



ESL  
SCIENCE  
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FINE & PERFORMING ARTS  
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HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area:** English

**Course:** AP Language and Composition

**Grade Level:** 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Dr. Leslie Septor, Program Supervisor of Literacy**

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**Bobbie Wright**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**AP Language and Composition**  
**Grades 11-12**

Date of Board Adoption:  
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# RAHWAY PUBLIC SCHOOLS CURRICULUM

## Advanced Placement Language and Composition

### *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	The Foundations of Rhetoric	4 weeks
2	Mastering the Art of Persuasion: Claim, Evidence, and Audience	6 weeks
3	From Analysis to Synthesis: Building Strong Arguments	8 weeks
4	The Art of Persuasion: Visual Rhetoric in Action	4 weeks
5	Crafting Meaning: Rhetoric and Style	6 weeks
6	The Rhetoric of Power: Gatsby and Othello	6 weeks
7	Career Unit & Personal Essay for College Admission	3 weeks
8	Interpretation, Evaluation, & Reflection	3 weeks

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> </ul>

- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT OVERVIEW*

**Content Area:** English

**Unit I Title:** The Foundations of Rhetoric

**Target Course/Grade Level:** 11-12

**Unit Summary:** This introductory unit lays the foundation for the AP Language and Composition course by immersing students in the core concepts of rhetoric and argumentation. Students will develop a strong understanding of the rhetorical situation, analyzing texts for author's purpose, audience, and context. They will also begin to identify and analyze key rhetorical devices and strategies employed by writers to persuade and inform. Through close reading, discussion, and writing, students will cultivate the critical thinking and analytical skills necessary for success in the course.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**L.KL.11–12.2.** 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

**RL.CI.11–12.2.** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**RI.CI.11–12.2.** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

**RL.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RI.IT.11–12.3.** Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

**RL.TS.11–12.4.** Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RL.TS.11–12.4.** Evaluate the author’s choices concerning structure and 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.

**RL.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

**RL.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

**RI.AA.11–12.7.** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

**W.IW.11–12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5.** 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.SE.11–12.6.** 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).

**SL.PE.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.ES.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.

## **2024 AP CED for Language and Literature**

### **RHS Rhetorical Situation**

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12. CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### **Unit Understandings:**

*Students will understand that...*

- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- Individuals write within a particular situation and make strategic writing choices based on that situation.
- Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments.

### **Unit Essential Questions:**

- How do writers use language to shape meaning and persuade audiences?
- What is the role of context in understanding and analyzing a text?
- How do rhetorical choices impact the effectiveness of a message?

## **Knowledge and Skills:**

*Students will know...*

- An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds
- Writers create texts within a particular context that includes the time, place, and occasion.
- Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification
- Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas

*Students will be able to...*

- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- Develop a paragraph that includes a claim and evidence supporting the claim.
- Analyze a variety of texts (speeches, essays, advertisements, etc.) for rhetorical appeals (ethos, pathos, logos)
- Recognize and explain common rhetorical devices (metaphor, simile, analogy, etc.)
- Construct clear and concise arguments supported by evidence
- Develop effective writing and revision strategies

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Multimedia Presentation: Working both individually as well as in a group, students will design a technology unit that they can present to a variety of audiences- parents, other high school students, administration, middle school students that explains in detail the Advanced Placement program and specifically English Language and Composition component.
- Students will write at least one rhetorical analysis essay.
- Students will take at least two AP multiple choice reading quizzes per month.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Close reading and annotation of various texts
- Rhetorical analysis essays
- Group discussions and debates
- Rhetorical device identification and explanation exercises
- Peer review and revision workshops
- Quizzes and exams on key terms and concepts

## *RESOURCES*

### **Teacher Resources:**

- *The Language of Composition: Reading, Writing, Rhetoric*
- [Apcentral.collegeboard.com](http://apcentral.collegeboard.com)

### **Equipment Needed:**

- Newline Board
- Chromebook
- Document Camera

## *UNIT OVERVIEW*

**Content Area:** English

**Unit II Title:** Mastering the Art of Persuasion: Claim, Evidence, and Audience

**Target Course/Grade Level:** Advanced Placement Language & Composition, Grades 11-12

**Unit Summary:** Students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own paragraphs. In addition, they will begin identifying the ways effective writers appeal to and persuade their audiences, while practicing such appeals in their own paragraphs. During this unit, students will build a collection of claims and evidence about a topic or issue so that they can move beyond individual paragraphs to derive a thesis statement from the patterns they see within their collection.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**RI.CR.11–12.1.** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

**RL.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RI.IT.11–12.3.** Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

**RI.TS.11–12.4.** Evaluate the author's choices concerning structure and 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.

