their position, using at least three of the source texts in support of their argument. The prompt and texts will be a recently-released (within the last three years) AP Question I. TBD by the PLC.	R4.3-4.6 W2.1-2.6
Sem. 2	Politics: The purpose of this unit is to require students to articulate clear claims and to provide appropriate evidence and convincing justification, with the goal of contributing a logical voice to a controversial topic or convincing a reader to agree or to take a course of action.	8-9 weeks	Argumentative Timed Writing: Students will cold-read an argumentative prompt which provides a topic that has various perspectives and compose an essay establishing their position supported with logical, concrete examples. The prompt will be a recently-released (within the last three years) AP Question III.	W3.1-3.6
Sem. 2	Gender: The purpose of this unit is for students to demonstrate evidence of close reading through analysis of a text. Through careful study of the exam structure and various types of questions covering material from grammar to critical and analytical thinking skills while justifying accurate decisions and eliminating distractors.	8-9 weeks	Multiple Choice Test Creation, Delivery, and Analysis: Students will read and analyze a passage and create a 15 question multiple choice AP test based on that passage. The test must include 5 questions for each level (5 for Level 1, 5 for Level 2, 5 for Level 3) demonstrating a deep analysis with a clear rationale for each correct and incorrect answer option.	R4.3-2.6 S2.2-2.6 W2.2-1.6

Content Area: English Language Arts	Course: Advanced Placement Language and Composition	UNIT A: Education
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<p>Unit Description: The purpose of this unit is to recognize that any effective composition, whether written, spoken, or drawn, is carefully planned. This composition has integral parts that work together in a complex and subtle arrangement to produce meaning. The teacher will provide rhetorical analysis strategies for students to use. By the end of this unit, students will produce an essay which identifies and analyzes these central components.</p>	<p>Unit Timeline: 8-9 weeks</p>
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DESIRED Results

Transfer Goal Students will effectively communicate as critical and analytical thinkers to develop well-supported independent understandings and become culturally literate, collaborative members of society.

Understandings – *Students will understand that...*

1. speakers design messages with the occasion, audience, and purpose in mind.
2. a speaker’s choice of medium, structure, and style affects the message of the work and how that message is received by the audience.
3. effective rhetoric is carefully planned: writers make conscious decisions in terms of style and structure to achieve their intended purpose.
4. discussions facilitate learning.
5. rhetorical analysis makes the reader a smarter consumer of information.

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. To what extent do our schools serve the goals of a true education? 2. To what extent do our educational experiences shape us? 3. How valuable are academic experiences as compared to social experiences in educating a person?

Students will know.....	Standard	Students Will Be Able to.....
<p>The definitions and identification of the three appeals (ethos, pathos, logos) and the rhetorical purpose for using them in one’s writing.</p> <p>The components of SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) and how to use SOAPSTone as an analytical tool.</p> <p>The components of DIDLS (Diction, Imagery, Details, Language [figurative], Syntax) and author’s style, and the rhetorical impact of these elements in authors’ writing.</p> <p>The conventions of academic writing (point of view, organization, transitions, pre-writing, providing evidence, embedding quotations/evidence, etc.) especially in rhetorical analysis and rationale for their application in effective writing.</p> <p>The definitions and identification of many rhetorical strategies (rhetorical devices, point of view, etc.) and the rhetorical purpose for using them in one’s writing.</p>	<p>R3.1-2.6 R4.1-1.6 W3.1-3.6</p> <p>R3.1-1.6 R3.1-2.6 R3.2-1.6</p> <p>R3.2-2.6 R2.3-2.4 R4.2-1.6 R3.2-1.6</p> <p>R4.1-1.6 R1.3-1.6 R4.2-4.6 W3.1-3.6</p> <p>R3.2-2.6 R3.1-1.6</p>	<p><u>Reading</u></p> <p><u>R1.3-1.6</u> Analyzes how organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect) organize and relate multiple levels of ideas in texts.</p> <p><u>R1.3-3.6</u> Analyzes a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines) in complex texts and evaluated the relevance of that information to information presented textually.</p> <p><u>R1.3-4.6</u> Analyzes themes, key ideas, main ideas, and supporting ideas within and across complex texts and evaluates and critiques the coherence, validity, and relevance of ideas, evidence and arguments.</p> <p><u>R2.1-1.6</u> Uses prior knowledge and experiences to guide the analysis of events, ideas, and themes in complex texts. Evaluates the relevance and adequacy of prior knowledge and experiences to guide and revise ongoing interpretations of texts. Identifies and resolves problems in comprehension due to misconceptions.</p> <p><u>R2.1-2.6</u> Draws on relevant prior knowledge and experiences to extend, elaborate, and evaluate the meaning of events, key ideas, main ideas, supporting ideas, and themes in complex texts (e.g., draws conclusions, identifies implications, critiques underlying assumptions, formulates higher-level organizing categories and principles, evaluates personal significance).</p> <p><u>R2.2-1.6</u> Analyzes explicit and implicit references to elements of the social, cultural, and historical context and uses that understanding to extend and elaborate the meaning of texts. Analyzes the text to identify the author’s attitudes, perspectives, and beliefs and critiques how these relate to the larger social, cultural, and historical context of the text.</p> <p><u>R2.3-2.4</u></p>

	<p>Understands how language represents and constructs how readers perceive events, people, groups, and ideas. Identifies positive and negative implications of language and explains how it can affect readers in different ways depending on context. Recognizes that language conveys intended and unintended meanings for readers.</p> <p><u>R3.1-1.6</u> Analyzes specific characteristics of an author’s intended audience and the author’s implicit and explicit purposes for writing to guide the interpretation of a text.</p> <p>Analyzes and evaluates author’s knowledge of the intended audience and how the text corresponds to the author’s purposes for writing.</p> <p><u>R3.1-2.6</u> Critiques and evaluates how an author crafts an authorial persona to achieve an intended effect on an audience; appeals to audience emotions, interests, values, and beliefs; and uses reasoning and evidence to achieve specific purposes for an intended audience.</p> <p><u>R3.1-3.6</u> Evaluates and critiques how authors use specific genre elements to engage readers’ conventional expectations associated with a variety of genres (e.g., classical essays, tragedy, comedy/satire, parables, epics, periodicals/journals). Analyzes how an author author crosses and blends genres to achieve specific effects.</p> <p><u>R3.2-1.6</u> Critiques how an author’s specific word choices and sentence structures shape the intended meaning of the text, achieve specific effects (e.g., to convey author’s attitude attitude toward the reader and subject matter), and support author’s purpose.</p> <p><u>R3.2-2.6</u> Critiques how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone) and analyzes how literary devices and figurative language are used to reinforce key ideas, events, and themes and create multiple layers of meaning.</p> <p><u>R4.1-1.6</u> Identifies and refines increasingly complex purposes for reading (e.g. to analyze multiple perspectives, authors, genres, ideas, or values; to critique elements of author’s author’s craft; to evaluate the credibility and authority of an author; to conduct research) and refers to these purposes to guide the reading process and the selection of strategies</p>
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	<p>both during and after reading.</p> <p><u>R4.1-2.6</u> Knows when, why and how to use appropriate pre-reading strategies, such as generating questions, activating and evaluating prior knowledge, previewing, scanning and skimming texts. Uses information gained from these pre-reading strategies to develop expectations about the text, guide the reading process, and select appropriate reading strategies used both during and after reading.</p> <p><u>R4.2-1.6</u> Knows when, why, and how to use text-focused strategies (e.g., re-reading, paraphrasing, chunking) to better understand texts and improve global understanding, and to use close reading (e.g., analyzes semantic, syntactic, and stylistic nuances of language) to infer implied meanings of texts.</p> <p><u>R4.2-2.6</u> Knows when, why and how to efficiently mark and annotate texts and take notes during or after reading to identify points to be re-read or elaborated, to make connections among ideas, to question the text, and to generate and revise ongoing interpretations.</p> <p><u>R4.2-3.6</u> Knows when to make intentional bridging inferences and connections back to previous sentences and implied ideas across larger sections of text, in conceptually and stylistically less familiar texts, or in more-complex texts, and to implied organizational patterns to resolve problems in comprehension, coordinating the use of additional strategies to achieve these goals.</p> <p><u>R4.2-4.6</u> Applies knowledge of a variety of complex structures of narrative texts to guide reading and to make predictions and elaborations, noting where narratives follow or deviate from conventional patterns. Applies knowledge of a variety of complex organizational patterns observed in informational texts to chunk the text, search for relationships among ideas, and guide the reading process.</p> <p><u>R4.3-1.6</u> Generates different kinds of questions to clarify and extend comprehension of texts (i.e., questions of self, of author, of text and of context). Identifies comprehension goals and generates appropriate questions to activate prior knowledge, to analyze</p>
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and
critique the author’s intentions and strategies, to analyze elements of increasingly complex texts, and to analyze how the text relates to other texts and to other social, cultural and historical contexts.

