

Glen Ridge Board of Education
AP Language and Composition
11, 12
Required Course
Full Year

New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever changing world.

Course Description:

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of 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 genre conventions and the resources of language contribute to effectiveness in writing.

Name of Course
Unit 1: Introduction to Nonfiction--Summer Reading
Time Allotted (days of instruction): 1 week
New Jersey Student Learning Standards (NJSLS)
RI.11-12.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.11-12.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.11-12.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
W.11-12.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.11-12.1.a, c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and

researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • How does the organization and structure of a work contribute to the reader’s interpretation of the text? • How does a writer inserting themselves into the narrative impact the reader’s interpretation of the text? • What role does morality play in science and medicine? 	<ul style="list-style-type: none"> • Identify and describe how the author’s use of dual approaches (personal and medical) impacts the reader’s understanding of the text • Explain the function of a particular arrangement of chapters • Explain the function of a particular arrangement of words • Identify and describe the narrator or speaker of a text. • Identify and explain the function of point of view in a narrative. • Identify and explain the author’s role in the story • Develop a thesis that establishes a clear, arguable response to a prompt. 	<ul style="list-style-type: none"> • Listen to an interview with the author where she discusses her choices as she crafted the book • Discuss the style and structure used to write this text. Have students find examples of authorial choices that influenced the reader. • Annotate various sections of the text to highlight diction and syntax and how they achieve the author’s purpose. • Using the website listed below, show students the various photographs associated with different parts of the text and listen to the Radiolab interview with the author. Discuss how seeing these pictures and hearing her point of view does or does not add to their understanding of the book. • Socratic Seminar: Should Henrietta Lacks’ cells have been taken without her consent? Do you own your own body? Henrietta’s relatives didn’t receive even a portion of the profits made off of her cells. Is this fair? What role does morality play in science and medicine?
Resources/Materials	<ul style="list-style-type: none"> • <i>The Immortal Life of Henrietta Lacks</i> • Radiolab interview with author http://www.radiolab.org/story/91716-henriettas-tumor/ • Interview with the author on craft and structure: http://niemanstoryboard.org/stories/rebecca-skloot-immortal-life-of-henrietta-lacks-interview-narrative/ • Additional Photos http://rebeccaskloot.com/the-immortal-life/book-special-features/ 	

Interdisciplinary Connections	<ul style="list-style-type: none"> • The principles of composition taught in AP Language and Composition can be used as a transferable foundation to writing across all disciplines. • The use of MLA citation is common in multiple disciplines in the Arts and Sciences. • Historical context is utilized to help students understand the cultural norms and social mores of the time period in which the book is set. • Students who are drawn to the sciences will appreciate reading a text which meshes scientific information with personal stories.
21st Century Life and Careers	<ul style="list-style-type: none"> • Civic Financial Responsibility: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. • Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Technology Standards	<ul style="list-style-type: none"> • 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
Diversity/Inclusion	<ul style="list-style-type: none"> • The novel tells the story of a poor Black family. It deals with racial and socioeconomic issues. The novel is written by a female author.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Write a brief response (1 page) to the class discussion arguing whether her cells should have been taken without her consent. • Write a brief response (1 page) to the class discussion arguing the role of morality in science and medicine • Socratic Seminar • Close Reading 	<ul style="list-style-type: none"> • Analyze the ways in which Skloot’s style exemplifies the writer’s rule of “show, don’t tell” as she develops the characters of Henrietta, Deborah, George Gey, or other key figures in the book. In your analysis, make sure to reference specific revealing passages.. 	<ul style="list-style-type: none"> • Paragraph Drafting • Theme Editing • Group Editing 	<ul style="list-style-type: none"> • Oral Presentation • Podcast

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • Providing audiobooks for novels • Providing texts in native language if 	<ul style="list-style-type: none"> • Display a model of the end product 	<ul style="list-style-type: none"> • The AP curriculum is such that G&T students can be more directly involved with college level

<p>possible</p> <ul style="list-style-type: none"> • Direct instruction of new vocabulary • Cooperative and partner activities. 	<ul style="list-style-type: none"> • Extended time • Allow assessments to be typed 	<p>education standards and practices.</p> <ul style="list-style-type: none"> • Composition is taught and evaluated at a college level.
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Name of Course		
Unit 2: Introduction to Rhetoric		
Time Allotted (days of instruction): 2 weeks		
New Jersey Student Learning Standards (NJSLS)		
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text		
RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		
RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		
RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		
SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • What are the key elements of rhetoric? • How does knowledge and use of these elements (logos, pathos, ethos, rhetorical triangle, etc.) strengthen writing? 	<ul style="list-style-type: none"> • Recognize some of the key elements/terms used in rhetoric • Recognize these key elements in various speeches and essays • Utilize an acronym (SOAPStone) to help to remember the key elements of analyzing a rhetorical text. • Identify and analyze the use of the key rhetorical devices in various texts • Synthesize a complex text into a sentence or two that captures the main 	<ul style="list-style-type: none"> • Using SmartBoard slides created from <i>The Language of Composition</i> Chapter 1, instructor will lecture and students will take notes on key concepts • View Lou Gehrig’s farewell speech; analyze for the key elements of rhetoric • Read George W. Bush’s 9/11 Speech and using SOAPStone, analyze the rhetorical situation in the speech. • Read King George VI’s speech from September 3, 1939 and from <i>The Myth of the Latin Woman: I Just</i>

