

**ENGLISH III ADVANCED PLACEMENT: LANGUAGE AND  
COMPOSITION  
GRADE 11**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

BOE Approval Date: March 18, 2019

Produced by: Sara Graja, Supervisor and District Staff

Michael Nitti

Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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### **Course Overview:**

AP<sup>®</sup> English is reserved for the most able and motivated members of the junior class. AP<sup>®</sup> Language and Composition aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages and drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in nonfiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students enrolled in AP<sup>®</sup> English are prepared to take the AP<sup>®</sup> Examination for Language and Composition. Students must participate in the 11<sup>th</sup> Grade ELA PARCC assessment.

### **Scope and Sequence for Units of Study:**

Course Instructional Time: 87 minutes 5 days per week for one semester.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **CRP4. Communicate clearly and effectively and with reason.**

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and in the workplace.

#### **CRP7. Employ valid and reliable research strategies.**

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and in the workplace.

#### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

### **Technology Integration**

#### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Social Studies Integration** - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

**Companion Standards 11-12** - History, Social Studies, Science and Technical Subjects

**Unit 1: Eras in American Literature and the Connection to American History With a Focus on Rhetorical Analysis and Argumentation**  
**Pacing: 90 days**

**Why Is This Unit Important?**

Viewing American literature through the eyes of a historian helps a reader to make connections between a specific time period, major events or shifts of that time period and the works that are highlighted to reflect the culture of the time period. Making such connections helps a reader to more fully understand how literature can be used to reflect culture, growth, challenge and development, all as a reflection of an historical time period. In order for students to truly gain an understanding of how our nation came to be, it is imperative they fully comprehend the culture and experiences of its earliest inhabitants and understand the changes that have taken place in America, as evidenced through the literature of significant time periods. The eras discussed during this unit of study are:

- Literature of Early America: Beginnings to 1750 (10 days)
- Early National Literature: 1750-1800 (10 days)
- Nineteenth-Century Literature: 1800-1870 (15 days)
- Age of Realism: 1850-1914 (5 days)
- The Modern Age: 1914-1946 (30 days)
- The Contemporary Period: 1946-Present (20 days)

Through rhetorical reading, students' attention will be directed to both the comprehension and interpretation processes. Through argumentative writing, students will develop the skills necessary to effectively persuade an audience while utilizing and synthesizing an array of sources that broaden the context of their argument. Topics presented for argumentative written responses may be based upon age-appropriate controversial issues, current events or controversial topics that reveal themselves when reading the literature assigned during AP Language and Composition.

**The Big Ideas embedded in this unit of study are:**

- Works are often written to reflect major changes or shifts in a society or among a people; this is evident when connecting time periods in American history to the literature of each era.
- Nonfiction works, including both primary and secondary sources, must be analyzed to determine purpose and theme based upon the social, political, economic and religious context in which they were originally written and/or presented.
- Writers use literature to communicate or persuade readers, often focusing on issues of religion, politics or overcoming oppression.
- Common themes overlap works of literature; themes that extend across literary eras must be discussed as they relate to the events or issues evident during each specific era in question.
- Rhetorical reading allows students to understand the social interactions texts can or do perform between writers and their audience.
- The purpose of argumentative essay writing is for the writer to clearly and powerfully communicate his or her position to a reader. There are several forms of argumentation from which a writer can choose and the implications of arguments or positions are important for students to consider.

**Enduring Understandings:**

- Works of literature reflect events occurring in a society at the time when they are written. The close, rhetorical reading of a text leads to better understanding of the literary work and of the world at large.
- Reading critically, asking relevant questions about reading, recognizing assumptions and implications and evaluating ideas are all important steps to understanding literature, oneself and the world in which one lives.
- Reading works of American literature through an historical lens will allow a reader to gain a stronger understanding of societal, economic, political or religious changes to and shifts in American culture.
- The format of literature from various eras will differ and it is these differences which enhance the comprehension of that literature.
- When comparing works across literary eras, it is imperative that a reader consider the context in which each work was written to fully understand the theme.
- Applying information from several sources, both print and non-print, will aid in one's ability to foster arguments, draw conclusions or advance positions both for exposition and research.