Writing

W2.2-1.6

Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., self-questioning –what is my opinion and why?); developing and selecting major ideas, relevant reasons supporting examples, and details; analyzing strengths and weaknesses of his or her position; defining multiple points of view;
and
anticipating counterarguments and addressing refutations.

W2.2-4.6

Uses conventional structures and expectations of the chosen
persuasive/argumentative
genre (e.g., problem-solution, cause and effect) to select content, represent ideas,
make
connections, generate new insights, and develop an organizational structure for
drafting.

W3.1-1.6

Drafts a clear and substantive thesis claim, develops a coherent and smooth progression of ideas, strategically includes supporting ideas, supports claims and opinions with evidence (i.e., reasons, examples, and facts), incorporates varied
source
materials, and draws a persuasive conclusion.

W3.1-2.6

Strategically incorporates source materials in a variety of ways (e.g., directly quoting words, phrases, and sentences; paraphrasing), demonstrating a sophisticated understanding of the ethics of writing.

W3.1-3.6

Uses appropriate rhetorical appeals (e.g., considers audience interests, values, opinions, background knowledge, norms; establishes credibility of his or her
authorial
voices; establishes the soundness of the claims; refutes possible counterarguments) and effective organizational patterns (e.g., description, problem-solution, question-answer, compare and contrast, cause and effect) to persuade the intended audience.

W3.2-1.6

Selects precise vocabulary, compelling verbs, figurative language (e.g., metaphors, images, rhetorical questions, connotation/denotation, irony, wordplay and puns, symbols) to establish credibility and authority, suggest an attitude toward subject matter, create mood, and appeal to the audience.

W3.2-2.6

Strategically selects a variety of sentence structures (e.g., parallel structures; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; questions as topic sentences; rhetorical questions; fragments; appositives); selects active or passive voice; varies sentence length, type, and complexity to create specific nuanced effects.

W3.2-3.6

Strategically focuses paragraphs by using a variety of techniques (e.g., building toward a concluding topic sentence, writing topic sentences as questions, building tension or suspense that is explained or resolved in the concluding sentence), uses transition words and phrases to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).

Speaking

S2.2-4.6

Analyzes and refines personal and group purposes and goals (e.g., clarify ideas, change group members' opinions, build relationships) and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a group context. Critiques effectiveness in achieving intended goals.

S3.2-5.6

Chooses precise vocabulary, compelling verbs, figurative language (e.g., metaphors, hyperbole, sensory images, personification) and rhetorical devices (e.g., rhetorical questions, parallelism, coordination, subordination, repetition) to establish credibility and authority, suggest an attitude toward subject matter, clarify ideas, and appeal to the audience's interests, values, beliefs, and emotions.

	<p><u>S3.4-1.6</u> Uses appropriate and natural gestures, facial expression, posture, movement, eye contact, clear articulation, vocal variety (i.e., rate, pitch, volume, quality/tone), vocal pauses, and presentational aids/performance props and costumes where and if appropriate to establish his or her credibility and contribute to the effectiveness of the presentation.</p> <p><u>S3.4-2.6</u> Monitors audience feedback; makes inferences about audience engagement, understanding, and agreement; and adjusts delivery and content to achieve purposes and goals. Subsequently reflects on presentation and feedback to determine effectiveness and what changes to make in a future presentation.</p> <p>ISTE 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes</p>
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EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1, 2, 3, 4</p>	<p><u>Standards</u></p> <p>R3.2-1.6 W3.1-1.6</p>	<p><u>Unit Performance Assessment:</u></p> <p>Rhetorical Analysis Essay: In a well-organized essay, students will analyze an author’s use of rhetorical strategies and their impact upon the author’s purpose. The prompt will be a recently-released (within the last three years) AP Question II. The question used will be determined by the current AP Lang PLC.</p> <p>Exam Bank Scoring Guide</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p>21st Century Critical Thinking</p>
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<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
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1, 3	R3.2-2.6 S2.2-4.6 ISTE 1.a	1. Students will collaboratively complete a terms project in which they are given a new rhetorical device and then asked to research and build a presentation using Prezi, VoiceThread, Google Presentation, iMovie, etc to teach the term to the rest of the class. These could be shared with students at high schools within FHSD for virtual feedback via Twitter, blog, Today's Meet, Google Docs.	Cooperative Learning	A, B Creativity
1, 3	R3.2-1.6	2. Students will take a quiz over the terms learned through the project over MLK's "I Have a Dream Speech."	Providing Practice	A, C Critical Thinking
4	S3.2-2.6	3. Students will complete an opinionnaire and participate in discussion about education. (Anticipation Guide, Think-Pair-Share)	Advance Organizer, Cues & Questions	B Communication
1, 2, 3	R3.2.1.6 R4.1-2.6	4. Students will read Chapter 2 of <i>The Language of Composition</i> (Close Reading), then choose a reading strategy for use in independently annotating a nonfiction article. (PowerPoint on Close-Reading)	Providing Practice	B Critical Thinking
2	R3.1-1.6 R3.1-2.6 R4.4-1.6	5. Students will study a speaker's use of the three appeals (ethos, pathos, logos) through commercials. They can use a handout as extra help. Students will practice applying their learning of the three appeals using a nonfiction text (Close Reading).	Advance Organizer, Providing Practice	A, B Critical Thinking
1, 2	R3.1-1.6, R3.1-2.6, R4.4.1.6	6. Students will learn how to use SOAPSTone to enhance their analysis of rhetoric. Students will practice the SOAPSTone analysis technique with a work of nonfiction (Close Reading).	Providing Practice	B,C Critical Thinking
1, 2, 3, 5	R1.3-3.6, R3.1-3.6, R4.4-1.6	7. Students will analyze non-print using SOAPSTone and the three appeals through the use of images .	Nonlinguistic Representation	B, C Critical Thinking
1, 2, 3, 5	R1.3-3.6, R3.1-3.6, R4.4-1.6	8. Students will analyze non-print using SOAPSTone and the three appeals through the medium of a documentary. Possible documentaries are: <i>Waiting for Superman</i> or <i>Two Million Minutes</i> or <i>The Finland Phenomenon</i> (Close Reading).	Nonlinguistic Representation	B, C Critical Thinking
1, 2, 3, 5	R4.3-1.6,	9. Students will read and respond to information on how to write a rhetorical analysis essay (Round Table). They should highlight new information or	Cooperative	

4 1, 2, 3, 4	S2.2-4.6	information they often forget. Then the class will discuss the items the students highlighted in both small and whole class settings (Think-Pair-Share).	Learning	A Collaboration
	W3.1-2.6	10. Students will learn how to incorporate quotations naturally into their own rhetorical analysis.	Providing Practice	A, B Critical Thinking
	R3.1-3.6, W2.2-2.6 W3.1-2.6	11. Students will analyze rhetoric by writing an in-class essay (using a released free response question from the AP Language Site). They will analyze a speaker's use of rhetorical strategies in order to convey his/her purpose. Students will then analyze the scoring guide, released essays and scores, and finally, score their own essay . (Utilizing Anchor Texts, Scoring Calibration)	Identifying Similarities and Differences, Providing Practice	C, D Critical Thinking

UNIT RESOURCES

Unit Resources:

- *The Language of Composition* First Edition (Education Chapter)
- Ted.com (Sir Ken Robinson, Ramsey Musallam)
- *2 Million Minutes*, dir. Chad Heeter (documentary)
- *The Finland Phenomenon*, dir. by Bob Compton (documentary)
- *Waiting for Superman*, dir. Davis Guggenheim (documentary)
- *Catcher in the Rye* by J.D. Salinger
- Rhetorical Analysis How-To Videos:
 - <https://www.youtube.com/watch?v=63vgYDPOMUg> (Part I Video)
 - <https://www.youtube.com/watch?v=I8EXI7ILpLk> (Part II Video)

Vocabulary:

Rhetorical Strategies and Devices Defined: <http://rhetoric.byu.edu/>

authorial persona- The sum of the characteristics of the author that are revealed to the reader. Through tone, diction, and even spelling, writers make conscious choices to produce authorial personae that are appropriate to the writing task and audience.

chunking- A strategy that helps a reader more easily understand text (words, sentences, paragraphs) by breaking it up into the most meaningfully sized

segments for the reader. Words may be broken up into smaller segments that have meaning for the reader. Sentences may be comprehended as thought-units rather than processing the text word by word, and longer sections of text may be broken up into smaller portions.

close reading- A reading strategy to help a reader become sensitive to the nuances and connotations of language as they are used by skilled writers. Close reading involves paying close attention to aspects of vocabulary, grammar, syntax, figures of speech, or any other features that may contribute to a writer's individual style. Close reading also involves reflecting on deeper meanings of text connoted by the words and ideas, including considering relationships to things beyond the text such as other texts or social or cultural history.

dialectical journaling- The dialectical journal is a type of double-entry note-taking that students use while reading. In two columns students write notes that form a dialogue with one another, thereby developing critical reading and reflective questioning. A common approach is to copy a quote that the student finds interesting in the left-hand column and write a response to that quote in the right-hand column.

