

Advanced Placement (AP) Language and Composition Curriculum updated August 2024

Advanced Placement (AP) Language and Composition

Black Horse Pike Regional School District English Language Arts Curriculum

Grading Policy

COURSE SYLLABUS

Overall Course Description:

Prerequisite: Successful completion of 75% or better in English II Honors. Students not previously enrolled in Honors can request a move up in placement if they have earned a 90% better in an Accelerated-level course. Summer reading assignments are required. Students who achieve an A or B average in this course will have the opportunity to earn 3 college credits from Camden County College.

This course prepares students to take the AP Language & Composition exam in May, and is a dual credit course with Camden County College to earn credit for Composition 101. As a result, the class focuses on a study of rhetoric to develop core writing skills of summary, research, argument, analysis and synthesis. Students will read and analyze mostly non-fiction writing in various genres, primarily 20th century but including key pre-20th century texts. Students will also read a limited number of classic and contemporary fiction texts including Shakespeare and literary fiction of their choice. Students will work cooperatively and independently to practice skills of argument, analysis and synthesis in reading and writing through Socratic seminar, independent reading, journaling, essay writing and revising. Revision activities and writing conferences focus on grammatical convention to enhance clarity and achieve rhetorical purpose.

Units	Timeframe	Focus Standards:	
Unit 1 : The Structure of Argument	Approximately 10 weeks (September - mid November)	<u>Reading</u> RL.CR.11-12.1; RI.CR.11-12.1; RL.CI.11-12.2; RI.CI.11-12.2; RL.IT.11-12.3; RI.IT.11-12.3; RI.TS.11-12.4; RL.PP.11-12.5; RI.PP.11-12.5; RIAA.11-12.7 <u>Writing</u> W.AW.11-12.1 W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6	<u>Speaking & Listening</u> SL.PE.11-12.1 SLES.11-12.3 <u>Language</u> LSS.11-12.1 LKL.11-12.2
Unit 2 : Rhetorical Analysis	Approximately 10 weeks (mid	<u>Reading</u>	<u>Speaking & Listening</u>

	November - January)	RL.CR.11-12.1; RI.CR.11-12.1; RL.IT.11-12.3; RI.IT.11-12.3; RL.TS.11-12.4; RI.TS.11-12.4; RL.PP.11-12.5; RI.PP.11-12.5; RL.CT.11-12.8 <u>Writing</u> W.IW.11-12.2 W.WP.11-12.4	SL.PE.11-12.1 SL.ES.11-12.3 SL.AS.11-12.6 <u>Language</u> L.SS.11-12.1 L.VL.11-12.3
Unit 3 : Research Synthesis & AP Language Test Preparation	Approximately 10 weeks (February - March)	<u>Reading</u> RL.CI.11-12.2; RI.CI.11-12.2; RI.TS.11-12.4; RL.PP.11-12.5; RI.PP.11-12.5; RL.MF.11-12.6; RI.MF.11-12.6; RI.AA.11-12.7; RL.CT.11-12.8; RI.CT.11-12.8  <u>Writing</u> W.AW.11-12.1 W.WR.11-12.5  W.SE.11-12.6	<u>Speaking & Listening</u> SL.II.11-12.2 SL.PI.11-12.4 SL.UM.11-12.5  <u>Language</u> L.SS.11-12.1 L.KL.11-12.2 L.VI.11-12.4
Unit 4 : AP Language Test Preparation & The Human Experience	Approximately 10 weeks (April - June)	<u>Reading</u> RL.CI.11-12.2; RI.CI.11-12.2; RL.IT.11-12.3; RI.IT.11-12.3; RL.TS.11-12.4; RI.TS.11-12.4; RL.PP.11-12.5; RI.PP.11-12.5; <u>Writing</u> W.NW.11-12.3 W.SE.11-12.6 W.RW.11-12.7	<u>Speaking & Listening</u> SL.PE.11-12.1 SL.II.11-12.2 SL.ES.11-12.3 SL.AS.11-12.6 <u>Language</u> L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3 L.VI.11-12.4

Unit 1: The Structure of Argument

Timeframe	10 weeks
Unit 1 Overview	This unit is designed to introduce students to the rhetorical situation, and empower students to effectively analyze the elements of the rhetorical situation in texts. Students will define key terminology necessary to the analysis and writing of strong arguments (i.e. claim, thesis, exigence...see Unit 1 Vocabulary for complete list.) and apply that terminology to analysis of argumentative texts. By reading and analyzing various argumentative texts, as well as writing, revising, conferencing on and peer editing their writing, students will identify both valid and faulty lines of reasoning in others' arguments and in their own arguments. Students will assess how mentor texts use thesis statements to preview the structure of an argument and will