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

**RI.PP.11–12.5.** Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

**RI.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

**RI.AA.11–12.7.** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

**RL.CT.11–12.8.** Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

**RI.CT.11–12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

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

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5.** 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.SE.11–12.6.** 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).

**SL.PE.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.ES.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.

## **2024 AP CED for Language and Literature**

### **RHS Rhetorical Situation**

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

### **CLE Claims and Evidence**

- 3.A Identify and explain claims and evidence within an argument.
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
- 3.C Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.

### **STL Style**

- 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12. CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### **Unit Understandings:**

*Students will understand that...*

- Rhetoric is the art of using words to persuade in writing or speaking
- The Rhetorical Triad/Aristotelian triangle serves as the basis of human communication
- There is a critical connection between speaker, purpose and audience
- Writers use ethos, pathos and logos to persuade and establish credibility

- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments

### **Unit Essential Questions:**

- How do claims, evidence, and rhetorical appeals work together to create effective arguments?
- How can writers strategically select and arrange evidence to support their claims?
- What role does audience play in shaping a writer's rhetorical choices?
- How can the analysis of multiple texts on a single topic lead to the development of a complex argument?
- What are the ethical implications of using rhetorical appeals to persuade an audience?

### **Knowledge and Skills:**

*Students will know...*

- Writers' perceptions of an audience's values, beliefs, needs, and background guide the choices they make.
- To achieve a purpose, writers make choices in an attempt to relate to an intended audience's emotions and values.
- Arguments seek to persuade or motivate action through appeals—the modes of persuasion
- Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.
- Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience's emotions and values, and increases a writer's credibility.
- An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument.
- A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence.
- A writer's thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement

*Students will be able to...*

- Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- Demonstrate an understanding of an audience's beliefs, values, or needs.
- Identify and explain claims and evidence within an argument
- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- Develop a paragraph that includes a claim and evidence supporting the claim.
- Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

<b><i>EVIDENCE OF LEARNING</i></b>
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### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- Advanced Placement Language and Composition Multiple Choice selections
- Essay: Rhetorical Analysis of Free Response Question
- Annotations and analysis of Abraham Lincoln's Second Inaugural Address

## Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Daily journal entries
- “Name It/ Show It/ Explain It” analysis charts
- Discussion groups
- Practice with various components of the triad: for example students may be all given a specific purpose, but speaker and audience are different.
- Practice Multiple Choice selections from [apcentral.collegeboard.com](http://apcentral.collegeboard.com)
- Practice Rhetorical Analysis of short passages as well as sustained text
- Interrupted Reading: Ellen Goodman’s “The Company Man”
- Analysis of Robert Kennedy’s Statement on Assassination of Martin Luther King, Jr.
- <https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/RFK-Speeches/Statement-on-the-Assassination-of-Martin-Luther-King.aspx>
- Examine rangefinder essays

## RESOURCES

### Teacher Resources:

- AP Multiple Choice quizzes
- [Apcentral.collegeboard.com](http://apcentral.collegeboard.com)
- Possible selections from Virginia Woolf, Joan Didion, Anne Frank, Maya Angelou, Frederick Douglass, Russell Baker, Langston Hughes, Nathaniel Hawthorne, Michihiko Hachiya, Nancy Mairs, Ellen Goodman, Malcolm X, Frank McCourt, Henry Lois Gate Jr., Richard Rodriguez, Brent Staples, Amy Tan, E.B. White, Garry Trudeau, James Thurber, Adrienne Rich, Richard Wright, Maxine Hong Kingston, Robert Bly, Kathleen Norris, Luc Sante, Gary Soto, Virginia Woolf
- Robert Kennedy’s Statement on Assassination of Martin Luther King, Jr.:  
<https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/RFK-Speeches/Statement-on-the-Assassination-of-Martin-Luther-King.aspx>
- *The Language of Composition, Reading, Writing, Rhetoric* by Shea, Scanlon, & Aufses