fast writes- Also known as short writes, fast writes are brief writing exercises in which students are asked to respond to a topic by writing for 5–10 minutes. Fast writes typically result in the production of a half-page or so of first-draft writing. This type of writing is also known as free writing.

free writing- Writing on a subject or in response to a prompt without creating an outline ahead of time or stopping to edit. Free writing is usually done under timed conditions.

organizational map- A graphic representation of the ideas in a piece of writing that shows the connections among the ideas. An outline is one type of organizational map

organizational patterns- Recognized ways of organizing a piece of writing. Among the best-known organizational patterns are problem-solution, cause-and-effect, description, question-answer, and compare-contrast.

purpose vs. goal- There are three general purposes for communicating: to inform, to persuade, or to entertain. The goal of a communication is more specific—for instance, to convince people to join an organization, sign a petition, and so forth.

reading guide- Structured strategies to aid comprehension of texts. Reading guides “guide” comprehension by providing structured approaches to engaging texts. The approach may be as general as providing the reader with basic questions such as “Where is the story set?” and “Who is the actor?” Often, these general guides are represented by an acronym for easy text recall like SOAPSTone (Speaker Occasion Audience Purpose Subject Tone). Reading guides may also provide questions that are specific to a particular text.

reading process- The reading process as a whole involves the coordination of multiple processes such as decoding a word, understanding the meaning of a word, decoding a sentence, understanding relations between words in the sentence, and understanding relations of the sentence to sentences that preceded it (putting the meaning in context). These processes occur largely in parallel and relatively rapidly for the skilled reader.

reading strategies- Techniques that a reader can use to verify the success of the reading process and use when the reading process breaks down or seems unsuccessful to the reader. Reading strategies, in contrast to the normal reading process, are largely conscious and deliberate. Engaging in reading strategies often requires the reader to engage in thinking that is outside of the text.

role- Responsibilities undertaken by participants in group discussions in order to help the group achieve its objectives. Group members usually assume two types of roles: task roles (directly related to the objectives of the group, such as “Information giver,” “Moderator,” and “Initiator”) and interpersonal roles (relational roles that facilitate group interaction, such as “Harmonizer” and “Compromiser”).

rubric- A scoring guide used in subjective assessments. Typically, a rubric is an explicit description of performance characteristics corresponding to points on a rating scale.

standard and nonstandard- Nonstandard refers to words and phrases that may be common to the vocabularies of some English speakers but are not considered correct, or standard, English. A common nonstandard word is “ain’t.”

thesis- A single statement that expresses the theme, central idea, or claim of a written or spoken communication.

Content Area: English Language Arts	Course: Advanced Placement Language and Composition	UNIT B: Community
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<p>Unit Description: The purpose of this unit is to bring together information from various sources to develop an independent position on an issue. Whenever students draw evidence from various sources to support a point—whether it’s their reading, observation, or experience—they are synthesizing. By the end of this unit, students will analyze and cite sources accurately to support their arguments.</p>	<p>Unit Timeline: 8-9 weeks</p>
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DESIRED Results

Transfer Goal - Students will effectively communicate as critical and analytical thinkers to develop well-supported independent understandings and become culturally literate, collaborative members of society.

Understandings – *Students will understand that...*

1. when entering into a conversation with others, there are various, differing views on any given topic and general features of arguments such as claims, evidence, qualifiers, warrants, and conclusions.
2. a speaker’s choice of medium, structure, and style affects the delivery of a message and how that message is received by the audience.
3. audiences should carefully examine a speaker’s rhetoric.
4. critical reading of multiple viewpoints and gathering information from those sources assists in developing an individual’s well-informed, well-supported argument.

Essential Questions: *Students will keep considering...*

1. what is a community?
2. must each individual have community in order to live? to thrive?
3. what is the relationship of the individual to the community?
4. how can an individual maintain integrity and pursue personal dreams while contributing to the overall society?
5. is it even necessary for individuals to contribute to overall society?

Students will know.....	Standard	Students Will Be Able to.....
<p>The definitions and differences between synthesis and summary</p> <p>The various rhetorical strategies speakers use to guide their audience in order to achieve their purpose</p> <p>Components of a textual citation (source)</p> <p>Methods for critically evaluating a source’s purpose, perspective, validity, and bias</p> <p>Close-reading strategies (annotation, double-entry diaries, etc.)</p>	<p>R4.4-2.6</p> <p>R3.1-2.6 R3.2-1.6</p> <p>W2.1-2.6 W3.1-1.6</p> <p>R4.3-4.6 W2.1-2.6</p> <p>R4.1-2.6 R4.2-1.6 R4.2-2.6</p>	<p>Reading</p> <p><u>R1.3-2.6</u> Analyzes a variety of textual features (e.g., tables of contents, headings, sidebars, marginal notes, playwright’s notes, stage directions) to evaluate the importance of information, infer the organization of the text, and make connections among a variety of ideas in the text (e.g., themes, key ideas, main ideas, and supporting ideas).</p> <p><u>R1.3-3.6</u> Analyzes a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines) in complex texts and evaluated the relevance of that information to information presented textually.</p> <p><u>R1.3-4.6</u> Analyzes themes, key ideas, main ideas, and supporting ideas within and across complex texts and evaluates and critiques the coherence, validity, and relevance of ideas, evidence and arguments.</p> <p><u>R2.2-1.6</u> Analyzes explicit and implicit references to elements of the social, cultural, and historical context and uses that understanding to extend and elaborate the meaning of texts. Analyzes the text to identify the author’s attitudes, perspectives, and beliefs and critiques how these relate to the larger social, cultural, and historical context of the text.</p> <p><u>R3.1-2.6</u> Critiques and evaluates how an author crafts an authorial persona to achieve an intended effect on an audience; appeals to audience emotions, interests, values, and beliefs; and uses reasoning and evidence to achieve specific purposes for an intended audience.</p> <p><u>R3.2-1.6</u> Critiques how an author’s specific word choices and sentence structures shape the intended meaning of the text, achieve specific effects (e.g., to convey author’s attitude toward the reader and subject matter), and support author’s purpose.</p>

R4.1-2.6

Knows when, why and how to use appropriate pre-reading strategies, such as generating questions, activating and evaluating prior knowledge, previewing, scanning and skimming texts. Uses information gained from these pre-reading strategies to develop expectations about the text, guide the reading process, and select appropriate reading strategies used both during and after reading.

R4.2-1.6

Knows when, why, and how to use text-focused strategies (e.g., re-reading, paraphrasing, chunking) to better understand texts and improve global understanding, and to use close reading (e.g., analyzes semantic, syntactic, and stylistic nuances of language) to infer implied meanings of texts.

R4.2-2.6

Knows when, why and how to efficiently mark and annotate texts and take notes during or after reading to identify points to be re-read or elaborated, to make connections among ideas, to question the text, and to generate and revise ongoing interpretations.

R4.3-1.6

Generates different kinds of questions to clarify and extend comprehension of texts (i.e., questions of self, of author, of text and of context). Identifies comprehension goals and generates appropriate questions to activate prior knowledge, to analyze and critique the author's intentions and strategies, to analyze elements of increasingly complex texts, and to analyze how the text relates to other texts and to other social, cultural and historical contexts.

R4.3-4.6

Knows when, why, and how to select and use appropriate primary and secondary sources (e.g., dictionaries, Internet sites, encyclopedias, almanacs, class notes, interviews, discussions) and uses them with increased efficiency to expand and deepen the understanding of texts.

R4.4-1.6

Knows, when, why, and how to generate and use a variety of graphic organizers (e.g., diagrams, flow charts, outlines, concept maps, tables) and interactive reading guides to guide analyses of content and rhetorical dimensions of complex texts. Evaluates the utility of various graphic organizers and modifies them to meet personal goals.

R4.4-2.6

Develops concise, well-organized mental, oral, or written summaries of texts and writes to learn in order to delineate complex relationships among ideas, to evaluate comprehension of complex texts, and to compare multiple texts.

Writing

W2.1-2.6

Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews with experts in a field, observations, and surveys; appropriate Internet sources; research bibliographies; electronic databases; books; professional journals; periodicals; documentaries) that analyze multiple perspectives on the issue and independently uses a system for tracking sources.

W2.2-1.6

Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming; idea mapping; free writing; outlining; journaling; asking journalist's questions—who, what, when, where, why, and how); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her findings; and anticipating and addressing varying interpretations of the findings.

W2.2-2.6

Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., gathering relevant reasons, examples, and facts; defining key terms; setting up comparisons; analyzing relationships such as cause and effect; analyzing connections to past events; predicting future outcomes; summarizing, analyzing, comparing, and evaluating information from multiple sources; summarizing, analyzing, comparing, and evaluating multiple points of view, listing the strengths and weaknesses of each and identifying bias).

W2.2-4.6

Uses conventional structures and expectations of the chosen research genre (e.g., question-answer, claim-evidence) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

W4.1-1.6

Uses a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organizational map, reading the draft from the perspective of the intended

audience)
to evaluate whether the text adequately responds to the research question by weaving together effective reasoning with supporting ideas, examples, and facts from multiple sources; whether his or her authorial voice is credible; whether his or her reasoning and/or use of sources display bias; whether organizational patterns are clear and developed; and whether conclusion is appropriate and substantive, in order to guide ongoing drafting, including identification of areas requiring further research.