	<p>argument/recognize an author’s main argument</p> <ul style="list-style-type: none"> ● Successfully employ their own use of rhetorical elements in various argumentative scenarios 	<p><i>Met a Girl Named Maria</i> by Judith Ortiz Cofer. Analyze how each author establishes ethos</p> <ul style="list-style-type: none"> ● Read Francine Prose’s “I Know Why the Caged Bird Cannot Read” on page 176 and answer questions #1, #4, #8, #9 and #10 under Rhetoric and Style; identify and discuss her main argument ● Read “What the Bagel Man Saw” by Stephen J. Dubner and Steven D. Levitt on page 443 in <i>LofC</i>. Answer #3 on page 449 to take a look at how the authors use logos. ● Form small groups and have each group respond in writing to a scenario requiring persuasion. Each group must use ethos, logos and pathos in their appeal.
Resources/Materials	<p><i>The Language of Composition</i> <i>The Immortal Life of Henrietta Lacks</i> Op-Eds from respected publications Political Cartoon SOAPSTone or SPACECAT mnemonic (handout)</p>	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. ● 6.2 World History, Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● Texts will be pulled from a variety of sources, both conservative and liberal and from a range of authors from across the human spectrum. ● Students will have the opportunity to choose their own op-eds. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Write an 1 page response: Francine Prose states, “Traditionally, the love of reading has been born and nurtured in high school English class.” Do you think this is generally the case? Describe your experience on this subject. Using the summer reading selection, <i>The Immortal Life of Henrietta Lacks</i>, students will analyze Skloot’s argument for rhetorical strategies. 	<ul style="list-style-type: none"> Year-long project of reading two Op-Ed pieces each month for analysis purposes, informal written response and final project Analyze a political cartoon in terms of the rhetorical triangle and its appeals to logos, ethos and pathos. 	<ul style="list-style-type: none"> Paragraph drafting Peer editing Small Group drafting workshop 	<ul style="list-style-type: none"> Oral Composition

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Providing texts in native language is possible Make lessons visual Cooperative and partner activities Determine key concepts for the unit and define language and content objects for each lesson 	<ul style="list-style-type: none"> Display a model of the end product Extended time Instructional Groups Provide electronic feedback via comments on google docs for written work Type responses 	<ul style="list-style-type: none"> The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. Composition is taught and evaluated at a college level.

Name of Course
Unit 3: The Art and Craft of Analysis
Time Allotted (days of instruction): 2-3 weeks
New Jersey Student Learning Standards (NJSLS)
11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> How do you find the “nutritional value” in the books, stories, essays and poems you study in school? How does an author make rhetorical moves to achieve his or her purpose? 	<ul style="list-style-type: none"> Understand the importance of diction on achieving an author’s purpose Understand the importance of tone on achieving an author’s purpose Annotate as a method of achieving a more thorough analysis of a text Ask questions as a method of achieving a more thorough analysis of a text Use a graphic organizer as a method for achieving a more thorough analysis of a text. Apply their analysis skills to any text, including a visual one. Understand and recognize why an author would employ rhetorical devices in a text. Employ rhetorical devices in their own writing to suit a particular purpose. 	<ul style="list-style-type: none"> Using the introduction from <i>The Seagull Reader Essays</i>, edited by Joseph Kelly and entitled “How To Read Essays” I will demonstrate how to annotate reading. Another example is provided in <i>Language of Composition</i> (p. 49) with Joan Didion’s “The Santa Ana Winds”. Interrupted reading exercises to focus on diction and detail using “I am a cripple” by Nancy Mairs Read Winston Churchill's first speech to the House of Commons as Prime Minister of Britain in May 1940. Describe the tone of the speech by using two adjectives and explain why you chose those words, making specific reference to the text. Read Virginia Woolf’s “The Death of the Moth,” and use it for practicing one of the techniques learned for “talking” with the text. Discuss close reading a visual text. Use the Dodge Durango example in <i>Language of Composition</i>. Read and annotate the inaugural address by John F. Kennedy. Note his use of rhetorical devices. Assign students to find rhetorical devices in their own favorite music.
Resources/Materials	<ul style="list-style-type: none"> <i>Language of Composition</i> <i>The Seagull Reader</i> 	