### Equipment Needed:

- Computer with internet access
- LCD projector
- Document camera



## *UNIT OVERVIEW*

**Content Area:** English

**Unit III Title:** From Analysis to Synthesis: Building Strong Arguments

**Target Course/Grade Level:** Advanced Placement Language & Composition, Grades 11-12

**Unit Summary:** Students will learn to deconstruct and evaluate the arguments presented in classic essays, identifying key components such as thesis statements, supporting evidence, and rhetorical strategies. They will then apply these skills to construct their own arguments in response to prompts. Additionally, students will explore the integration of multiple sources into their writing through the synthesis essay format. They will practice proper citation and formatting using MLA and APA styles. The unit will also delve into the nuances of argumentation, including the use of claims, evidence, qualifiers, rebuttals, concessions, and counterarguments. To further enhance their understanding of rhetorical devices and their impact, students will analyze George Orwell's *1984*.

**Approximate Length of Unit:** 8 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**L.VI.11–12.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

**RL.CR.11–12.1.** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

**RI.CR.11–12.1.** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

**RL.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RI.IT.11–12.3.** Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

**RI.TS.11–12.4.** Evaluate the author's choices concerning structure and 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.AA.11–12.7.** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

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

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**SL.PE.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.ES.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.

## **2024 AP CED for Language and Literature**

### **RHS Rhetorical Situation**

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

## **CLE Claims and Evidence**

- 3.A Identify and explain claims and evidence within an argument.
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 3.C Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.

## **REO Reasoning & Organization**

- 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 5.C Recognize and explain the use of methods of development to accomplish a purpose.
- 6.A Develop a line of reasoning and commentary that explains it throughout an argument.
- 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.
- 6.C Use appropriate methods of development to advance an argument.

## **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12. CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## **Unit Understandings:**

*Students will understand that...*

- Writer's guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

## **Unit Essential Questions:**

- What is argumentation?
- How is an effective argument developed?
- How does a writer establish credibility and develop a logical thesis?
- What is the value of concession/refutation in an argument?
- What are the most common argumentative fallacies? (Begging the Question, Ad hominem, Bandwagon)
- How is language used to manipulate and persuade?

## **Knowledge and Skills:**

*Students will know...*

- writers may lead readers through a line of reasoning and then arrive at a thesis.
- writers may express a claim and then develop a line of reasoning to justify the claim
- writers explain their reasoning through commentary that connects chosen evidence to a claim.
- commentary explains the significance and relevance of evidence in relation to the line of reasoning.
- the sequence of paragraphs in a text reveals the argument's line of reasoning.
- flaws in a line of reasoning may render an argument specious or illogical.
- methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument
- some typical methods of development are narration, cause-effect, comparison-contrast, definition, and description
- when developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences
- when developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s)

*Students will be able to...*

- identify and explain claims and evidence within an argument.
- develop a paragraph that includes a claim and evidence supporting the claim.
- describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- develop a line of reasoning and commentary that explains it throughout an argument.
- recognize and explain the use of methods of development to accomplish a purpose.
- use appropriate methods of development to advance an argument.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- Multiple drafts of argument essays
- Synthesis essay
- Analysis of elements of 1984: Students will have the opportunity present understanding of 1984 in a variety of formats including character

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Annotation and analysis of selections from a variety of writers and sources including fiction and non-fiction including Nancy Mairs, Benjamin Banneker, and Martin Luther King, Jr.
- Practice with fallacies
- Timed Writing
- AP Multiple Choice Quizzes
- Evaluate rangefinder essays

## *RESOURCES*

### **Teacher Resources:**

- 1984, George Orwell
- “On Being a Cripple” Nancy Mairs
- Benjamin Banneker’s letter to Thomas Jefferson (1791)
- Martin Luther King’s “I Have a Dream Speech”
- Possible selections from George Orwell, Geoffrey Nunberg, Amy Tan, Richard Rodriguez, Leonid Fridman, Benjamin Banneker, Steven Johnson, Corbett Trubey, Anthony DiVivo, Jonathan Swift, Tim O’Brien, Chinua Achebe, Henry David Thoreau,
- Apcentral.collegeboard.com
- AP Multiple Choice Quizzes
- Study Island
- The Language of Composition, Reading, Writing, Rhetoric by Shea, Scanlon, & Aufses

### **Equipment Needed:**

- Chromebooks
- Newline Board
- Document Camera

## UNIT OVERVIEW

**Content Area:** English

**Unit IV Title:** The Art of Persuasion: Visual Rhetoric in Action

**Target Course/Grade Level:** Advanced Placement Language & Composition, Grades 11-12

**Unit Summary:** Students will analyze visual texts, focusing on how the arrangement and style of images create meaning. They will study the concept of visual literacy and understand its importance in today's world. Through close reading and analysis of *Maus I* and *Maus II*, students will develop skills in interpreting the rhetorical power of graphic novels.