W4.2-1.6

Strategically uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the response to the research question is clear and supported; whether vocabulary is precise, verbs are compelling, and figurative language is varied and effective; whether language is inoffensive and inclusive; whether voice is distinctive and credible and tone and mood are appropriate; whether actors, actions, objects, and indirect objects are clearly established; whether sentence length, type, and complexity are varied and use of active and passive voice is appropriate; and whether the focus of paragraphs is clear, transitions among ideas within and between paragraphs are well marked, and organizational patterns are clear and well signaled, in order to achieve his or her purposes for writing to the intended audience.

Speaking

S2.2-4.6

Analyzes and refines personal and group purposes and goals (e.g., clarify ideas, change group members' opinions, build relationships) and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a group context.

Critiques effectiveness in achieving intended goals.

		<p><u>Listening</u></p> <p><u>L3.1-1.6</u> Monitors listening and makes physical and mental adjustments to maintain engagement by focusing attention on the speaker and topic, monitoring changing purposes for listening, taking notes, making connections to prior knowledge and personal experiences, asking himself or herself questions, and anticipating the future direction of the communication to direct and maintain attention.</p> <p><u>L3.3-4.6</u> Uses a variety of strategies to respond empathically to the explicit and implicit meanings of a message, responding with indications of specific understanding, and paraphrasing meaning and feelings back to the speaker (e.g., “You’re saying that…” or “You sound angry”) in order to indicate both understanding and empathy. Demonstrates a cooperative attitude by hearing the speaker out, asking questions necessary for full understanding, and building on what the speaker said. Responds to indicate shared goals and responsibility. Determines when listening with empathy is appropriate and when the speaker’s communication goals require a shift to another type of listening (e.g., critical listening for problem solving, appreciative listening for storytelling).</p> <p>ISTE</p> <p>2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p>
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EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 3, 4	R4.3-4.6 W3.1-1.6R W3.1-2.6	Synthesis Essay: Students will cold-read a selection of short texts pertinent to a given topic, synthesize a position in response to the topic, and compose an essay establishing their position, using at least three of the source texts in support of their argument. The prompt and texts will be a	C <u>21st Century</u>

		recently-released (within the last three years) AP Question I. Exam Bank Scoring Guide	Critical Thinking
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SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
1, 4	S3.2-2.6	1. Students will complete an opinionnaire and participate in discussion about issues relevant to the unit. (Anticipation Guide, Think-Pair-Share)	Advance Organizer	B Collaboration
2, 3	R1.3-3.6 R2.2-1.6	2. Students will analyze non-print images by Christophe Vorlet. They will use SOAPSTone and identify the argument/claim and provide the evidence/examples that support the claim. (Evidence Extraction)	Argumentative Writing, Providing Practice, Nonlinguistic Representation	D Critical Thinking
1, 2, 3	R1.3-4.6	3. Students will read <i>There Are No Children Here</i> by Alex Kotlowitz. As they read, they will analyze SOAPSTone as well as the author’s claims and evidence. (Two-Column Notes)	Providing Practice	B, C Critical Thinking
1, 2, 3	R1.3-4.6, R3.2-1.6, W2.2-2.6	4. Students will participate in an online discussion (Schoology, Blogger) with one another regarding the novel’s content and the author’s writing techniques.	Cues/Questions, Cooperative Learning	B Communication
1, 2, 4	R1.3-4.6, R4.4-2.6, S2.2-4.6	5. Students will read about the research behind why people use language to curse, “Almost Before We Spoke We Swore” by Natalie Angier in the NYT. Students will use 3-2-1 Strategy to provide 3 main points, 2 interesting revelations, and 1 question to discuss in a small group. (PQS Feedback)	Cues/Questions Feedback	A Communication
2, 4	R1.3-3.6, R4.1-2.6 R4.4-1.6	6. Students will view <i>The Interrupters</i> and use a graphic organizer to note claims and evidence in the director’s argument. (Organizers)	Advance Organizer Cooperative	A Critical Thinking B, C

1, 2, 4	S2.2-4.6 L3.1-1.6 ISTE 2.a	7. Students will participate in a discussion on the film <i>The Interrupters</i> . They will meet in small groups and use Supernote, Audio Boom, or Bocaroo App to record their conversation. They will then email the discussion to the teacher for both accountability and for the teacher to be “in on” each discussion. (Round Table)	Learning, Providing Practice	Communication
2, 3	R4.3-1.6	8. Students will read and respond to the analysis questions for Martin Luther King’s, “Letter from Birmingham Jail.” (Jot Thoughts)	Providing Practice	C, D Critical Thinking
2, 3, 4	R2.2-1.6, R4.4-2.6, W2.2-4.6	9. Students will look at two opposing arguments on whether we should help the poor, “Singer’s Solution to World Poverty” and “Lifeboat Ethics: A Case Against Helping the Poor.” They will gather evidence provided by each author and then write a response explaining which author has a stronger, more effective argument.	Identifying Similarities & Differences Argumentative Writing	C Critical Thinking
2, 3	R4.2-1.6	10. Students will read Henry David Thoreau’s, “Where I Lived and What I Lived For” and paraphrase each paragraph for more thorough understanding of a Pre-Twentieth Century text. (Cornell Notetaking)	Advance Organizer	C, D Critical Thinking
2, 3	L3.3-4.6	11. Students will view <i>No Impact Man</i> and identify evidence being made in relation to 4 topics addressed. After viewing, they will determine the claims being made in each topic area.	Identifying Similarities & Differences	C Critical Thinking
1, 2, 3	R4.3-1.6, R2.2-1.6, R4.3-3.6, W2.2-1.6	12. Students will prepare for the take-home synthesis essay by working through a graphic organizer to choose sources from those studied in the unit. They will also need to specify what specific topic they will address in their essay by narrowing their focus from the general questions of “What is the relationship between the community and the individual?” (Organizers)	Advance Organizer Argumentative Writing	C Critical Thinking
2, 3, 4	R3.1-2.6, R4.4-2.6	13. Students will read a sample released synthesis prompt and the accompanying released essays and scores to identify what elements are present in strong synthesis essays.	Providing Practice Cues & Questioning	B, C, D Critical Thinking
1, 3	R1.3-2.6, R1.3-3.6, W4.1-1.6	14. Students will learn through mini-lessons the various components to a synthesis essay. Introductions and Thesis Statement Info Info on Incorporating Evidence . Info on Conclusions . (Organizers)	Advance Organizer	C Critical Thinking
		15. Students will post essay draft online for feedback . Students will provide feedback	Feedback	

2, 3	W2.1-2.6 W4.2-1.6	to peers.		A Communication
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UNIT RESOURCES

Teacher Resources:

- *The Language of Composition* First Edition (Community Chapter)
- *There Are No Children Here* by Alex Kotlowitz
- *Midnight in the Garden of Good and Evil* by John Berendt
- *How the Other Half Lives* by Jacob Riis (<http://www.authentichistory.com/1898-1913/2-progressivism/2-riis/index.html>)
- *In Cold Blood* by Truman Capote
- *Nickled and Dimed* by Barbara Ehrenreich
- *The Interrupters* dir. by Steve James & Alex Kotlowitz (documentary)
- *No Impact Man* dir. by Laura Gabbert & Justin Schien (documentary)
- TED.com
- vorlet.com (visual texts)

Vocabulary:

argument-A point of view or perspective taken on an issue. Strong arguments are supported by evidence and logical reasoning, and made more effective through the use of rhetorical strategies and appeals.

authorial persona- The sum of the characteristics of the author that are revealed to the reader. Through tone, diction, and even spelling, writers make conscious choices to produce authorial personae that are appropriate to the writing task and audience.

chunking- A strategy that helps a reader more easily understand text (words, sentences, paragraphs) by breaking it up into the most meaningfully sized segments for the reader. Words may be broken up into smaller segments that have meaning for the reader. Sentences may be comprehended as thought-units rather than processing the text word by word, and longer sections of text may be broken up into smaller portions.

close reading- A reading strategy to help a reader become sensitive to the nuances and connotations of language as they are used by skilled writers. Close reading involves paying close attention to aspects of vocabulary, grammar, syntax, figures of speech, or any other features that may contribute to a writer's individual style. Close reading also involves reflecting on deeper meanings of text connoted by the words and ideas, including considering relationships to things beyond the text such as other texts or social or cultural history.

dialectical journaling- The dialectical journal is a type of double-entry note-taking that students use while reading. In two columns students write notes that form a dialogue with one another, thereby developing critical reading and reflective questioning. A common approach is to copy a quote that the student finds interesting in the left-hand column and write a response to that quote in the right-hand column.

fast writes- Also known as short writes, fast writes are brief writing exercises in which students are asked to respond to a topic by writing for 5–10 minutes.