## **Essential Questions:**

- Why is it important to reflect upon an historical time period by analyzing the writings of that time period?
- What makes reading literature of a time period different from reading a nonfiction account of the time?
- How is culture defined and what has helped to define American culture?
- How do authors use literary devices/rhetorical devices and nuances of language to convey specific thematic messages?
- What differentiates argumentative/persuasive writing from other forms of writing (i.e., informational, expository, narrative, speculative)?
- How does an author create a unified argument that develops logically?
- What structure of argumentation is best suited for one's writing?

## **Acquired Knowledge:** (*Students will know...*)

- Reading works of literature, both fiction and nonfiction, help one to understand an historical time period more thoroughly because they provide a personal insight into social, political, economic and religious events of the time.
- "Culture consists of the beliefs, behaviors, objects and other characteristics common to the members of a particular group or society. Through culture, people and groups define themselves, conform to society's shared values and contribute to society. Thus, culture includes many societal aspects: language, customs, values, norms, mores, rules, tools, technologies, products, organizations and institutions" (Culture and Societies Online).
- Many works of literature share common themes, which must be inferred from information provided in the text.
- Common themes can extend across literary eras, but it is imperative to review and evaluate a theme based upon the historical and societal context in which it was written.
- "The goal of argumentative writing is to persuade one's audience that an idea is valid or more valid than another. The Greek philosopher Aristotle divided the means of persuasion, appeals, into three categories--Ethos, Pathos, and Logos" (Durham Tech).
- Classical, Rogerian and Toulmin are three systems of argumentation.
- Providing the most reliable and relevant evidence as well as a fully elaborated explanation is a writing tool that must be incorporated when trying to persuade an audience.
- Anticipating an audience's knowledge level, concerns, values and possible biases and addressing them in the claim or counterclaim is a powerfully persuasive tool.

**Acquired Skills:** (*The learner will...*)

- Read works of literature from six different American literary eras: Literature of Early America, Early National Literature, Nineteenth-Century Literature, Age of Realism, the Modern Age and the Contemporary Period.
- Recognize literature as a relevant commentary on life and students can evaluate the value and validity of a writer's message in relation to its historical, social or cultural context.
- Extrapolate key literary elements and explain how changing one element would result in changes for the remaining elements. (i.e., a different setting, a different antagonist, a different decision made mid-story, etc.)
- Analyze the writer's use of figurative language and literary devices.
- Examine the style, tone, mood and form of literary works from varying time periods and discuss what the writing says about the era's writers.
- Connect works of literature, both fiction and nonfiction, to social, historical, political and/or religious events that occurred in America at the time when the work was originally written.
- Explain what a work says or tells about the culture it represents in the time period when it was written.
- Compare works from different authors from different cultures, ethnicities or races that were written during the same time period and explain what it says about differences between groups at the time when it was written.
- Compare works that share a common theme, from within the same time period or across time periods and explain what it tells about the era(s).
- The points of the Rhetorical Triangle represent the rhetor (writer or speaker), the audience (reader or listener) and the message. The message is motivated by informative, persuasive, expressive or literary purposes and its interpretation depends on audience knowledge, feelings, values and beliefs.
- The five principals of Aristotelian Rhetorical Analysis: Style; Invention; Arrangement; Memory; Delivery.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s) and create an organization that logically sequences claim(s), counterclaim(s), reasons and evidence.
- Use credible sources to obtain the most relevant supporting facts to support a claim or counterclaim.
- Utilize transitions to create a natural flow among ideas, specifically noting the differences between claims and counterclaims so the writer does not change "positions".
- Maintain an objective style and tone appropriate for the purpose and audience of the piece.
- Create arguments based solely on fact, including (if appropriate) facts pertaining to one's personal experience.
- Write with a passionate, authentic and convincing voice that is appropriate to the purpose of the piece.
- Draft a conclusion section that flows naturally from the argument, ends powerfully and attempts to leave the reader thinking. (i.e., call to action, symbolic ending, circular ending, etc.)



- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.
- Utilize transitions and topic sentences that logically progress the student's argument.
- Conclude by considering the importance of the controversial issue or consider the factors, perspective or investment that underlie said controversial topic.
- Utilize one of the three styles of argumentation.

**Assessments: Suggested assessments, but not limited to those listed:**

Formative:

- Journals writing (response journal, reflective journal, character journal, etc.)
- Class Discussions
- Teacher Conferences

Summative:

- Original writings mimicking the style of a particular time period (i.e., religious influence of the early Americans, fragmentation of the Modernists, etc.)
- Tests or quizzes including written responses to open-ended questions
- Essay writing (i.e., compare the events presented in a story or novel to present day issues)

Benchmark:

- Thematic Comparison/Synthesis Essay

**Core Instructional Materials:**

- AP Language and Composition, 9-point rubric
- Graphic organizers
- Self, peer and teacher revising and editing checklists
- Classical, Rogerian and Toulmin Argument handouts
- Classical Argumentation (i.e., "What to the Slave is the Fourth of July?" by Fredrick Douglass; "Shakespeare's Sister" by Virginia Woolf)
- Toulmin Argument (i.e., "The Separation of Church and State" by Stephen Carter; "If Black English Isn't a Language, Then Tell Me, What Is?" by James Baldwin)

## **Core Instructional Materials (by Literary Era):**

### **\*Literature of Early America (Beginnings to 1750) Pacing 10 days**

In order for students to truly gain an understanding of how our nation came to be, it is imperative they fully comprehend the culture and experiences of its earliest inhabitants. Therefore, this unit includes a study of Native American original myths, narrative accounts of the Puritan settlers, as well as their poetry and significant sermons of the era. Each of these elements is integral as they each contributed to the establishment of the American we live in today. Texts or passages relevant to this literary era include:

- *The American Experience* (Pearson/Prentice Hall, 2007)
  - "The Earth on Turtle's Back" An Onondaga Myth
  - From "The Navajo Origin Legend"
  - "A Journey through Texas" by Alvar Nunez Cabeza de Vaca
  - "Boulders Taller than the Great Tower of Seville" by Garcia Lopez de Cardenas
  - From "of Plymouth Plantation" by William Bradford
  - "To My Dear and Loving Husband" by Anne Bradstreet
  - "Sinners in the Hands of an Angry God" by Jonathan Edwards
- For Rhetorical Studies:
  - "The Rhetorical Situation" by Bitzer
  - "On Being a Cripple" by Nancy Mairs
  - "In Search of a Room of One's Own" by Virginia Woolf

### **\*Early National Literature (1750-1800) Pacing 10 days**

The fight of the colonists to gain independence from England was documented in the literature from this time period. Much of the writing was autobiographical and took the form of speeches or pamphlets. America's promise of a new birth of freedom, however, existed side by side with the dehumanizing institution of slavery. Thus, this unit of study includes readings that capture the colonists' voices for freedom, speeches that extolled the nation's founding ideals of life, liberty and the pursuit of happiness and literary works that describe the slave trade that contradicted to the colonists' fight for freedom. Texts or passages relevant to this literary era include:

- *The American Experience* (Pearson/Prentice Hall, 2007)
  - From "The Autobiography" and From "Poor Richard's Almanack" by Benjamin Franklin
  - From "The Interesting Narrative of the Life of Olaudah Equiano" by Olaudah Equiano
  - *The Declaration of Independence*, Thomas Jefferson
  - "An Hymn to the Evening" and "To His Excellency, General Washington" by Phyllis Wheatley
  - *Speech in the Virginia Convention*, Patrick Henry