**Approximate Length of Unit:** 4 weeks

## LEARNING TARGETS

### NJ Student Learning Standards:

**L.KL.11–12.2.** 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**RL.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RI.IT.11–12.3.** Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

**RL.TS.11–12.4.** Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RI.TS.11–12.4.** Evaluate the author's choices concerning structure and 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.

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

**RI.PP.11–12.5.** Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

**RL.CT.11–12.8.** Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

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

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.SE.11–12.6.** 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).

**SL.PE.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.

- E. 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.
- F. 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.
- G. 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.
- H. 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.ES.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.

## **2024 AP CED for Language and Literature**

### **RHS Rhetorical Situation**

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

## **CLE Claims and Evidence**

- 3.A Identify and explain claims and evidence within an argument.
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 3.C Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.

## **STL Style**

- 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

## **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12. CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

## **Unit Understandings:**

*Students will understand that...*

- individuals write within a particular situation and make strategic writing choices based on that situation
- writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments
- images can convey complex ideas, emotions, and arguments just as effectively as language
- writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence
- by examining the components and techniques used in visual texts, we can uncover deeper layers of meaning and evaluate their effectiveness
- being able to interpret and create visual messages is essential for navigating information, engaging with media, and participating in civic life
- images can convey complex ideas, emotions, and arguments just as effectively as language

## **Unit Essential Questions:**

- How do images shape our understanding of the world?
- What role does visual literacy play in effective communication?
- How can we analyze visual texts to uncover their underlying messages?
- How does the graphic novel format enhance or challenge traditional storytelling?

## **Knowledge and Skills:**

*Students will know...*

- a thesis statement may preview the line of reasoning of an argument.



- methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments.
- a method of development provides an audience with the means to trace a writer’s reasoning in an argument
- when developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison
- when analyzing similarities and/or differences, like categories of comparison must be used
- when developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations

*Students will be able to...*

- identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message
- write introductions and conclusions appropriate to the purpose and context of the rhetorical situation
- identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure
- write a thesis statement that requires proof or defense and that may preview the structure of the argument
- recognize and explain the use of methods of development to accomplish a purpose
- use appropriate methods of development to advance an argument

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Graphic Poster Project: Students will demonstrate their understanding of the relationship between image and text by creating a graphic story of their own and presenting it to the class.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- AP Multiple Choice quizzes
- Analysis of Maus and Maus II
- Analysis of advertisements and other visual texts
- Evaluate rangefinder essays (focus on treatment of visual text in synthesis essays)
- Write a synthesis essay

## ***RESOURCES***

### **Teacher Resources:**

- Maus I and Maus II, Art Spiegelman
- [Apcentral.collegeboard.com](http://Apcentral.collegeboard.com)
- AP Multiple Choice quizzes
- Excerpts from Night, Elie Wiesel

- Possible selections: NEA, from The Reading at Risk Report (Tables), Lee Teter Reflections (Painting), J Howard Miller, We Can Do it (Poster), Jeff parker The Great GAPSby Society (cartoon), Norman Rockwell Spirit of Education (Painting), Language Use in the United States (Tables0, Zoloft (Advertisement)
- Visual texts will range from paintings to graphs, charts and current political and editorial cartoons from The Language of Composition, Reading, Writing, Rhetoric by Shea, Scanlon, & Aufses
- OPTIC: Analyzing Visual Argument (taken from Everything's an Argument)

**Equipment Needed:**

- Chromebooks
- Newline Board
- Document Camera

## *UNIT OVERVIEW*

**Content Area:** English

**Unit V Title:** Crafting Meaning: Rhetoric and Style

**Target Course/Grade Level:** Advanced Placement Language & Composition, Grades 11-12

**Unit Summary:** Students will dive deeply into analyzing writing, equipping them with the skills to dissect literary elements and rhetorical strategies. They explore various techniques like SOAPStone (from College Board), figurative language (anaphora, antithesis, parallel structure, repetition), and grammar, all through the lens of their rhetorical impact. To hone analysis skills, students will closely examine Tim O'Brien's "The Things They Carried," culminating in a rhetorical analysis essay. Additionally, students continue practicing with AP nonfiction multiple-choice passages.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**L.KL.11–12.2.** 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**RL.CI.11–12.2.** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**RI.CI.11–12.2.** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

**RL.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RI.IT.11–12.3.** Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

**RL.TS.11–12.4.** Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RI.TS.11–12.4.** Evaluate the author’s choices concerning structure and 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.