Fast writes typically result in the production of a half-page or so of first-draft writing. This type of writing is also known as free writing.

free writing- Writing on a subject or in response to a prompt without creating an outline ahead of time or stopping to edit. Free writing is usually done under timed conditions.

organizational map- A graphic representation of the ideas in a piece of writing that shows the connections among the ideas. An outline is one type of organizational map

organizational patterns- Recognized ways of organizing a piece of writing. Among the best-known organizational patterns are problem-solution, cause-and-effect, description, question-answer, and compare-contrast.

purpose vs. goal- There are three general purposes for communicating: to inform, to persuade, or to entertain. The goal of a communication is more specific—for instance, to convince people to join an organization, sign a petition, and so forth.

reading guide- Structured strategies to aid comprehension of texts. Reading guides “guide” comprehension by providing structured approaches to engaging texts. The approach may be as general as providing the reader with basic questions such as “Where is the story set?” and “Who is the actor?” Often, these general guides are represented by an acronym for easy text recall like SOAPStone (Speaker Occasion Audience Purpose Subject Tone). Reading guides may also provide questions that are specific to a particular text.

reading process- The reading process as a whole involves the coordination of multiple processes such as decoding a word, understanding the meaning of a word, decoding a sentence, understanding relations between words in the sentence, and understanding relations of the sentence to sentences that preceded it (putting the meaning in context). These processes occur largely in parallel and relatively rapidly for the skilled reader.

reading strategies- Techniques that a reader can use to verify the success of the reading process and use when the reading process breaks down or seems unsuccessful to the reader. Reading strategies, in contrast to the normal reading process, are largely conscious and deliberate. Engaging in reading strategies often requires the reader to engage in thinking that is outside of the text.

role- Responsibilities undertaken by participants in group discussions in order to help the group achieve its objectives. Group members usually assume two types of roles: task roles (directly related to the objectives of the group, such as “Information giver,” “Moderator,” and “Initiator”) and interpersonal roles (relational roles that facilitate group interaction, such as “Harmonizer” and “Compromiser”).

rubric- A scoring guide used in subjective assessments. Typically, a rubric is an explicit description of performance characteristics corresponding to points on a rating scale.

standard and nonstandard- Nonstandard refers to words and phrases that may be common to the vocabularies of some English speakers but are not considered correct, or standard, English. A common nonstandard word is “ain’t.”

synthesis- The development of an independent position on an issue through analysis of multiple texts or sources.

thesis- A single statement that expresses the theme, central idea, or claim of a written or spoken communication.

Content Area: English Language Arts	Course: Advanced Placement Language and Composition	UNIT C: Politics
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<p>Unit Description: The purpose of this unit is to require students to articulate clear claims and to provide appropriate evidence and convincing justification, with the goal of contributing a logical voice to a controversial topic or convincing a reader to agree or to take a course of action.</p>	<p>Unit Timeline: 8-9 weeks</p>
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DESIRED Results
<p>Transfer Goal - Students will effectively communicate as critical and analytical thinkers to develop well-supported independent understandings and become culturally literate, collaborative members of society.</p>

Understandings – Students will understand that...

1. arguments address a wide range of purposes in a variety of formats.
2. there are various, differing views on any given topic and general features of arguments, such as claims, evidence, qualifiers, warrants, and conclusions.
3. arguments require clear claims, appropriate evidence, and convincing justification.
4. rhetorical strategies strengthen arguments while fallacies weaken arguments.

Essential Questions: Students will keep considering...

1. What is the relationship between the citizen and the state?
2. What is the role of government?
3. To what extent is everything “political”?
4. Democracy is argued to be a “better” form of government; is this true?
5. What is the best relationship between leaders and the people?
6. When is “civil disobedience” justified?

Students will know.....	Standard	Students Will Be Able to.....
<p>The methods and modes of written argumentation</p> <p>How multiple forms of evidence should be used in conjunction to support a writer’s claims</p> <p>How to use logical reasoning and explanation to relate evidence to claims</p> <p>How to recognize and critique logical fallacies in others’ work and address similar missteps in their own argumentation</p>		<p><u>Reading</u></p> <p><u>R1.3-1.6</u> Analyzes how organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect) organize and relate multiple levels of ideas in texts.</p> <p><u>R1.3-3.6</u> Analyzes a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines) in complex texts and evaluated the relevance of that information to information presented textually</p> <p><u>R1.3-4.6</u> Analyzes themes, key ideas, main ideas, and supporting ideas within and across complex texts and evaluates and critiques the coherence, validity, and relevance of ideas, evidence and arguments.</p> <p><u>R2.2-1.6</u> Analyzes explicit and implicit references to elements of the social, cultural, and</p>

historical context and uses that understanding to extend and elaborate the meaning of texts. Analyzes the text to identify the author’s attitudes, perspectives, and beliefs and critiques how these relate to the larger social, cultural, and historical context of the text

R3.1-1.6

Analyzes specific characteristics of an author’s intended audience and the author’s implicit and explicit purposes for writing to guide the interpretation of a text. Analyzes and evaluates author’s knowledge of the intended audience and how the text corresponds to the author’s purposes for writing.

R3.1-2.6

Critiques and evaluates how an author crafts an authorial persona to achieve an intended effect on an audience; appeals to audience emotions, interests, values, and beliefs; and uses reasoning and evidence to achieve specific purposes for an intended audience.

R3.1-3.6

Evaluates and critiques how authors use specific genre elements to engage readers’ conventional expectations associated with a variety of genres (e.g., classical essays, tragedy, comedy/satire, parables, epics, periodicals/journals). Analyzes how an author crosses and blends genres to achieve specific effects.

R3.2-1.6

Critiques how an author’s specific word choices and sentence structures shape the intended meaning of the text, achieve specific effects (e.g., to convey author’s attitude toward the reader and subject matter), and support author’s purpose.

R4.2-2.6

Knows when, why and how to efficiently mark and annotate texts and take notes during or after reading to identify points to be re-read or elaborated, to make connections among ideas, to question the text, and to generate and revise ongoing interpretations.

R4.4-1.6

Knows, when, why, and how to generate and use a variety of graphic organizers (e.g., diagrams, flow charts, outlines, concept maps, tables) and interactive reading guides to guide analyses of content and rhetorical dimensions of complex texts. Evaluates the utility of various graphic organizers and modifies them to meet personal goals.

Writing

W2.1-1.6A

Refines a working thesis claim based on his or her exploration and organization of existing information and consideration of various perspectives identifying areas for further research.

W2.2-4.6A

Uses conventional structures and expectations of the chosen persuasive/argumentative genre (e.g., problem-solution, cause and effect) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

W3.1-1.6A

Drafts a clear and substantive thesis claim, develops a coherent and smooth progression of ideas, strategically includes supporting ideas, supports claims and opinions with evidence (i.e., reasons, examples, and facts), incorporates varied source materials, and draws a persuasive conclusion.

W4.1-1.6A

Uses a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organizational map, reading the draft from the perspective of the intended audience) to evaluate whether the thesis claim is clear and substantive; whether the progression of ideas is coherent and smooth; whether claims and opinions are supported by evidence (i.e., reasons, examples, and facts); whether his or her opinions and/or use of sources displays bias; whether counterarguments are anticipated and addressed; whether audience “pressure points” (i.e., interests, values, opinions, background knowledge, norms, and attitudes) are appealed to; whether organizational patterns are clear and developed; and whether the conclusion is appropriate, persuasive, and compelling, in order to guide ongoing drafting, including identification of areas requiring further invention and research.

W4.2-1.6A

Strategically uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether vocabulary is precise, verbs are compelling, and

figurative language is varied and effective; whether language is inoffensive and inclusive; whether voice is distinctive and credible and tone and mood are appropriate;
whether actors, actions, objects, and indirect objects are clearly established; whether sentence length, type, and complexity are varied and use of active and passive voice is appropriate; and whether the focus of paragraphs is clear, transitions among ideas within and between paragraphs are well marked, and organizational patterns are clear and well signaled, in order to achieve his or her purposes for writing to the intended audience.

Speaking

S2.1-4.6

Analyzes and refines purposes and goals (e.g., clarify ideas, change listener’s mind, build relationships) and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a one-to-one context. Critiques effectiveness in achieving intended goals.

S2.2-1.6

Analyzes internal variables, such as prior knowledge, experiences, interests, opinions, values, beliefs, needs, feelings, and personal emotional state, to plan, participate in, reflect on, evaluate, and modify group discussion processes to achieve group goals.

S3.4-2.6

Monitors audience feedback; makes inferences about audience engagement, understanding, and agreement; and adjusts delivery and content to achieve purposes and goals. Subsequently reflects on presentation and feedback to determine effectiveness and what changes to make in a future presentation.