## **\*Nineteenth-Century Literature (1800-1870) Pacing 15 days**

By 1870, industrialism, explosive population and economic growth and the Civil War had all aged the nation's spirit; American literature matured during this time as well. As America expanded west, so did American literature and advances in technology spirited social change. The writers of this period would define the American voice—personal, idiosyncratic, bold—the primary theme of most works was the quest of the individual to define him- or herself. The Romantics and Transcendentalists evolved from this time period in American literature. Thus, the readings in this unit include writings by Romantic authors, who elevated imagination over reason and intuition over fact, as well as works by Transcendentalists, who wrote literature that merged philosophy with religion and felt that the most fundamental truths lie outside the experience of the senses. Texts or passages relevant to this literary era include:

- *The American Experience* (Pearson/Prentice Hall, 2007)
  - "The Devil and Tom Walker" by Washington Irving
  - "The Tide Rises, The Tide Falls" by Henry Wadsworth Longfellow
  - "Thanatopsis" by William Cullen Bryant
  - "The Fall of the House of Usher" and "The Raven" by Edgar Allan Poe
  - "The Minister's Black Veil" by Nathaniel Hawthorne
  - From "Self-Reliance" and "Concord Hymn" by Ralph Waldo Emerson
  - From "Walden" and from "Civil Disobedience" by Henry David Thoreau
- Books
  - *The Scarlet Letter* by Nathaniel Hawthorne

## **\*Age of Realism (1850-1914) Pacing 5 days**

In the fifty years after the Civil War, physical expansion and industrialization transformed the American landscape, economy, society and identity; this also created new extremes of wealth and poverty. And just as it dominated politics and preoccupied the nation, the controversy over slavery influenced the literature of the day. Women, African Americans and workers agitated for change in their social, economic and political status. Thus, the works studied during this unit include wartime voices, the Black spiritual, Frontier voices, Naturalism and literature of discontent. Texts or passages relevant to this literary era include:

- *The American Experience* (Pearson/Prentice Hall, 2007)
  - "An Episode of War" by Stephen Crane
  - "Willie Has Gone to War" by Stephen Foster and George Cooper
  - "Swing Low, Sweet Chariot"
  - From "My Bondage and My Freedom" by Frederick Douglass
  - *The Gettysburg Address* and *Emancipation Proclamation* by Abraham Lincoln
  - "An Account of an Experience with Discrimination" by Sojourner Truth
  - From "Life on the Mississippi" by Mark Twain
  - "To Build a Fire" by Jack London
  - "The Story of an Hour" by Kate Chopin

- Books
  - *The Adventures of Huckleberry Finn* by Mark Twain
  - *Spoon River Anthology* by Edgar Lee Masters

### **\*The Modern Age (1914-1946) Pacing 30 days**

The America that entered the twentieth century was a nation achieving world dominance while simultaneously losing some of its youthful innocence and brash confidence. Two world wars, a dizzying decade of prosperity, a devastating worldwide depression and a renaissance in the small New York town of Harlem mark this era. With these events came a new age American literature, one of artistic experimentation and lasting literary achievement. The Modernists sought to capture the essence of modern life in both the form and content of their work and they dramatically altered the complexion of American literature; proof of this acclaim is the number of Americans who won the Nobel Prize for Literature. Thus, this unit of study will include works that highlight the troubled times of the era as well as those that highlight the changes in American literature. Texts or passages relevant to this literary era include:

- *The American Experience* (Pearson/Prentice Hall, 2007)
  - "The Great Figure" by William Carlos Williams
  - "Winter Dreams" by F. Scott Fitzgerald
  - "The Turtle *from* The Grapes of Wrath" by John Steinbeck
  - "In Another Country" by Ernest Hemingway
  - "Ambush" by Tim O'Brien
  - "A Rose for Emily" and *Nobel Prize Acceptance Speech* by William Faulkner
  - "Stopping by Woods on a Snowy Evening" and "Acquainted With the Night" by Robert Frost
- Books
  - *The Great Gatsby* by F. Scott Fitzgerald
  - *A Farewell to Arms* by Ernest Hemingway
  - *Of Mice and Men* by John Steinbeck (required text)
  - *Black Boy* by Richard Wright