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

**W.IW.11–12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**SL.PE.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.ES.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.AS.11–12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12. CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## **2024 AP CED for Language and Literature**

### **RHS Rhetorical Situation**

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

### **CLE Claims and Evidence**

- 3.A Identify and explain claims and evidence within an argument.
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 3.C Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.

### **STL Style**

- 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- 8.B Write sentences that clearly convey ideas and arguments.
- 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

### **Unit Understandings:**

*Students will understand that...*

- writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- the rhetorical situation informs the strategic stylistic choices that writers make.

### **Unit Essential Questions:**

- How do authors use language to shape meaning and persuade audiences?
- What is the relationship between form and content in effective writing?
- How can we analyze texts to understand the author's purpose and the impact on the reader?
- How can the fabrications found in fictional stories reveal larger truths?

- How do rhetorical devices contribute to the overall effectiveness of a text?
- What role does grammar play in shaping the tone and style of a piece of writing?
- How can we use close reading to uncover the deeper meanings of a text?
- How does O'Brien use literary elements and rhetorical strategies to convey the experiences of war?
- How does the author's use of language shape our response to the characters and their experiences?
- How does perspective direct our understanding of truth?

### **Knowledge and Skills:**

*Students will know...*

- the body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.
- coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next
- repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.
- transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.
- words have both connotative and denotative meanings.
- descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.

*Students will be able to...*

- describe the line of reasoning and explain whether it supports an argument's overarching thesis
- develop a line of reasoning and commentary that explains it throughout an argument
- explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- use transitional elements to guide the reader through the line of reasoning of an argument.
- explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- Expository essay based on The Things They Carried.
- Annotations and three column charts.
- Rhetorical analysis essay based on a prompt from [apcentral.collegeboard.org](http://apcentral.collegeboard.org).

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Quick-writes and interrupted readings of sections of The Things They Carried.
- Analysis and annotations of reading passages.

### **Teacher Resources:**

- The Things They Carried, Tim O'Brien
- [Apcentral.collegeboard.com](http://apcentral.collegeboard.com)

## *RESOURCES*

- AP Multiple Choice quizzes
- Excerpts from Night, Elie Wiesel
- Possible selections:
  - Gloria Anzaldua, “How to Tame a Wild Tongue”
  - KC Cole, “Calculated Risks”
  - Ralph Ellison, “What America Would be Without Blacks”
  - Linda M. Hasselstrom, “Why One Peaceful Woman Carries a Pistol”
  - Stephen J. Gould, “Women’s Brains”
  - James, “A Talk to Teachers”
  - Wendell Phillips
  - Florence Kelley

### **Equipment Needed:**

- Chromebooks
- Newline Board
- Document Camera

## *UNIT OVERVIEW*

**Content Area:** English

**Unit VI Title:** The Rhetoric of Power: Gatsby and Othello

**Target Course/Grade Level:** Advanced Placement Language and Composition, Grades 11 & 12

**Unit Summary:** This unit explores the art of persuasion through an in-depth analysis of *The Great Gatsby* and *Othello*. Students will examine how language is used to shape meaning, influence behavior, and construct identity. By focusing on rhetorical devices and strategies, students will develop a critical understanding of how texts manipulate and persuade audiences.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**RL.CI.11–12.2.** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**RI.CI.11–12.2.** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

**RL.IT.11–12.3.** Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RI.IT.11–12.3.** Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

**RL.TS.11–12.4.** Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RI.TS.11–12.4.** Evaluate the author’s choices concerning structure and 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.

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

**W.IW.11–12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



- G. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- H. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- I. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- J. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- L. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**SL.PE.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.