Listening

L3.2-1.6

Monitors and adjusts listening in order to make evaluations by focusing attention on the speaker’s argument and purposes; mentally anticipating direction and significance of arguments; attending to the entirety of the message before forming conclusive judgments; taking notes when appropriate; reviewing standards of evidence and reasoning; and asking himself or herself questions about the speaker’s implicit and explicit messages, relating speaker’s message to personal beliefs, values, and

		<p>experiences. Determines personal significance of speaker’s message.</p> <p><u>L.3.3-4.6</u> Uses a variety of strategies to respond empathically to the explicit and implicit meanings of a message, responding with indications of specific understanding, and paraphrasing meaning and feelings back to the speaker (e.g., “You’re saying that...” or “You sound angry”) in order to indicate both understanding and empathy. Demonstrates a cooperative attitude by hearing the speaker out, asking questions necessary for full understanding, and building on what the speaker said. Responds to indicate shared goals and responsibility. Determines when listening with empathy is appropriate and when the speaker’s communication goals require a shift to another type of listening (e.g., critical listening for problem solving, appreciative listening for storytelling).</p> <p>ISTE 2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. d. Contribute to project teams to produce original works or solve problems</p>
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EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1 ,2, 3, 4</p>	<p><u>Standards</u></p> <p>W3.1-1.6A</p>	<p><u>Unit Performance Assessment:</u> Argumentative Essay: Students will cold-read an argumentative prompt which provides a topic that has various perspectives and compose an essay establishing their position supported with logical, concrete examples. The prompt will be a recently-released (within the last three years) AP Question III. Exam Bank Scoring Guide</p>	<p><u>R/R</u> <u>Quadrant</u></p> <p>C</p> <p><u>21st Century</u> Critical Thinking</p>
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SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional</u>	<u>R/R</u>
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			<u>Strategy:</u>	<u>Quadrant:</u>
1	S2.1-4.6 L3.3-4.6	1. Students will read a range of quotes regarding politics and note on the continuum their personal opinion. They will meet cooperatively to discuss the results. This can be done through lining up and folding the line, small groups of varying opinions, etc. Anticipation Guide	Frontloading	B Communication
1, 2	R1.3-3.6 R4.4-1.6	2. Students will analyze non-print images related to politics by Christophe Vorlet. They will use SOAPSTone and identify the argument/claim and provide the evidence/examples that support the claim.	Nonlinguistic	B/C Critical Thinking
1, 2, 3	R1.3-1.6 R3.1-2.6 R4.2-2.6	3. Students will read <i>The Things They Carried</i> by Tim O'Brien. As they read, they will analyze the author's style of argumentation and modes of argumentation: narrative, definition, cause and effect, compare and contrast, etc. (Cornell Notetaking)	Providing Practice, Advance Organizer	B/C Critical Thinking
3	S2.1-4.6	4. Students will participate in an online discussion (Schoology, Blogger) with one another regarding the novel's content and the author's writing style. (Round Table)	Cues & Questions, Cooperative Learning	B Communication
1, 2, 3	R1.3-1.6 R3.2-1.6 S2.1-4.6 L3.2-1.6	5. Students read "Shooting an Elephant" by George Orwell to identify how the author structures and creates a valid argument. This is completed in small groups and shared in class discussion. (Simultaneous Round Table)	Cooperative learning	A Collaboration
1, 2, 3	R1.3-1.6 R3.2-1.6 S2.1-4.6	6. Students read "On the Duty of Civil Disobedience" by Henry David Thoreau to identify how the author structures and creates a valid argument. This is completed independently. (Pairs Compare)	Providing Practice	A Collaboration
2, 4	R2.2-1.6 W4.1-1.6 S2.1-4.6	7. Students will learn about , collaboratively create examples, and teach fallacies to their peers; students may share with other AP Language classes in the other FHSD high schools via Youtube, Blogger, Today's Meet, etc.	Cooperative Learning	D Creativity
2, 4	R2.2-1.6 W4.1-1.6 S3.4-2.6	8. Students will review fallacy terminology through a quiz, quiz, trade process. Fallacy terms will be added to a word wall.	Cooperative learning, Cues & Questions Providing Practice	C Critical Thinking

1, 2, 4	R1.3-4.6 R2.2-1.6 R4.4-1.6	9. Students will view <i>Food Inc.</i> and identify various aspects of the argument as well as fallacies within the film. (Organizers)	Providing Practice	A Critical Thinking
2, 3, 4	W2.1-1.6 W3.1-1.6	10. Students will construct their own argument regarding health care using as little fallacy as possible.	Providing Practice	B/C Critical Thinking
4	R2.2-1.6	11. Students will take a quiz over the various fallacies.	Providing Practice	A Critical Thinking
1, 3, 4	R3.1-2.6 R3.1-3.6	12. Students will study and learn about the use of satire. They will read a passage by Mark Twain and another one by Ed Yeems . They will analyze each man's use of satire.	Providing Practice	C Critical Thinking
1, 2, 3, 4	R1.3-1.6 R2.2-1.6 R3.1-3.6	13. Students read a poem by Phil Oches (to address the difference between author and speaker/persona) and "A Modest Proposal" by Jonathan Swift to identify and analyze how the author structures and creates a valid argument, but also uses fallacy. Discuss student responses.(Talking Chips)	Cues & Questions, Advance Organizer	A/B Critical Thinking
2, 3, 4	R1.3-1.6 W2.2-4.6 W4.2-1.6	14. Students will learn about Classical, Rogerian, and Toulmin forms of argument in small groups reading over details of each structure . Then, each small group will take a topic (college tuition, universal health care, welfare, etc.) and create an outline example of each type for the given topic. Lastly, the class will share these outlines and discuss the advantages and disadvantages of each type.	Advance Organizer	B Collaboration
1, 2, 3, 4	R1.3-4.6 R4.4-1.6	15. Students will look back at various texts/films studied throughout the unit and identify which type of argument each was conveyed with. They will complete an organizer and discuss their findings with the class.	Nonlinguistic Representation	A Communication
1, 2, 3, 4	W2.1-1.6 W2.2-1.6 W3.1-2.6	16. Teacher will pull previous argumentative prompts (not being used for the final performance event) and cut them into strips of paper. Students will work in small groups using white boards. In a "Speed Dating" process, each group will have 7 minutes with a prompt to determine their approach and argumentative format (suggest the REHUGO-Reading, Entertainment, History, Universal Truths, Government, and Observations, RAFT-Role, Audience, Format, Tone). These will be shared and discussed among the class.	Homework & Practice	C Collaboration

UNIT RESOURCES

Resources:

- *The Language of Composition* First Edition (Politics Chapter)
- *The Things They Carried* by Tim O'Brien
- *Sicko* (Documentary)
- *Food Inc.* (Documentary)

Vocabulary:

argument-A point of view or perspective taken on an issue. Strong arguments are supported by evidence and logical reasoning, and made more effective through the use of rhetorical strategies and appeals.

authorial persona- The sum of the characteristics of the author that are revealed to the reader. Through tone, diction, and even spelling, writers make conscious choices to produce authorial personae that are appropriate to the writing task and audience.

chunking- A strategy that helps a reader more easily understand text (words, sentences, paragraphs) by breaking it up into the most meaningfully sized segments for the reader. Words may be broken up into smaller segments that have meaning for the reader. Sentences may be comprehended as thought-units rather than processing the text word by word, and longer sections of text may be broken up into smaller portions.

close reading- A reading strategy to help a reader become sensitive to the nuances and connotations of language as they are used by skilled writers. Close reading involves paying close attention to aspects of vocabulary, grammar, syntax, figures of speech, or any other features that may contribute to a writer's individual style. Close reading also involves reflecting on deeper meanings of text connoted by the words and ideas, including considering relationships to things beyond the text such as other texts or social or cultural history.

dialectical journaling- The dialectical journal is a type of double-entry note-taking that students use while reading. In two columns students write notes that form a dialogue with one another, thereby developing critical reading and reflective questioning. A common approach is to copy a quote that the student finds interesting in the left-hand column and write a response to that quote in the right-hand column.

fast writes- Also known as short writes, fast writes are brief writing exercises in which students are asked to respond to a topic by writing for 5–10 minutes. Fast writes typically result in the production of a half-page or so of first-draft writing. This type of writing is also known as free writing.

free writing- Writing on a subject or in response to a prompt without creating an outline ahead of time or stopping to edit. Free writing is usually done under timed conditions.

organizational map- A graphic representation of the ideas in a piece of writing that shows the connections among the ideas. An outline is one type of organizational map

organizational patterns- Recognized ways of organizing a piece of writing. Among the best-known organizational patterns are problem-solution, cause-and-effect, description, question-answer, and compare-contrast.

purpose vs. goal- There are three general purposes for communicating: to inform, to persuade, or to entertain. The goal of a communication is more specific—for instance, to convince people to join an organization, sign a petition, and so forth.

reading guide- Structured strategies to aid comprehension of texts. Reading guides “guide” comprehension by providing structured approaches to engaging texts. The approach may be as general as providing the reader with basic questions such as “Where is the story set?” and “Who is the actor?” Often, these general guides are represented by an acronym for easy text recall like SOAPStone (Speaker Occasion Audience Purpose Subject Tone). Reading guides may also provide questions that are specific to a particular text.

reading process- The reading process as a whole involves the coordination of multiple processes such as decoding a word, understanding the meaning of a word, decoding a sentence, understanding relations between words in the sentence, and understanding relations of the sentence to sentences that preceded it (putting the meaning in context). These processes occur largely in parallel and relatively rapidly for the skilled reader.

reading strategies- Techniques that a reader can use to verify the success of the reading process and use when the reading process breaks down or seems unsuccessful to the reader. Reading strategies, in contrast to the normal reading process, are largely conscious and deliberate. Engaging in reading strategies often requires the reader to engage in thinking that is outside of the text.

role- Responsibilities undertaken by participants in group discussions in order to help the group achieve its objectives. Group members usually assume two types of roles: task roles (directly related to the objectives of the group, such as “Information giver,” “Moderator,” and “Initiator”) and interpersonal roles (relational roles that facilitate group interaction, such as “Harmonizer” and “Compromiser”).

rubric- A scoring guide used in subjective assessments. Typically, a rubric is an explicit description of performance characteristics corresponding to points on a rating scale.

standard and nonstandard- Nonstandard refers to words and phrases that may be common to the vocabularies of some English speakers but are not considered correct, or standard, English. A common nonstandard word is “ain’t.”

synthesis- The development of an independent position on an issue through analysis of multiple texts or sources.

thesis- A single statement that expresses the theme, central idea, or claim of a written or spoken communication.