## **\*Contemporary Period (1946-Present) Pacing 20 days**

The years from the end of World War II to the present have been a time of change. Great strides have been made in civil rights and women's rights. These changes and others have had an effect on American literature. The turbulence of contemporary times has contributed to the development of Postmodernism, where some writers explore new literary forms and techniques (i.e., dialogue alone, blending fiction and nonfiction, experimenting with the physical appearance of their work) while others focus on capturing contemporary life, addressing the impersonal and commercial nature of today's world. The writers of the Contemporary Period are proving that in literature as in society, America's strength lies in its diversity. The readings in this unit will reflect such diversity in an ever-changing world. Texts or passages relevant to this literary era include:

- *The American Experience* (Pearson/Prentice Hall, 2007)
  - "Everyday Use" by Alice Walker
  - "Hunger in New York City" by Simon J. Ortiz
  - "What For" by Garrett Hongo
  - "Loneliness...An American Malady" by Carson McCullers
  - "Straw Into Gold: The Metamorphosis of the Everyday" by Sandra Cisneros
  - "Mother Tongue" by Amy Tan
  - From "Hiroshima" by John Hersey
  - "Mirror" by Sylvia Plath
  - *Inaugural Address* by John F. Kennedy
  - From "Letter from Birmingham City Jail" by Dr. Martin Luther King, Jr.
  - "Camouflaging the Chimera" by Yusef Komunyakaa
- Books
  - *A Raisin in the Sun* by Lorraine Hansberry (required text)
  - *The Secret Life of Bees* by Sue Monk Kidd (required text)
- Supplemental Books
  - *I Know Why the Caged Bird Sings* by Maya Angelou
  - *The Night Thoreau Spent in Jail* Jerome Lawrence
  - *Death of a Salesman* by Arthur Miller
  - *The Crucible* by Arthur Miller
  - *Catcher in the Rye* by J.D. Salinger
  - *Fences* by August Wilson
  - *Piano Lesson* by August Wilson

\*Much of the description highlighted here is from *The American Experience* (Prentice Hall, 2007)

## **Interdisciplinary Connections:**

- All of the units included in this study of literary eras will connect to American history. One objective of this study is to look at literature through an historical lens, so the cross-content reading and writing is infused.
- When studying American history, the arts can be presented to show a visual representation of a particular event, time period, etc.
- Persuasive/argumentative essay prompts can connect to topics that are presented in other content areas.
- Controversial issues that arise out of a thematic study related to American literature can serve as a focus for additional reading.
- Social, political or religious issues that arise when reading American literature can serve as the focus for additional cross-content reading.

## **Technology Connections:**

- CollegeBoard: AP Language and Composition Course Home Page at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2123.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html)
- American Literature Sites at <http://www.wsu.edu/~campbelld/amlit/sites.htm>
- American Authors at <http://www.wsu.edu/~campbelld/amlit/aufram.html>
- Sue Monk Kidd and the Secret Life of Bees: Lesson Plans on Web English Teacher at <http://www.webenglishteacher.com/kidd.html>
- Of Mice and Men Spark Notes at <http://www.sparknotes.com/lit/micemen/>
- District databases such as Facts on File: Issues and Controversies
- Professional websites such as Web English Teacher ([www.webenglishteacher.com](http://www.webenglishteacher.com)) and Read Write Think ([www.readwritethink.org](http://www.readwritethink.org)) provide a plethora of lesson plan ideas focusing on persuasive/argumentative writing in the high school. A simple Google search will generate thousands of hits as well.