	<p>recognize, explain and use appropriate methods of development in mentor texts and use them to advance their arguments. Students will: participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings of rhetoric-specific vocabulary to expand their understanding of the purpose of rhetoric; and write regularly in their journals to develop Writer's Workshop assignments inspired by mentor texts. Students will write an argument essay that focuses on authentically responding to counter arguments, and relies on claims, thesis statements and topic sentences to develop their argument according to their intended audience's expectations and needs.</p>
<p>Essential Questions:</p> <p>These establish inquiry to align the unit's assignments and assessments</p>	<ul style="list-style-type: none"> ● Who or what are the writer/speaker, audience, message, purpose, exigence and context that comprise the rhetorical situation? ● What perspectives on the subject might audiences have due to their shared and/or individual beliefs, values, needs, emotions and backgrounds? ● What is a claim, and how do writers rely on claims to develop thesis statements and topic sentences that preview the organization of a particular text? ● How do writers attempt to defend their claims using evidence, and different methods of development? ● What is a line of reasoning, and how do writers use reasoning to connect evidence to claims?
<p>Assessment</p>	<p>Summative/Performance Assessments Plan MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> 1. Summer Reading Assignment (Teacher's Choice) (10%) 2. Writing Workshop (20%): Argument, with a focus on responding to Counter Arguments 3. Performance Assessment (20%): <ol style="list-style-type: none"> a. "A Modest Proposal" Analysis b. Journal Entry into Narrative Writing about Social Action <p>Benchmark Pre-Assessment for Reading: Practice AP Passages (<i>MC comprehension/style & free responses = 0%</i>)</p> <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> 1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.</p>
<p>Learning Targets</p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p>This Unit will focus on the following skills from the AP Language & Composition Course & Exam Description: 1.A, B; 2.B; 3.A, B; 4.A, B, B; 5.A, C; 6.A, C. Use Progress Checks 1-3 on AP Classroom and The Question Bank to assess these in the form of formative assessments and the AP Daily Videos for further skill development. *Reminder that Progress Checks can only be graded for completion.*</p> <p>Reading</p> <p>SWBAT analyze the rhetorical situation of various argumentative texts by identifying the speaker, occasion, audience, purpose, and context.</p> <ul style="list-style-type: none"> ● Essential Question: How do the elements of the rhetorical situation influence the effectiveness of an argument? <p>SWBAT identify claims, thesis statements, and lines of reasoning within argumentative texts.</p> <ul style="list-style-type: none"> ● Essential Question: What makes a claim or thesis statement strong and persuasive? <p>SWBAT assess the validity of reasoning and evidence presented in argumentative texts.</p> <ul style="list-style-type: none"> ● Essential Question: How can we distinguish between valid and faulty reasoning in arguments? <p>SWBAT analyze how different methods of development (e.g., cause and effect, comparison, and definition) are used to advance an argument.</p>