Content Area: English Language Arts	Course: Advanced Placement Language and Composition	UNIT D: Gender
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Unit Description: The purpose of this unit is for students to demonstrate evidence of close reading in conjunction with critical and analytical thinking skills while justifying accurate decisions and eliminating distractors.	Unit Timeline: 8-9 weeks
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DESIRED Results
Transfer Goal - Students will effectively communicate as critical and analytical thinkers to develop well-supported independent understandings and become culturally literate, collaborative members of society.

Understandings – *Students will understand that...*

1. close reading and annotation makes the reader a more critical and analytical thinker.
2. the nuances and style of the English language are dynamic and continuing to evolve.
3. knowing how to develop rigorous questions leads to more meaningful reading.
4. discussions facilitate learning and generate logical reasoning.

<u>Essential Questions:</u>
<ol style="list-style-type: none"> 1. What is the impact of the gender roles that society creates and enforces? 2. What other forces define gender roles? 3. How does setting--a small town, an athletic field, a formal dinner--reflect a group's expectations and values? 4. When do socially constructed roles hinder individual expression or choice? 5. Why are certain professions dominated by men and others by women? How do beliefs about sex or gender differences affect public policy, including education?

Students will know.....	Standard	Students Will Be Able to.....
<p>The components of DIDLS (Diction, Imagery, Details, Language [figurative], Syntax) and author’s style, and the rhetorical impact of these elements in authors’ writing.</p> <p>The definitions and identification of many rhetorical strategies (rhetorical devices, point of view, etc.) and the rhetorical purpose for using them in one’s writing.</p> <p>The rhetorical modes and organizational patterns of nonfiction/argumentative texts.</p> <p>The levels of questioning (questions responding to content, style, and tone/theme/universal implications) used on the AP English Language Exam.</p> <p>The components of textual citations (source) and endnotes.</p>	<p>R3.2-2.6 R2.3-2.4 R4.2-1.6 R3.2-1.6</p> <p>R3.2-2.6 R3.1-1.6</p> <p>R1.3-1.6 R1.3-4.6 R2.3-2.4 R4.2-4.6 R4.2-1.6 R4.3-1.6</p> <p>W2.1-2.6 W3.1-1.6</p>	<p><u>Reading</u></p> <p><u>R1.3-1.6</u> Analyzes how organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect) organize and relate multiple levels of ideas in texts.</p> <p><u>R1.3-4.6</u> Analyzes themes, key ideas, main ideas, and supporting ideas within and across complex texts and evaluates and critiques the coherence, validity, and relevance of ideas, evidence and arguments.</p> <p><u>R2.1-1.6</u> Uses prior knowledge and experiences to guide the analysis of events, ideas, and themes in complex texts. Evaluates the relevance and adequacy of prior knowledge and experiences to guide and revise ongoing interpretations of texts. Identifies and resolves problems in comprehension due to misconceptions.</p> <p><u>R2.1-2.6</u> Draws on relevant prior knowledge and experiences to extend, elaborate, and evaluate the meaning of events, key ideas, main ideas, supporting ideas, and themes in complex texts (e.g., draws conclusions, identifies implications, critiques underlying assumptions, formulates higher-level organizing categories and principles, evaluates personal significance).</p> <p><u>R2.3-1-6</u> Understands that variations in vocabulary, spelling, grammar, standards of usage, and rules governing mechanics occur over time and across regions as speakers of English have migrated and separated into distinct language communities with distinct dialects. Uses this knowledge to situate texts within historical or social contexts.</p> <p><u>R3.1-1.6</u> Analyzes specific characteristics of an author’s intended audience and the author’s implicit and explicit purposes for writing to guide the interpretation of a text. Analyzes and evaluates author’s knowledge of the intended audience and how the text corresponds to the author’s purposes for writing.</p> <p><u>R3.1-2.6</u> Critiques and evaluates how an author crafts an authorial persona to achieve an intended effect on an audience; appeals to audience emotions, interests, values, and beliefs; and uses reasoning and evidence to achieve specific purposes for an</p>

	<p>intended audience.</p> <p><u>R3.1-3.6</u> Evaluates and critiques how authors use specific genre elements to engage readers' conventional expectations associated with a variety of genres (e.g., classical essays, tragedy, comedy/satire, parables, epics, periodicals/journals). Analyzes how an author crosses and blends genres to achieve specific effects.</p> <p><u>R3.2-1.6</u> Critiques how an author's specific word choices and sentence structures shape the intended meaning of the text, achieve specific effects (e.g., to convey author's attitude toward the reader and subject matter), and support author's purpose.</p> <p><u>R3.2-2.6</u> Critiques how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone) and analyzes how literary devices and figurative language are used to reinforce key ideas, events, and themes and create multiple layers of meaning.</p> <p><u>R4.2-1.6</u> Knows when, why, and how to use text-focused strategies (e.g., re-reading, paraphrasing, chunking) to better understand texts and improve global understanding, and to use close reading (e.g., analyzes semantic, syntactic, and stylistic nuances of language) to infer implied meanings of texts.</p> <p><u>R4.2-2.6</u> Knows when, why and how to efficiently mark and annotate texts and take notes during or after reading to identify points to be re-read or elaborated, to make connections among ideas, to question the text, and to generate and revise ongoing interpretations.</p> <p><u>R4.2-3.6</u> Knows when to make intentional bridging inferences and connections back to previous sentences and implied ideas across larger sections of text, in conceptually and stylistically less familiar texts, or in more-complex texts, and to implied organizational patterns to resolve problems in comprehension, coordinating the use of additional strategies to achieve these goals.</p> <p><u>R4.2-4.6</u> Applies knowledge of a variety of complex structures of narrative texts to guide reading and to make predictions and elaborations, noting where narratives follow or deviate from conventional patterns. Applies knowledge of a variety of complex</p>
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organizational patterns observed in informational texts to chunk the text, search for relationships among ideas, and guide the reading process.

R4.3-1.6

Generates different kinds of questions to clarify and extend comprehension of texts (i.e., questions of self, of author, of text and of context). Identifies comprehension goals and generates appropriate questions to activate prior knowledge, to analyze and critique the author’s intentions and strategies, to analyze elements of increasingly complex texts, and to analyze how the text relates to other texts and to other social, cultural and historical contexts.

R4.4-1.6

Knows, when, why, and how to generate and use a variety of graphic organizers (e.g., diagrams, flow charts, outlines, concept maps, tables) and interactive reading guides to guide analyses of content and rhetorical dimensions of complex texts. Evaluates the utility of various graphic organizers and modifies them to meet personal goals.

R4.4-2.6

Develops concise, well-organized mental, oral, or written summaries of texts and writes to learn in order to delineate complex relationships among ideas, to evaluate comprehension of complex texts, and to compare multiple texts.

Writing

W2.1-2.6A

Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews with experts in a field, observations, and surveys; appropriate Internet sources; research bibliographies; electronic databases; books; professional journals; periodicals; documentaries) that analyze multiple perspectives on the issue and independently uses a system for tracking sources.

W2.2-1.6A

Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., self-questioning –what is my opinion and why?); developing and selecting major ideas, relevant reasons supporting examples, and details; analyzing strengths and weaknesses of his or her position; defining multiple points of view; and anticipating counterarguments and addressing refutations.

Speaking

S2.1-4.6

Analyzes and refines purposes and goals (e.g., clarify ideas, change listener’s mind,

build relationships) and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a one-to-one context. Critiques effectiveness in achieving intended goals.

S2.2-1.6

Analyzes internal variables, such as prior knowledge, experiences, interests, opinions, values, beliefs, needs, feelings, and personal emotional state, to plan, participate in, reflect on, evaluate, and modify group discussion processes to achieve group goals.