## **Accommodations or Modifications:**

- Utilizing graphic organizers while reading will assist student in focusing on what the teacher feels is key information. Dependent readers often struggle with what is “important,” so providing a graphic organizer helps them to focus. Differentiating graphic organizers holds all students accountable for extrapolating key information from a text but provides flexibility for the teacher, allowing him/her to meet the diverse needs of students within a classroom.
- Many of the suggested readings and required titles are available on audio CD (i.e., YouTube audiobooks) or ebook download. Providing such resources allows auditory learners the ability to learn within their preferred learning style. It is important to note that an audio recording is not intended to replace reading the work, rather as an additional support for students.
- Video versions of literature read in class (i.e., *The Crucible*, *The Scarlet Letter*, etc.) can be used to support struggling readers or to help students learn the strategy of visualization when reading. It is important to note that a video is not intended to replace reading the work, rather as an additional support for students.
- Teachers can adopt and utilize different versions of the same text and can differentiate the reading materials to meet students’ need.
- Differentiated class assignments will help to meet the needs of various learners.
- Writing prompts can be differentiated based upon student interest, difficulty of content, etc. Students can also be asked to self-select the topic of their persuasive/argumentative essay, especially when initially introducing form and structure; providing choice has been shown to motivate reluctant writers.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child’s individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and exemplary benchmarks must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- AP students will be challenged to write about content-based argumentative essays. This could potentially require gifted readers and writers to conduct research, read nonfiction texts, synthesize information, evaluate research for bias, form his/her own opinion and then write a response in a structured way.

**List of Applicable New Jersey Student Learning Standards for English Language Arts:**

Reading Standards for Literature: RL.11-12.1-7, RL.11-12.9-10

Reading Standards for Informational Texts: RI.11-12.1-7, RI.11-12.9-10

Writing Standards: WS.11-12.2a-f, WS.11-12.4-5, WS.11-12.7, WS.11-12.9a-b, WS.11-12.10

Writing Standards (Persuasive Prompt): WS.11-12.1a-e, WS.11-12.4-5, WS.11-12.9a-b, WS.11-12.10



## **Unit 2: Researching and Research Writing**

**Pacing: Writing in this unit is infused throughout the reading units**

### **Why Is This Unit Important?**

Synthesizing information from a variety of different sources, connecting historical and critical research to literature and supporting a thesis with details written in one's own words or cited from its original source are essential skills in reading and writing. The Big Ideas included in this unit of study are:

- A clearly-written thesis statement will convey the main idea of an essay or research paper.
- Details extrapolated from different sources and from different kinds of sources (i.e., books, newspapers, videos, radio addresses, speeches, internet resources, etc.) must be used to support a thesis statement; synthesis of information from a variety of sources is expected and is the predominant type of writing students will perform as undergraduates, according to the College Board. This enables students to comprehend and analyze a wide variety of diverse texts, write with complexity and communicate effectively.
- Details obtained when reading an informational text may provide insight into the analysis of a particular work or an author's body of work.
- Providing parenthetical citations for newly acquired information obtained through research is necessary to avoid the accusation of *plagiarism*.
- A works cited page is required to provide a source list when a research paper is completed.
- The skills acquired through the completion of an MLA-formatted research paper are skills that will carry through high school and into college.
- The analysis of multiple sources broadens a student's understanding of an author and the context in which he or she wrote.

### **Enduring Understandings:**

- The main idea of an entire research project must be summarized in one sentence; this is called the thesis statement. The remainder of the research paper must provide support for this statement.
- Primary sources (i.e., speech, interview) differ from secondary sources (i.e., biography, book, and informational video) in that primary sources were created during the time under study while secondary sources interpret or analyze primary sources. Each has value, but each must be considered and used differently.
- Plagiarism, also known as literary theft, is defined by Merriam-Webster in the following way: to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source. The proper use of research techniques and correctly documenting information from a variety of sources aids in the efficacy of a piece of written communication.
- Parenthetical citations are used to credit an original writer for his or her words or thoughts. Such citations must connect to works listed on a works cited page.