	<ul style="list-style-type: none"> • Essential Question: How do different methods of development shape the strength and clarity of an argument? <p>SWBAT evaluate how an author responds to counterarguments and opposing viewpoints in a text.</p> <ul style="list-style-type: none"> • Essential Question: Why is it important to address counterarguments when building a persuasive argument? <p>Writing</p> <p>SWBAT craft thesis statements that preview the structure of their argument and clearly express their claims.</p> <ul style="list-style-type: none"> • Essential Question: How can a strong thesis statement guide the structure and focus of an argument? <p>SWBAT develop arguments using appropriate methods of development, including evidence and reasoning that are suited to their intended audience.</p> <ul style="list-style-type: none"> • Essential Question: How can different methods of development help me communicate effectively to my audience? <p>SWBAT respond to counterarguments and opposing viewpoints in their writing to strengthen their overall argument.</p> <ul style="list-style-type: none"> • Essential Question: How does acknowledging and responding to opposing viewpoints make an argument more compelling? <p>SWBAT revise their writing by incorporating feedback from peer review and self-assessment.</p> <ul style="list-style-type: none"> • Essential Question: How can revision and peer feedback improve the clarity and strength of an argument? <p>SWBAT write a well-organized argument essay that uses claims, thesis statements, and topic sentences to meet the expectations of their audience.</p> <ul style="list-style-type: none"> • Essential Question: How does understanding my audience shape the way I develop and organize my argument? <p>Speaking and Listening</p> <p>SWBAT participate effectively in Socratic seminars by presenting and defending their analysis of argumentative texts.</p> <ul style="list-style-type: none"> • Essential Question: How can collaborative discussion deepen our understanding of an argument's rhetorical situation? <p>SWBAT listen actively to peers during discussions, responding to and building on others' ideas.</p> <ul style="list-style-type: none"> • Essential Question: How does listening to others' perspectives refine my own understanding of rhetoric and argument? <p>SWBAT ask insightful questions that provoke thoughtful discussion and deeper analysis of argumentative texts.</p> <ul style="list-style-type: none"> • Essential Question: What role do probing questions play in enhancing our understanding of an argument's effectiveness? <p>SWBAT present and explain their rhetorical analysis clearly and coherently to their peers.</p> <ul style="list-style-type: none"> • Essential Question: What strategies can help me clearly communicate my analysis of an argument to others? <p>SWBAT evaluate the arguments presented by their peers, identifying strengths and areas for improvement.</p> <ul style="list-style-type: none"> • Essential Question: How can constructive feedback improve both the arguments of others and my own? <p>Language</p> <p>SWBAT define and correctly use key rhetorical terminology (e.g., claim, exigence, purpose, ethos, pathos, logos) in their analysis and writing.</p> <ul style="list-style-type: none"> • Essential Question: How does a clear understanding of rhetorical terminology improve our ability to analyze and create arguments? <p>SWBAT employ precise diction and varied syntax in their writing to enhance clarity and persuasion.</p> <ul style="list-style-type: none"> • Essential Question: How do diction and syntax affect the tone and effectiveness of an argument? <p>SWBAT revise writing to eliminate common grammatical errors, improving the overall flow and readability of their arguments.</p> <ul style="list-style-type: none"> • Essential Question: Why is it important to present a grammatically sound argument? <p>SWBAT incorporate advanced vocabulary related to rhetoric and argumentation into their writing and discussions.</p> <ul style="list-style-type: none"> • Essential Question: How does expanding my rhetorical vocabulary help me analyze and construct stronger arguments? <p>SWBAT use transitions effectively to create cohesion and clarify relationships between claims, evidence, and reasoning.</p> <ul style="list-style-type: none"> • Essential Question: How do transitions help ensure that an argument flows logically and persuasively? 		
<p>Vocabulary</p>	<p>Discipline-specific vocabulary used throughout the unit:</p> <p>Please see this list of AP Language & Composition Glossary of Literary and Rhetorical Terms with a focus on the following argument and logic terms:</p>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> 1. Audience 2. Claim 3. Concession 4. Conclusion 5. Conditional Statement 6. Counter argument 7. Counterclaim 8. Diction 9. Exigence 10. Fallacy 	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>

		<ul style="list-style-type: none"> 11. Genre 12. Occasion 13. Premise: Major, Minor 14. Purpose 15. Reasoning: Deductive, Inductive 16. Refutation 17. Rhetoric 18. Rhetorical Situation 19. Satire 20. Speaker 21. Subject 22. Syllogism 23. Thesis Statement 24. Tone 25. Topic Sentence 	
<p>Tier 1 Strategies to benefit all learners</p>	<ul style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students. 		

<p>Resources</p>	<p style="text-align: center;">Texts:</p> <p>Mentor Texts: Examples of argument writing available through <i>The Language of Composition</i>, 2nd. Ed. or 3rd Ed. or found through other sources. “A Modest Proposal”</p> <p>Poetry: AP-worthy poetry not taught in 10th or 12th that is thematically connected to mentor texts. Thematically-related texts to mentor texts from <i>The Language of Composition</i></p> <p>Independent Reading options: Recommended from the AP Free Response Titles list, updated 05/2015 Consider beginning nonfiction independent reading for MP2 to create and respond to an AP Style analysis prompt based on a portion of text from Independent reading.</p>
<p>Standards</p> <p>English Language Arts: 11-12 ELA Standards</p>	<p>Reading</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Writing</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>

	<p>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.</p> <p>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.</p> <p>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).</p> <p><u>Speaking and Listening</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>Language</u></p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>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.</p> <p>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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p>	<p><u>Social Studies/History:</u></p> <ul style="list-style-type: none"> 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. <p><u>Visual and Performing Arts:</u></p> <ul style="list-style-type: none"> 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work <p><u>Career Readiness, Life Literacies, and Key Skills:</u></p> <ul style="list-style-type: none"> 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.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