S3.2-5.6

Chooses precise vocabulary, compelling verbs, figurative language (e.g., metaphors, hyperbole, sensory images, personification) and rhetorical devices (e.g., rhetorical questions, parallelism, coordination, subordination, repetition) to establish credibility and authority, suggest an attitude toward subject matter, clarify ideas, and appeal to the audience’s interests, values, beliefs, and emotions.

S3.4-1.6

Uses appropriate and natural gestures, facial expression, posture, movement, eye contact, clear articulation, vocal variety (i.e., rate, pitch, volume, quality/tone), vocal pauses, and presentational aids/performance props and costumes where and if appropriate to establish his or her credibility and contribute to the effectiveness of the presentation.

S3.4-2.6

Monitors audience feedback; makes inferences about audience engagement, understanding, and agreement; and adjusts delivery and content to achieve purposes and goals. Subsequently reflects on presentation and feedback to determine effectiveness and what changes to make in a future presentation.

Listening

L3.1-1.6

Monitors listening and makes physical and mental adjustments to maintain engagement by focusing attention on the speaker and topic, monitoring changing purposes for listening, taking notes, making connections to prior knowledge and personal experiences, asking himself or herself questions, and anticipating the future direction of the communication to direct and maintain attention.

L3.2-1.6

Monitors and adjusts listening in order to make evaluations by focusing attention on the speaker’s argument and purposes; mentally anticipating direction and significance of arguments; attending to the entirety of the message before forming conclusive judgments; taking notes when appropriate; reviewing standards of evidence and reasoning; and asking himself or herself questions about the speaker’s implicit and explicit messages, relating speaker’s message to personal beliefs, values, and experiences. Determines personal significance of speaker’s message.

L3.2-4.6

Frames and determines appropriate mental, verbal, written, or behavioral responses (e.g., using appropriate verbal and nonverbal cues to indicate level of agreement while listening, asking questions to clarify judgments, weighing arguments and evidence, formulating and presenting possible responses and counterarguments) based on an evaluation of the validity and effectiveness of the speaker’s implicit and explicit arguments and the credibility of the speaker. Monitors the effect of responses, modifies responses as appropriate, and determines future responses.

L3.3-4.6

Uses a variety of strategies to respond empathically to the explicit and implicit meanings of a message, responding with indications of specific understanding, and paraphrasing meaning and feelings back to the speaker (e.g., “You’re saying that…” or “You sound angry”) in order to indicate both understanding and empathy. Demonstrates a cooperative attitude by hearing the speaker out, asking questions necessary for full understanding, and building on what the speaker said. Responds to indicate shared goals and responsibility. Determines when listening with empathy is appropriate and when the speaker’s communication goals require a shift to another type of listening (e.g., critical listening for problem solving, appreciative listening for storytelling).

ISTE

- 1. Creativity and Innovation
 - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - a. Apply existing knowledge to generate new ideas, products, or processes
- 2. Communication and Collaboration
 - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - d. Contribute to project teams to produce original works or solve problems

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 3	R1.3-1.6 R3.2-1.6 R3.2-2.6 R4.2-1.6 W2.1-2.6	<p>Student-Created Multiple Choice Exam: Students will read a text chosen by the teacher, 1-2 pages in length and rhetorically rich, and develop a 15-question multiple choice exam in the style of the AP English Language Exam. They will be required to cover all three levels of questioning, provide convincing distractors, and give a written rationale explaining their logic in creating the “correct” answer.</p> <p><u>Writing Your Own MC/Scoring Guide</u></p>	C Critical Thinking

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
4	S3.2-5.6, S3.4-1.6, S3.4-2.6	1. Students will participate in opening discussion about gender’s role in society; teacher will use a <u>Prezi</u> to facilitate discussion.	Frontloading	B Communication
4	R3.1-2.6, R3.2-2.6	2. Students will be introduced to <u>new rhetorical terms</u> and practice identifying them using. (StandUp-HandUp-PairUp).	Cues & Questions	A Collaboration
1, 4	R3.1-2.6, R3.2-2.6, S3.2-4.6 ISTE 1.a	3. Students will collaboratively complete a <u>terms project</u> in which they are given a new rhetorical device and then asked to research and build a presentation using Prezi, Voice Thread, Google Presentation, iMovie, etc to teach the term to the rest of the class. These could be shared with students at high schools within FHSD for virtual feedback via Twitter, blog, Today’s Meet, Google Docs.	Cooperative Learning	D Creativity

1	R3.2-1.6, R3.2-2.6	4. Students will read “The Hating Game” and take a quiz testing their understanding of the previously taught rhetorical terms.	Providing Practice	A/B Critical Thinking
1, 2, 4	R4.2-1.6, R4.3-1.6, S2.2-4.6	5. Students will read and respond to information about the layout and types of questions featured on the multiple choice portion of the AP Exam. They should highlight new and/or important information. The class will discuss the items students highlighted in both small and whole-class settings.	Summarizing & Notetaking	B Critical Thinking
1	W2.1-2.6	6. Students will learn components of major citation styles (MLA, APA) and practice “reading” footnotes.	Cues & Questions	B Critical Thinking
1, 2, 4	R4.2-1.6, R4.2-2.6	7. Students will practice multiple choice reading and testing strategies using passages from released AP Exams, both individually and in pairs. Students will complete a reflection after each practice session, tracking their progress and areas for improvement.	Providing Practice, Feedback	B Critical Thinking
1, 2, 3, 4	R1.3-1.6, R3.2-1.6, R3.2-2.6, R4.2-1.6, W2.1-2.6 ISTE 2d	8. Students will work with a partner to read a chosen rhetorically rich text from a selection provided by the teacher and develop a 6-question quiz featuring AP-style multiple choice questions. They will post their quiz online using Socrative for their peers. Students will then take the quizzes posted by their peers and provide feedback on their questions.	Providing Practice	C Collaborate
1, 2	R3.2-1.6, R3.2-2.6, R4.4-1.6	9. Students will read Virginia Woolf’s “ Professions for Women ”, and complete a graphic organizer collecting examples of important rhetorical techniques and explaining their impact on the text’s meaning.	Argumentative Writing	B, C Critical Thinking
1, 2, 4	R4.2-1.6, R4.2-1.6	10. Students will take a full-length AP English Language practice multiple choice exam through Learning Express Library .	Providing Practice	C Critical Thinking

UNIT RESOURCES

Resources:

- *The Language of Composition* First Edition (Gender Chapter)
- various *Applied Practice* supplements (“Nonfiction”, “Contemporary Nonfiction”, “American Speeches”)
- Learning Express Library AP Multiple Choice Practice Exams

Vocabulary:

Rhetorical Strategies and Devices Defined: <http://rhetoric.byu.edu/>

authorial persona- The sum of the characteristics of the author that are revealed to the reader. Through tone, diction, and even spelling, writers make conscious choices to produce authorial personae that are appropriate to the writing task and audience.

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organizational map- A graphic representation of the ideas in a piece of writing that shows the connections among the ideas. An outline is one type of organizational map

organizational patterns- Recognized ways of organizing a piece of writing. Among the best-known organizational patterns are problem-solution, cause-and-effect, description, question-answer, and compare-contrast.

purpose vs. goal- There are three general purposes for communicating: to inform, to persuade, or to entertain. The goal of a communication is more specific—for instance, to convince people to join an organization, sign a petition, and so forth.

reading guide- Structured strategies to aid comprehension of texts. Reading guides “guide” comprehension by providing structured approaches to engaging texts. The approach may be as general as providing the reader with basic questions such as “Where is the story set?” and “Who is the actor?” Often, these

general guides are represented by an acronym for easy text recall like SOAPSTone (Speaker Occasion Audience Purpose Subject Tone). Reading guides may also provide questions that are specific to a particular text.

reading process- The reading process as a whole involves the coordination of multiple processes such as decoding a word, understanding the meaning of a word, decoding a sentence, understanding relations between words in the sentence, and understanding relations of the sentence to sentences that preceded it (putting the meaning in context). These processes occur largely in parallel and relatively rapidly for the skilled reader.

reading strategies- Techniques that a reader can use to verify the success of the reading process and use when the reading process breaks down or seems unsuccessful to the reader. Reading strategies, in contrast to the normal reading process, are largely conscious and deliberate. Engaging in reading strategies often requires the reader to engage in thinking that is outside of the text.

role- Responsibilities undertaken by participants in group discussions in order to help the group achieve its objectives. Group members usually assume two types of roles: task roles (directly related to the objectives of the group, such as “Information giver,” “Moderator,” and “Initiator”) and interpersonal roles (relational roles that facilitate group interaction, such as “Harmonizer” and “Compromiser”).

rubric- A scoring guide used in subjective assessments. Typically, a rubric is an explicit description of performance characteristics corresponding to points on a rating scale.

standard and nonstandard- Nonstandard refers to words and phrases that may be common to the vocabularies of some English speakers but are not considered correct, or standard, English. A common nonstandard word is “ain’t.”

thesis- A single statement that expresses the theme, central idea, or claim of a written or spoken communication.