	<ul style="list-style-type: none"> • 50 Essays • <i>The Immortal Life of Henrietta Lacks</i> • "I Am A Cripple" by Nancy Mairs
Interdisciplinary Connections	<p>Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Being able to identify the purpose and moves of an author will help students to more thoroughly interpret any text in any discipline.</p>
21st Century Life and Careers	<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>
Technology Standards	<p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>
Diversity/Inclusion	<p>A range of authors will be presented</p> <p>Students will be given choice of their own texts to analyze whenever possible</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Classwork/Answering questions to analyze essay • Analysis of a Visual Text • Interrupted Reading Exercise • Group analysis of a written text 	<ul style="list-style-type: none"> • Annotation quiz • Written analysis • Rhetoric in music • One-Page Visual Assessment of a text • In-Class Rhetorical Analysis essay 	<ul style="list-style-type: none"> • Practice with close reading • Graphic Organizer • Paragraph drafting • Peer editing • Small group discussion 	<ul style="list-style-type: none"> • Oral analysis • Visual Assessment of Text

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • Providing texts in native language is possible • Make lessons visual • Cooperative and partner activities • Determine key concepts for the unit and define language and content objects for 	<ul style="list-style-type: none"> • Display a model of the end product • Extended time • Instructional Groups • Provide electronic feedback via comments on google docs for written work • Type responses 	<ul style="list-style-type: none"> • The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. • Composition is taught and evaluated at a college level.

each lesson		
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Name of Course

Unit 4: Analyzing Arguments: From Reading to Writing

Time Allotted (days of instruction): 3 weeks

New Jersey Student Learning Standards (NJSLS)
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11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • What is argument? Is it a conflict? • What does a civil argument look like? • How can a careful and respectful reading of the viewpoints of others, coupled with considering a wide range of issues, lead us to develop a clear understanding of our own beliefs? 	<ul style="list-style-type: none"> • Students will begin thinking about what an argument should “look” like • Students will be introduced to various examples of types of argument • Students will be introduced to the different types of claims • Students will read essays that model these different types of claims and arguments • Students will write their own arguments 	<ul style="list-style-type: none"> • Watch this clip from <i>The Daily Show</i> http://www.thedailyshow.com/watch/thu-january-12-2012/civil-disservice to start a conversation on what an argument should “look” like. • Read Amy Domini’s “Why Investing in Fast Food May Be a Good Thing” (p.83 in LofC) Identify her thesis and areas where she uses Rogerian logic • Introduce the definition of <i>claim</i> and evaluate statements as being arguable or too easily verifiable

utilizing the different types of claims.

- Student will be able to identify these claims in a cold read of an essay.
- Students will recognize and practice using the different types of thesis statements
- Students will identify and recognize the different types of evidence
- Students will write their own essay using different types of evidence
- Students will identify and recognize the illogic of logical fallacies.
- Students will understand, recognize and compare/contrast the different shapes of argument
- Students will write their own declaration, modeled after the structure of the Dec. of Independence.
- Students will write their own argument.

to develop into an effective argument. Revise the ones you find too easily verifiable.

- Discuss the types of claims (fact, policy, value)
- Read “Are Women Really More Talkative Than Men?” by Matthias R. Mehl on page 557 and discuss as an example of an essay of fact.
- Read “Star Wars” by Roger Ebert as an example of an essay of value.
- Read “The C Word in the Hallways” by Anna Quindlen for an example of an essay of policy.
- Read "Felons and the Right to Vote" on page 92 of *LofC*. Annotate it to identify claims of fact, value and policy; then describe how these interact throughout the argument.
- Discuss the differences between closed, open and counterargument thesis statements. Write examples of each.
- Discuss the different ways to present evidence. Read and annotate “Terror’s Purse Strings” by Dana Thomas; identify the different types of first- and second-hand evidence presented to develop the argument. Analyze how each type of evidence appeals to ethos, logos, pathos or a combination of those.
- Choose one of the thesis statements previously developed and develop three paragraphs of support, using a different type of evidence in each. You will have to do some research if you want to use historical information, expert testimony, or quantitative data.
- Teacher will lecture on the concept of logical fallacies. Students will work in small groups to identify the logical fallacy in given examples.
- Teacher will introduce the four “shapes” of argument (Classical, Toulmin, induction, deduction). Students will read and annotate sample essays written in each