- E. 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.
- F. 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.
- G. 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.
- H. 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.ES.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.AS.11–12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **2024 AP CED for Language and Literature**

### **RHS Rhetorical Situation**

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

### **CLE Claims and Evidence**

- 3.A Identify and explain claims and evidence within an argument.

- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 3.C Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.

### **STL Style**

- 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- 8.B Write sentences that clearly convey ideas and arguments.
- 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12. CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### **Unit Understandings:**

*Students will understand that...*

- Language is a powerful tool that can be used to construct and manipulate reality.
- Rhetorical choices are intentional and have significant impacts on audience interpretation.
- Understanding the persuasive techniques employed in texts can enhance critical thinking and media literacy.

### **Unit Essential Questions:**

- How do authors use language to create meaning and persuade audiences?
- What role does context play in shaping the effectiveness of rhetorical strategies?
- How can the analysis of rhetorical devices deepen our understanding of characters and plot?
- What ethical implications arise from the use of persuasive language?

### **Knowledge and Skills:**

*Students will know...*

- Key rhetorical concepts (e.g., ethos, pathos, logos, figurative language, tone, diction)
- Plot, characters, and setting of *The Great Gatsby* and *Othello*
- Historical and cultural contexts of both texts
- Common rhetorical devices and their effects

- A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.

*Students will be able to...*

- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- Identify and explain the relationship between form and content
- Evaluate the effectiveness of persuasive techniques
- Construct and support a clear and coherent argument
- Use evidence from the text to support claims
- Identify and explain claims and evidence within an argument.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class discussions
- In-class writing
- Rhetorical analysis essay: (e.g., creating a persuasive campaign based on a character or theme)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Introduce key rhetorical concepts (ethos, pathos, logos)
- Analyze persuasive advertisements or speeches to identify rhetorical strategies
- Analyze Gatsby's character as a persuasive figure
- Explore the role of setting in creating a persuasive atmosphere
- Introduce figurative language and its impact on meaning
- Analyze the role of jealousy and suspicion in Othello
- Discuss the power of language to destroy relationships
- Students choose a character from either text and create a persuasive campaign to promote or denounce their actions.
- Students write a reflective essay on the impact of the unit on their understanding of language and persuasion.
- Take on the roles of characters from the texts and present arguments in a courtroom setting.
- Debate controversial topics related to the texts.
- Create multimedia presentations, podcasts, or videos analyzing rhetorical strategies in various texts.

## *RESOURCES*

### **Teacher Resources:**

- Political speeches
- Advertising campaigns
- Social media content
- News articles
- Aristotle's "Rhetoric"
- Cicero's "De Oratore"
- Film adaptations of The Great Gatsby and Othello

### **Equipment Needed:**

- Chromebooks
- Newline Board
- Document Camera

## ***UNIT OVERVIEW***

**Content Area:** English

**Unit VII Title:** Career Unit & Personal Essay for College Admission

**Target Course/Grade Level:** Advanced Placement Language and Composition, Grades 11 & 12

**Unit Summary:** Students will explore their college and career options. Students will also work with personal writing elements including anecdote, dialogue, detail, diction, syntax, and tone. By the end of the unit, each student will produce a college application essay / personal statement. They will also compile their research in a Google Slides presentation and share it with the class.

**Approximate Length of Unit:** 3 Weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

**L.SS.11–12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

**L.KL.11–12.2.** 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

- 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.

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12. CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### **Unit Understandings:**

*Students will understand that...*

- The attainment of a goal involves planning.
- The nature of the workplace is dynamic and changing; students must stay abreast of important changes.
- Dialogue, details, syntax, diction and tone are used to create an intended effect.
- A writer can engage the reader by setting out a problem, situation, or observation and building upon it.
- The personal essay can take on different forms.

### **Unit Essential Questions:**

- What skills and abilities are necessary to be successful in the 21<sup>st</sup> century?
- What is visioning, and how is it used in life planning and goal setting?
- What do I want the college to know about me and how can I best display it?
- What literary and/or rhetorical devices will best convey my message and engage the reader?
- How can the style of my writing mirror the message I intend to convey?

### **Knowledge and Skills**

*Students will know...*

- How and where to find information about post-secondary education and various careers and professions.
- What their five and ten-year goals are.
- How to appropriately present themselves in writing.
- How to effectively open and close a personal essay.
- Personal essays can take on a variety of forms.