- According to the Modern Language Association, “MLA style for documentation is widely used in the humanities, especially in writing on language and literature.” Thus, MLA formatting is utilized in Language Arts and English classrooms nationwide.
- Using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies and humor as well as anticipating and countering concerns and arguments and advancing a position are all techniques which result in rich, dynamic written communication.

### **Essential Questions:**

- How does one summarize the thoughts presented in an entire research paper in only one sentence?
- Why is it important for a writer to establish a logical progression of ideas before formulating a thesis?
- What is the benefit of a primary source over a secondary source or vice versa?
- How do you utilize secondary sources to support a literary analysis?
- Do writers use personal experiences as inspiration for their writing?
- What impact does the historical and/or social context surrounding a work of literature have on the work itself?
- How is plagiarism of literary works similar to copyright infringement related to music lyrics?
- When would one use APA format instead of MLA format when writing a research paper?
- Why is it important for a writer to establish appropriate parameters, limits, length, purpose and audience within a written piece?
- How do specific essential elements contribute to the development of a comprehensive, lucid and effective essay?

### **Acquired Knowledge:** (*Students will know...*)

- The key ideas presented in a research essay or term paper must clearly connect to and support the thesis statement.
- The thesis statement must be supported with the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples.
- Details to support the thesis must be synthesized from multiple print and digital sources, all of which are credible and accurate.
- Complex ideas, concepts and information must be organized so each idea builds upon that which precedes it to create a unified whole (including formatting).
- Primary and secondary sources must be used to obtain information that will help a reader to more thoroughly understand the life of a writer, the times in which an author lived and wrote and the work that a writer produced.
- The historical and social contexts surrounding a work of literature influence the meaning of the writing.
- A works cited page and note cards help a writer to organize notes and sources in order to organize the paper and avoid plagiarism.

- Precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy help the writer to manage the complexity of a subject.
- It is necessary to sustain a formal style and objective tone while managing the complexity of the research topic.
- Avoid plagiarism by following MLA format for citations (i.e., parenthetical citations and a works cited page).
- The conclusion of the research essay or term paper must flow logically from the information presented or explanation provided.
- Following the norms of Standard Written English convey a writer's credibility and authority in academic and professional contexts.
- The choices a writer makes concerning sentence structure, active or passive voice, punctuation and other grammatical elements reflect his/her rhetorical decisions about language use to convey specific meaning.

**Acquired Skills:** (*Students will be able to...*)

- Craft a thesis statement that identifies the main idea of the paper and is supported by all ideas and details presented in the paper
- Utilize the most significant and relevant facts, extended definitions, concrete details, quotations and other examples to support the thesis statement
- Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source and quote or paraphrase the information.
- Differentiate between primary and secondary sources, using each kind of source appropriately, to support a literary analysis
- Synthesize information related to the life of an American author, the historical events that occurred in his/her lifetime and the social context in which he/she lived and make connections between that research and a specific work of literature written by the author
- Quote or paraphrase data and conclusions obtained through research and provide explanations in one's own wording
- Utilize note cards and a works cited page when conducting research and taking notes
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy as an aide in managing the complexity of the writing
- Maintain a formal, objective style throughout the writing
- Include parenthetical citations that connect to a works cited page, both following MLA format
- Draft a conclusion section that flows logically from the information and explanations presented in the research essay or term paper
- Consider the conversation among sources and write across sources, rather than regarding sources in isolation.
- Utilize Standard Written English to enhance the effectiveness and comprehension of written communication.

## **Assessments: Suggested assessments, but not limited to those listed:**

### Formative:

- Class discussions
- Teacher and Peer Conferences

### Summative:

- Original writings mimicking the style of a particular time period (i.e., religious influence of the early Americans, fragmentation of the Modernists, etc.)
- Essay writing (i.e., compare the events presented in a story or novel to present day issues)

### Benchmark:

- Research paper
- Works cited and note cards
- Outline
- Rough draft
- Teacher conference notes
- Peer conference notes
- Final draft

## **Core Instructional Materials:**

- EHS research manual available on the EHS website
- MLA Handbook
- Graphic organizers such as outlines
- Citation Samples
- Self, peer and teacher revising and editing checklists
- Research essay or term paper rubric, to be distributed at the beginning of the project so students are aware of expectations
- Research materials including online resources, district databases, books and videos
  - NOTE: It is recommended that English teachers involve the Media Specialist during the research process.