		<p>mode. Students will write/outline arguments utilizing these new concepts.</p> <ul style="list-style-type: none"> ● Students will read “The Declaration of Independence” and “The Declaration of Sentiments” (p. 120-125 in <i>LofC</i>) and analyze each document for various rhetorical devices. Students will then write their own Declaration of Sentiments using inductive and deductive logic. ● Students will read Eric Schlosser’s “In the Strawberry Fields” and analyze it in relation to the Toulmin model. ● Students will complete an in-class essay in the style they will experience on the AP test.
Resources/Materials	<p><i>Language of Composition</i></p> <p>Clip from The Daily Show</p> <p>Current Op-Eds from <i>The New York Times</i>, <i>Wall Street Journal</i>, and other publications</p>	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● 6.2 World History, Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. ● Being able to identify the purpose and moves of an author will help students to more thoroughly interpret any text in any discipline. 	
21st Century Life and Careers	<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
Technology Standards	<p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	
Diversity/Inclusion	<p>A range of authors, subjects and perspectives will be presented</p> <p>Students will be given choice of their own texts to analyze whenever possible</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Annotation ● Small group analysis of various works 	<ul style="list-style-type: none"> ● Analysis of essay for types of claims 	<ul style="list-style-type: none"> ● Paragraph drafting ● Rubric Alignment ● Peer editing 	<ul style="list-style-type: none"> ● Read a work by any of the authors covered in this unit. ● Read Aristotle’s <i>Art of Rhetoric</i>

<ul style="list-style-type: none"> ● Class Discussion/Socratic Seminar ● Multiple Choice Style test question ● Discussion Questions 	<ul style="list-style-type: none"> ● Student's personal <i>Declaration of Sentiments</i> ● In-Class Argumentative Essay 		
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Providing texts in native language is possible ● Cooperative and partner activities ● Determine key concepts for the unit and define language and content objects for each lesson 	<ul style="list-style-type: none"> ● Display a model of the end product ● Extended time ● Instructional Groups ● Provide electronic feedback via comments on google docs for written work ● Type responses 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. ● Composition is taught and evaluated at a college level.

Name of Course
Unit 5: Narrative
Time Allotted (days of instruction): 4 weeks
New Jersey Student Learning Standards (NJSLS)
11-12.RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)
11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • How do authors utilize rhetorical techniques to successfully reach their purpose? • How do I utilize rhetorical techniques to successfully reach my purpose? • How do authors use narrative in the service of argument? 	<ul style="list-style-type: none"> • Understand and identify key narrative concepts such as pacing, description, diction, syntax and imagery • Continue to familiarize themselves with the rigor of the AP multiple choice questions • Identify and implement the elements that make a successful college essay • Appreciate narrative in other forms, including oral and film • Appreciate how Frederick Douglass tells his story in order to make an argument against slavery • Identify the rhetorical moves that Douglass makes in order to tell his story and make his argument • Understand the Synthesis Essay task • Contribute to a Socratic Seminar on the topic of reparations • Read and analyze various texts in order to organize their thoughts and opinions in preparation for writing a synthesis essay 	<ul style="list-style-type: none"> • Lecture: SmartBoard presentation of issues related to narrative elements of writing • Close reading to determine author’s stylistic devices, such as diction, syntax and imagery • Evaluation of essays through discussion, rubrics, and editing with peers and with the teacher • Practice AP style multiple choice questions. • Identify the elements that make college essays successful. • Listen to a <i>Moth</i> podcast of a policeman telling his story of 9/11 and analyze it for narrative elements. • Listen to a Ted talk by Andrew Stanton, the creator of films such as Wall-E, about how he tells a story. • Extended close reading exercises and discussion about <i>The Narrative of the Life of Frederick Douglass</i> • Lecture: Introduction to the Synthesis Essay task • Socratic Seminar: Reparations
Resources/Materials	<ul style="list-style-type: none"> • <i>The Language of Composition</i> • <i>Everything’s an Argument</i> • <i>The Narrative of the Life of Frederick Douglass</i> • “My Papa’s Waltz” by Theodore Roethke 	

	<ul style="list-style-type: none"> ● Chapter 4 of The Bedford Reader, 9th Edition, “Narration – Telling a Story” ● Selections from 50 Essays as examples of personal narrative ● Selections from The Seagull Reader ● “Pure” Narrative selections: “Champion of the World”, “Me Talk Pretty One Day”, “Fish Cheeks”, “The Chase”, “Good”, “But Two Negatives Equal a Positive” (annotated) ● Narrative-in-the-Service-of-Argument-Selections: “Mary Ellen’s Story”, “Grade A: The Market for a Yale Woman’s Eggs”, “None of This is Fair”, “Shooting an Elephant” (if not covered in earlier grade) ● Moth Podcast “Takedown Day” ● Andrew Stanton Ted Talk
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Being able to identify the purpose and moves of an author will help students to more thoroughly interpret any text in any discipline. ● Being able to write vividly will help students express themselves more clearly and with more force in whatever discipline they are writing in.
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
Diversity/Inclusion	<ul style="list-style-type: none"> ● A range of authors, subjects and perspectives will be presented ● Students will be given choice of their own texts to analyze whenever possible

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Students will write in-class essays in response to excerpt from <i>Frederick Douglass</i> (AP prompt). ● Close Reading in small groups ● Reading quiz over <i>Frederick Douglass</i> ● Socratic Seminar 	<ul style="list-style-type: none"> ● Write a college-essay type of narrative ● Write a narrative essay in the service of argument ● Write a synthesis essay in response to six documents discussing reparations 	<ul style="list-style-type: none"> ● Paragraph drafting ● Rubric Alignment ● Peer editing ● Class discussion 	<ul style="list-style-type: none"> ● To gain an additional example of narration, read a memoir such as <i>Don’t Let’s Go to the Dogs Tonight</i> or <i>Just Kids</i> ● Listen to more <i>Moth</i> podcasts ● Research the issue of modern slavery; report your findings to the class.