*Students will be able to...*

- Identify three post-secondary institutions and three professions for research.
- Assemble research into a presentation.
- Write effectively for a specific audience.
- Work with conventions of standard English and demonstrate a command of those conventions.
- Write and publish a personal essay.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will produce a portfolio of researched information about three post-secondary institutions and three professions. They will also include a visioning section and they will write a college essay.
- Write a college application essay and use Naviance to research college requirements.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class discussions, both whole group and smaller “break-out” groups
- One-to-one instruction

## ***RESOURCES***

### **Teacher Resources:**

- [www.bls.gov/oco](http://www.bls.gov/oco)
- [www.naviance.com](http://www.naviance.com)
- [www.collegeboard.com](http://www.collegeboard.com)
- [www.commonapp.org](http://www.commonapp.org)
- College application essays and sample responses
- <https://owl.english.purdue.edu/owl/>
- Barron’s Profiles of American Colleges

### **Equipment Needed:**

- Chromebooks
- Newline Board
- Document Camera

## UNIT OVERVIEW

**Content Area:** English

**Unit VIII Title:** Interpretation, Evaluation, and Reflection

**Target Course/Grade Level:** Advanced Placement Language & Composition, Grades 11-12

**Unit Summary:** Students will engage in a culminating project that synthesizes the literary and critical skills developed throughout the course. This project-based learning experience will allow students to demonstrate their understanding of course concepts by creating original works that reflect the styles and themes explored in class. Options may include crafting vignettes and accompanying artwork inspired by Sandra Cisneros' *The House on Mango Street* or developing a reflective journal focused on a key text studied during the semester.

**Approximate Length of Unit:** 3 weeks

## LEARNING TARGETS

### NJ Student Learning Standards:

**L.SS.11–12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

**L.KL.11–12.2.** 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



**L.VI.11–12.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

**RL.CI.11–12.2.** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**RL.IT.11–12.3.** Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

**W.IW.11–12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7.** 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.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12. CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### **Unit Understandings:**

*Students will understand that...*

- Works can be interpreted and evaluated in a variety of ways.
- Effective communication requires a deep understanding of audience, purpose, and context.
- Authors use various literary devices to convey complex ideas and emotions.
- Critical reflection is essential for personal and intellectual growth..

### **Unit Essential Questions:**

- How can personal experiences be transformed into meaningful creative expression?
- What role does authorial voice play in shaping a text's impact?
- How can literary analysis inform the creation of original works?

### **Knowledge and Skills:**

*Students will know...*

- How to analyze literary texts.
- Literature is analyzed by readers based on the author's use of language and the reader's experiences.
- There is more than one way to view a text.

*Students will be able to...*

- Closely read, analyze, and interpret literary texts.
- Use appropriate grammar and academic writing guidelines in writing essays of literary analysis.
- Create a project to illustrate their understanding of a work

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- **Quote/Journal Project:** Students may choose three passages from a work read this year and examine the language used by the author, the connection they felt as a reader, and the "bigger" picture. Students will also identify "The Quote of the Book." For the three quotes/passages students will examine the following. Language: Make a comment about the language. Is it descriptive, beautiful, graphic? Make a comment about the "sound" of the language. Look at the sentence structure, the use of proper grammar or slang, and comment on the effectiveness of each choice. Connection: Does the passage remind you of a situation

you have lived? Did you find yourself in agreement/disagreement with the ideas expressed? Does the passage make you laugh, feel melancholy, etc.? Select the single quote that captures the essence, or the true meaning, of the novel. The “Bigger” Picture: Does the passage raise intriguing issues? Does it challenge or expand your thinking? Is it universal?

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Daily journal entries
- “Name It/ Show It/ Explain It” analysis charts
- Discussion groups
- Practice with various components of the triad: for example students may be all given a specific purpose, but speaker and audience are different.
- Practice Multiple Choice selections from [apcentral.collegeboard.com](http://apcentral.collegeboard.com)
- Practice Rhetorical Analysis of short passages as well as sustained text
- Interrupted Reading: Ellen Goodman’s “The Company Man”
- Analysis of Robert Kennedy’s Statement on Assassination of Martin Luther King, Jr.
- <https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/RFK-Speeches/Statement-on-the-Assassination-of-Martin-Luther-King.aspx>

## ***RESOURCES***

### **Teacher Resources:**

- House on Mango Street

### **Equipment Needed:**

- Chromebooks
- Newline Board
- Document Camera