## **Interdisciplinary Connections:**

- When researching the life and times of an American author, students will be required to include the historical and/or social context surrounding the author's life. Cross-content reading, especially of nonfiction or informational texts, is essential to complete the research project.

## **Technology Connections:**

- CollegeBoard Essay Information at <https://bigfuture.collegeboard.org/get-in/essays>
- Online resources and district databases to conduct research (see Appendix A)
- Videos to add research opportunities for visual learners
- Websites such as Easy Bib ([www.easybib.com](http://www.easybib.com)) and Works Cited for You ([www.workscited4u.com](http://www.workscited4u.com)) help students to format a works cited page by asking them to key information into blanks.
- Websites such as StudyGuide.org ([www.studyguide.org/MLAdocumentation.htm](http://www.studyguide.org/MLAdocumentation.htm)) and the Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/search.php>) provide links to help students see samples of parenthetical citations as well as works cited pages.
- Modern Language Association at [www.mla.org](http://www.mla.org); The Modern Language Association explains MLA style and differentiates it from APA style. Students or teachers can also purchase a copy of the MLA Handbook through this site.

## **Accommodations or Modifications:**

- Using graphic organizers such as blank outlines, note cards or works cited organizers will help students to focus on the correct information and will ultimately help them to organize their research paper.
- Teachers can differentiate the number of works required for the analysis. (i.e., one work, a novel and a poem or a two full-length works)
- Exemplary research essays or essay templates provide support for struggling readers and writers. Providing exemplary benchmarks is a best practice that helps students to more thoroughly understand expectations and provides a model for them to use as a guide.
- Individual teacher conferences enable a teacher to provide specific feedback to students; doing so supports the struggling writer while challenging the gifted writer.

## **Applicable New Jersey Student Learning Standards for English Language Arts:**

Reading Standards for Literature: RL.11-12.1, 3, 5 and 9

Reading Standards for Informational Texts: RI.11-12.1-2, RI.11-12.9

Writing Standards: WS.11-12.2a-f, WS.11-12.4-5, WS.11-12.7-8, WS.11-12.9a-b, WS.11-12.10

## **Sample Standards Integration:**

### **21<sup>st</sup> Century Skills & Career Readiness Practices:**

#### **CRP7:Employ valid and reliable research strategies.**

During the course of the semester, students conduct comprehensive research on the life of an American author. Research includes biographical information about the author, the time period in which he/she wrote and the literary era in which he/she wrote. Students are required to analyze and synthesize their research (using multiple resources) in order to convey a comprehensive, lucid, and effective paper.

### **Technology Integration:**

#### **8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.**

Throughout the grade 12 AP English course, students are producing multiple writing pieces across several genres. Work collected in the portfolio may also include Power Point Presentations and other types of assignments. Students keep all of their work in a digital portfolio for the duration of the course. Many teachers use Google classroom for students to maintain and edit their portfolio. Using this platform allows for students to share their work with teachers and other students. Students reflect on their work throughout the semester and keep reflections on their body of work in the portfolio.

### **Interdisciplinary Connection:**

#### **Social Studies:6.1.112.A.4.b: Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.**

In unit one, students study various works of literature across many periods in America. During the Age of Realism, students read and analyze The Gettysburg Address and the Emancipation Proclamation. Reading works of American literature through an historical lens will allow a reader to gain a stronger understanding of societal, economic, political or religious changes to and shifts in American culture. Additionally, reading works of literature, both fiction and nonfiction, help one to understand an historical time period more thoroughly because they provide a personal insight into social, political, economic and religious events of the time.