<ul style="list-style-type: none"> Write in-class essay in response to Advanced Placement prompt (Gary Soto) about narrative 			<ul style="list-style-type: none"> Visit some of the locations mentioned in Frederick Douglass's memoir. Report.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Providing texts in native language if possible Cooperative and partner activities Determine key concepts for the unit and define language and content objects for each lesson 	<ul style="list-style-type: none"> Display a model of the end products Extended time Instructional Groups Provide electronic feedback via comments on google docs for written work Type responses 	<ul style="list-style-type: none"> The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. Composition is taught and evaluated at a college level.

Name of Course
Unit 6: Description
Time Allotted (days of instruction): 4 weeks
New Jersey Student Learning Standards (NJSLS)
11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • What do readers need to be told, if they are to share the perceptions you would have them share, if they are clearly to behold what you want them to? • How does an author use description to achieve his/her purpose? 	<ul style="list-style-type: none"> • Appreciate vivid description and how it functions within a text • Analyze how an author’s choice of which point of view to use will impact his/her purpose • Analyze how an author’s choice of organization will impact the force of the text • Analyze how an author’s emphasis of dominant impression impacts the purpose of the text • Understand how even in descriptive mode, the rhetorical triangle will dictate an author’s choices • Use a graphic organizer to plan their writing • Write short descriptive pieces reacting to various prompts • Practice creating a specific tone • Experiment with how diction and syntax impact a text • Identify how detail and imagery impact a text • Write their own pieces with careful consideration of diction, detail, imagery, syntax and tone 	<ul style="list-style-type: none"> • Have students bring in typed examples of descriptive writing that particularly moved them. Compile the contributions and create a bulletin board with the examples. • Using sample essays from <i>Everything’s an Argument</i>, <i>Language of Composition</i>, and <i>The Seagull Reader</i>, analyze rhetorical strategies in descriptive writing such as point of view, organization and dominant impression • Discuss the rhetorical triangle (purpose and audience) in relation to descriptive writing • Use a graphic organizer to analyze descriptive pieces for specific, concrete language and detail • Use <i>Voice Lessons</i>, by Nancy Dean, for classroom activities that teach diction, detail, imagery, syntax and tone • Read, review and discuss Chapter 5 of <i>The Bedford Reader</i>
<p>Resources/Materials</p>	<p><i>The Language of Composition</i> <i>Voice Lessons</i>, by Nancy Dean <i>The Bedford Reader</i> (Chapter 5 specifically) <i>Everything’s an Argument</i></p>	

	<p><i>The Seagull Reader</i></p> <p>//www.npr.org/sections/author-interviews/</p> <p>http://teacher.scholastic.com/writewit/diary/</p>
Interdisciplinary Connections	<ul style="list-style-type: none"> ● 6.2 World History, Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st c. ● Being able to identify the purpose and moves of an author will help students to more thoroughly interpret any text in any discipline.
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
Diversity/Inclusion	<ul style="list-style-type: none"> ● A range of authors, subjects and perspectives will be presented ● Students will be given choice of their own texts to analyze whenever possible

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Writing workshop activities focused on editing for diction, syntax and detail ● Annotation exercises ● Completing two descriptive essays with different purposes --see @2 on page 201 in <i>Bedford</i> ● Describe another person in the room so clearly and unmistakably that when you read your description aloud, your subject will be recognized. (Be objective. No insulting descriptions, please!) 	<ul style="list-style-type: none"> ● Write timed writing essays in response to Advanced Placement prompts ● Write an essay describing your face. Be sure to have a purpose in mind 	<ul style="list-style-type: none"> ● Practice MC questions ● Paragraph drafting. ● Small and large group drafting workshop. ● Rubric alignment 	<ul style="list-style-type: none"> ● Compile a database of descriptive language from various essays and literature that you have read. ● Read an online author interview about how he or she goes about creating vivid description.

<ul style="list-style-type: none"> Describe GR with a specific purpose in mind (GR as wealthy, GR as full of opportunity, GR as academic, etc.) 			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Providing texts in native language if possible Cooperative and partner activities Determine key concepts for the unit and define language and content objects for each lesson 	<ul style="list-style-type: none"> Display a model of the end products Extended time Instructional Groups Provide electronic feedback via comments on google docs for written work Type responses 	<ul style="list-style-type: none"> The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. Composition is taught and evaluated at a college level.

Name of Course
Unit 7: Definition Essay
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLS)
<p>RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>

RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● How can I use definition techniques to strengthen my writing?● How does definition establish boundaries for its writer to differentiate a subject from anything that might be confused with it?● How does being the one to define a term give power over how that concept is perceived?	<ul style="list-style-type: none">● Students will understand the mode of definition essays and how they differ from other modes● Students will read a variety of exemplar essays, answer questions about the essays and discuss them with classmates, both small groups and whole-class● Students will define slang words in order to familiarize themselves with the elements of a definition● Students will define more complex terms such as freedom fighter/terrorist or religion/cult in order to see how important it is to be precise and create a border around your subject● Students will explore definition in other mediums such as painting and poetry● Students will draw or write their own definition piece of art● Students will identify how organization	<ul style="list-style-type: none">● Read pages 507-512 in the <i>Bedford</i> to gain a background on the concept of definition essays.● Read a variety of exemplar essays, including “The Meanings of a Word” by Gloria Naylor, “Needs” by Thomas Sowell, “Rural Delivery” by Barbara Kingsolver, “Notes on ‘Camp’” by Susan Sontag, “On Being Black and Middle Class” by Shelby Steele and “Pink Think” by Lynn Peril. Answer questions following the selections.● In small groups, define one of the following slang expressions for someone who has never heard the term: <i>bling, sick, hook up, wack, dis, cred, wicked, poser, wimp, loser, quack, chill, sweet</i>. Share your definitions with the class. Now let’s get to more “serious” concepts. Get back in your groups and discuss the criteria that you might use to define the statements found on page 274 in <i>EAA</i>. Share your definitions with the class.

	<p>can impact purpose</p> <ul style="list-style-type: none"> ● Identify and describe details, diction, or syntax in a text that reveal a speaker’s perspective. ● Develop a thesis statement that conveys a defensible claim about an interpretation of text and that may establish a line of reasoning. ● Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. ● Select and use relevant and sufficient evidence to both develop and support a line of reasoning. ● Demonstrate control over the elements of composition to communicate clearly 	<ul style="list-style-type: none"> ● CW/HW: In a one page response, define one of the following: <i>a good or bad boss, a good or bad parent, a good or bad host, a good or bad roommate, a good or bad driver</i>. Share your definition with the class. ● View Norman Rockwell’s painting, “Freedom from Want” on page 357 in <i>LofC</i>. Answer the questions following and discuss with the class. ● Read “On Turning Ten” by Billy Collins and discuss how he establishes a definition for what it is like to be ten. Write a definition poem for your age. (RI.11-12.7, SL.11-12.1) ● Write an in-class AP-style timed essay ● Using the writing process, write an essay that defines beauty.
Resources/Materials	<ul style="list-style-type: none"> ● Norman Rockwell’s “Freedom from Want” ● <i>Language of Composition</i> ● “On Turning Ten” by Billy Collins ● <i>The Bedford Reader</i>, Chapter 12 ● <i>Everything’s an Argument</i>, Chapter 9 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● 6.2 World History, Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st c. ● Being able to identify the purpose and moves of an author will help students to more thoroughly interpret any text in any discipline. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation. This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● A range of authors, subjects and perspectives will be presented ● Students will be given choice of their own texts to analyze whenever possible 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Slang term definition ● Abstract term definition (in small groups) ● One-page definition (boss, parent, etc.) ● Define a concept of your own that applies to a similar kind of stereotypical behavior as that found in “Pink Think”. For instance, <i>dude think</i> or <i>surfer think</i> or <i>Ridger think</i>. 	<ul style="list-style-type: none"> ● AP-style in-class timed essay ● Essay defining beauty 	<ul style="list-style-type: none"> ● Practice MC questions ● Paragraph drafting. ● Small and large group drafting Workshop. ● Scaffolding of complexity of topic being asked to be defined ● Rubric alignment 	<ul style="list-style-type: none"> ● Take-home AP-style essay (creativity, polite speech, or sense of ownership)

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Providing texts in native language if possible ● Cooperative and partner activities ● Determine key concepts for the unit and define language and content objects for each lesson 	<ul style="list-style-type: none"> ● Display a model of the end products ● Extended time ● Instructional Groups ● Provide electronic feedback via comments on google docs for written work ● Type responses 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. ● Composition is taught and evaluated at a college level.

Name of Course
Unit 8: Visual Argument
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLS)
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
SL11-12.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> How do images make arguments? Can visual arguments be as powerful as written? More so? 	<ul style="list-style-type: none"> Craft an oral presentation Analyze the verbal and visual elements work together to produce an argument Craft a Powerpoint or other visual presentation on a pulitzer award winning photograph Understand how a photographer might use elements such as contrast, tone, color, spacing, and texture to make a statement Recognize the elements (hyperbole, irony, symbolism, labels, etc.) of a political cartoon Implement the elements of a political cartoon to make an argument about a current event Understand why visual elements such as graphs, charts or poll results might be added to written text Read and analyze a graphic novel for all 	<ul style="list-style-type: none"> Oral presentations and analysis of verbal and visual elements of a printed advertisement PowerPoint presentation of analysis of visual images from the www.pulitzer.org View and analyze several political ads. Use SOAPStone to explore purpose. Distribute political cartoons with the text removed; have students work in groups to provide text Choose several political cartoons and write an analysis Draw your own political cartoon Draft and write an argument that uses a graph, or other visual diagram View and analyze several contemporary satirical cartoons Read and discuss <i>Persepolis</i>, a graphic novel Read and discuss Nora Ephron's "The Boston Photographs"

	<p>the element of argument that have been studied this year</p> <ul style="list-style-type: none"> ● Debate the ethics surrounding the publication of charged or disturbing photographs ● Compare and contrast the mediums of visual and written argument 	<ul style="list-style-type: none"> ● Socratic Seminar on how one should determine which photographs are published ● Show a video from RSA Animate (the one on education is my favorite: https://www.thersa.org/discover/videos/rsa-animate/2010/10/rsa-animate---changing-paradigms/) Compare and contrast effectiveness with and without the visual component.
Resources/Materials	<ul style="list-style-type: none"> ● Chapter 15 of <i>Everything's An Argument</i>, "Visual Arguments" ● Chapter 23 of <i>Everything's An Argument</i>, "Mirror, Mirror . . . Images and the Media" ● Cartoon Selections from <i>The New Yorker</i> and other publications ● Images from Pulitzer Prize archives http://www.pulitzer.org/bycat ● <i>Persepolis</i>, by Marjane Satrapi ● "The Boston Photographs" by Nora Ephron 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● A range of authors, subjects and perspectives will be presented ● Students will be given choice of their own texts to analyze whenever possible 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Analysis of visual images ● Powerpoint presentation ● Analysis questions from the reading of <i>Persepolis</i> 	<ul style="list-style-type: none"> ● AP practice essay using Susan Sontag prompt about photography 	<ul style="list-style-type: none"> ● Drafting workshop. ● Peer editing ● Thesis workshop ● Small Group Discussion 	<ul style="list-style-type: none"> ● Submit your cartoon for publication in a newspaper ● Have George Steinmetz, National Geographic

<ul style="list-style-type: none"> ● Socratic Seminar 	<ul style="list-style-type: none"> ● Essay incorporating visuals/multimedia (graphs, cartoons, photos, etc.) 		<p>photographer, come in to speak to students</p> <ul style="list-style-type: none"> ● Read “Avalanche at Tunnel Creek” from the NY Times for an excellent example of an article that incorporates visuals of all kinds. Produce such an article on a student-chosen topic.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Providing texts in native language if possible ● Cooperative and partner activities ● Determine key concepts for the unit and define language and content objects for each lesson 	<ul style="list-style-type: none"> ● Display a model of the end products ● Extended time ● Instructional Groups ● Provide electronic feedback via comments on google docs for written work ● Type responses 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. ● Composition is taught and evaluated at a college level.

Name of Course
Unit 9: Satire
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLs)
11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • Can humor be persuasive? • Does humor have a place in argument? 	<ul style="list-style-type: none"> • Identify and analyze the elements of satirical writing • Identify the differences between the types of satirical writing (Horatian, Juvenalian, Menippean) • Differentiate between satire and parody • Incorporate satirical writing into their own arguments • Explain the function of specific words and phrases in a text. • Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. • Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. • Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. • Select and use relevant and sufficient evidence to both develop and support a line of reasoning. • Demonstrate control over the elements of composition to communicate clearly 	<ul style="list-style-type: none"> • View and discuss clips from <i>The Daily Show</i>, <i>The Colbert Report</i>, and <i>Weekend Update</i> with John Oliver • View and discuss clips from <i>Thank You for Smoking</i> • Analyze the use of humor in selections from Dave Barry and Mark Twain and others through use of graphic organizers and discussion • Draft and revise an original satire or humorous argument • Writing workshop for revision, editing and listener’s response • Practice multiple choice satirical selections • Compare and contrast pieces on the same topic (one that uses satire, one that does not)
Resources/Materials	<ul style="list-style-type: none"> • Chapter 13 of <i>Everything’s An Argument</i>, “Humorous Argument” 	

	<ul style="list-style-type: none"> • Selections from <i>The Bedford Reader</i>, 11th Ed. • Selections from <i>The Onion</i> • Selections from Gail Collins's columns in <i>The New York Times</i> • Selections from <i>50 Essays</i> • Selections from <i>The Language of Composition</i>
Interdisciplinary Connections	<ul style="list-style-type: none"> • The principles of composition taught in AP Language can be used as a transferable foundation to writing across all disciplines. • The use of MLA citation is common in multiple disciplines in the Arts and Sciences. • Historical context is utilized to help students understand the cultural norms and social mores of the society in which they live. • Everyone likes to laugh
21st Century Life and Careers	<ul style="list-style-type: none"> • 9.2 Career Awareness, Exploration, and Preparation. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Technology Standards	<ul style="list-style-type: none"> • 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Diversity/Inclusion	<ul style="list-style-type: none"> • A range of authors, subjects and perspectives will be presented • Students will be given choice of their own texts to analyze whenever possible • It is important to learn that satire should be used to "punch up" at those holding power over you and never to "punch down" at those holding less power than you.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Class Discussion • Annotation • Multiple choice questions • Discussion questions following the selections 	<ul style="list-style-type: none"> • Satirical or humorous persuasive essay • Practice essay from AP Lang. exam (pink flamingos or role of humor in society) 	<ul style="list-style-type: none"> • Peer editing • Rubric alignment • Written responses following the selections 	<ul style="list-style-type: none"> • Watch and analyze any or all of the following satirical movies: <i>This is Spinal Tap</i>, <i>Dr. Strangelove</i>, <i>Election</i> or one that employs parody such as <i>Galaxy Quest</i>. • Produce a satirical news item for the morning announcements • Visit a comedy club to watch a comedian in action

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Providing texts in native language if possible ● Cooperative and partner activities ● Determine key concepts for the unit and define language and content objects for each lesson 	<ul style="list-style-type: none"> ● Display a model of the end products ● Extended time ● Instructional Groups ● Provide electronic feedback via comments on google docs for written work ● Type responses 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. ● Composition is taught and evaluated at a college level.

Name of Course
Unit 10: Post-Exam (Documentary Films and Podcasts)
Time Allotted (days of instruction): 3-4 weeks
New Jersey Student Learning Standards (NJSLS)
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ○ A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ○ B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ○ C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ○ D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ○ E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <ul style="list-style-type: none"> ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). ● W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<ul style="list-style-type: none"> ● SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words

in order to address a question or solve a problem.

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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● How can an argument be made in different media and genres (documentary, podcast)?● What is the best format to use to make an argument?● What rhetorical techniques should be used to make an argument as persuasive as possible?	<ul style="list-style-type: none">● Understand the domain-specific language of filmmaking.● Explain the effectiveness of media-specific techniques in developing character and plot.● Analyze the use of pacing in a film in order to make a claim related to meaning.● Explain the function of setting in establishing a mood.● Explain the function of score in establishing a mood.● Explain the function of framing in establishing meaning in film or podcasting.● Identify visual metaphors in film and/or audio.● Develop commentary based on the execution of a film or podcast.● Establish and develop a story.● Select the creative writing techniques that best fit your writing style and your writing goals.● Create an original narrative via film or podcast.	<ul style="list-style-type: none">● Students view different documentaries in order to recognize & analyze the rhetorical devices being used.● Students listen to various podcasts in order to understand the function of different rhetorical elements in this genre● Students submit YouTube clips to a Padlet and identify which devices the scene exemplifies● Students view and discuss a series of films, selecting different rhetorical elements to be the focus of a single-page analysis.● Working individually or in small groups, students compose their own podcast or short documentary.
Resources/Materials	<p><i>NPR</i> podcast tutorial <i>NYT</i> Learning Network podcast tutorial Sample Podcasts from various sources and genres (This American Life, Revisionist History, Mobituaries, Dolly Parton’s America, Radiolab, On the Media, etc.) Various documentaries from a variety of filmmakers covering a diverse span of topics (Blackfish, 13th, Waiting for Superman, Where to Invade Next, The Biggest Little Farm, etc.)</p>	
Interdisciplinary Connections	<ul style="list-style-type: none">● The principles of composition taught in AP Language can be used as a transferable foundation to writing across all disciplines.● The use of MLA citation is common in multiple disciplines in the Arts and Sciences.	

	<ul style="list-style-type: none"> ● Historical context is utilized to help students understand the cultural norms and social mores of the society in which they live. ● Being able to put together a professional and persuasive presentation will help students in all disciplines.
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Diversity/Inclusion	<ul style="list-style-type: none"> ● A range of authors, subjects and perspectives will be presented ● Students will be given choice of their own texts to analyze whenever possible ● Students will be given their own choice of topic to work with

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Group discussions ● Group film critique ● Group podcast discussions ● Group podcast critique 	<ul style="list-style-type: none"> ● Podcast or Documentary Film 	<ul style="list-style-type: none"> ● Student film workshop. ● Script, props and taping/shooting schedule benchmark submission. ● Draft submission. ● Peer workshop. 	<ul style="list-style-type: none"> ● Powerpoint presentation ● Write an op-ed and send it in for publication

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Providing texts in native language if possible ● Cooperative and partner activities ● Determine key concepts for the unit and define language and content objects for each lesson 	<ul style="list-style-type: none"> ● Display a model of the end products ● Extended time ● Instructional Groups ● Provide electronic feedback via comments on google docs for written work ● Type responses 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. ● Composition is taught and evaluated at a college level.