21st Century Skills, Technology, Career Education: Standards	
Accomodations & Modifications	<p>Accommodations and Modifications</p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> • Provide supplementary or lengthier texts with higher-level questions • Provide enrichment activities • Use inquiry-based practices and allow student opportunities to conduct additional research • Provide assessment or assignment choices that require more detail and deeper understanding • Provide additional questions that prompt extensions of understanding • Require research for projects in a specified format • Provide assessment choices that require more detail and deeper understanding <p>Special Education Accomodations/Modifications</p> <p>504 Accomodations/Modifications</p> <p>MLL Accomodations/Modifications</p>

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<h2 style="text-align: center;">Unit 2: Rhetorical Analysis</h2>	
Timeframe	10 weeks
Unit 2 Overview	<p>This unit will utilize a variety of resources and media in order to prepare students for future college-level analysis writing and for analyzing rhetoric in a series of non-fiction texts. By close reading and analyzing several varieties of fiction and nonfiction texts from the past and modern day, students will gain practice in identifying and evaluating author’s use of structural and organizational strategies through rhetorical analysis writing. In addition, these texts will also serve as practice in analyzing how several types of rhetorical techniques can work in and across genres. Students will apply what they learn from these close readings to their writing of rhetorical analysis essays. In the writing process, which will include mentor texts, mini-lessons, writing conferences, and self and peer edits, students will also focus on expanding and developing their choices and evidence in logical and organized ways as well as on honing their intentional use of tone and proper grammatical conventions. Students will conduct research and hone their annotation skills as they closely and critically read and evaluate their sources in order to garner text evidence to support their analysis of a given text; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and strengthen speaking and listening skills; investigate meanings, contexts, and the use of language to expand their vocabulary; and write regularly in Writer’s Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when reading texts & creating a rhetorical analysis essay.</p>
Essential Questions: <small>These establish inquiry to align the unit’s</small>	<ul style="list-style-type: none"> • How does the writer organize and arrange their ideas to develop a coherent argument in the context of Rhetorical Analysis? • When writing an introduction and conclusion to an argument, which rhetorical choices might you make to orient, engage, and/or focus the audience?

<p>assignments and assessments</p>	<ul style="list-style-type: none"> • How does the writer strategically choose words based on not only their denotations and connotations but also their potential effect in the rhetorical situation? • How can we, as writers, work to specify purpose and analysis through writing choices? • How does the writer's style and tone contribute to a complex, ironic, and/or changing perspective on the subject? • How do the works of various authors comment, criticize, or reflect historical and social aspects of the time? • What does a line of reasoning look like in Rhetorical Analysis writing, as compared to Argument writing?
<p>Assessment</p>	<p>Summative/Performance Assessments Plan MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> 1. Teacher's Choice (10%): Rhetorical Terms Multiple Choice Test; AP Test Prep MC from AP Classroom; <i>Canterbury Tales</i> Assessment, Advertisements from AP Textbook 2. Performance Assessment (20%): aligned with a variety of Non-Fiction Independent Reading Standards available, <i>Canterbury Tales</i> Assessment, Advertisements from AP Textbook 3. Writing Workshop (20%): Rhetorical Analysis Essay (College Board Prompt or Self-Created Prompt from Non-Fiction Reading <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> 1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.</p>
<p>Learning Targets</p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p>This Unit will focus on the following skills from the AP Language & Composition Course & Exam Description: 1.A; 2.A; 3.A; 3.B; 4.A; 4.B; 5.A; 5.B; 5.C; 6.A; 6.B; 6.C; 7.A; 7.C; 8.A; 8.B *Highlighted are the new skills for the marking period.* Use Progress Checks 4-6 on AP Classroom and The Question Bank to assess these in the form of formative assessments and the AP Daily Videos for further skill development.</p> <p>*Reminder that Progress Checks can only be graded for completion.* See "Developing Course Skills" section of the official "AP English Language & Composition Course & Exam Description" for specific essential questions organized around the "Big Ideas" of the course: (1) Rhetorical Situation, (2) Claims & Evidence, (3) Reasoning & Organization, and (4) Style.</p> <p>Reading SWBAT analyze the structure and organization of both fiction and non-fiction texts, identifying how these strategies impact the author's rhetorical purpose.</p> <ul style="list-style-type: none"> • Essential Question: How do an author's structural and organizational choices affect the effectiveness of their argument? <p>SWBAT evaluate the effectiveness of rhetorical techniques used across different genres, including how these techniques shape the audience's understanding and response.</p> <ul style="list-style-type: none"> • Essential Question: How do rhetorical techniques vary between genres, and what effect do they have on the audience? <p>SWBAT closely read and annotate non-fiction texts, identifying key elements such as tone, diction, and argumentation strategies.</p> <ul style="list-style-type: none"> • Essential Question: How does close reading and annotation enhance our understanding of an author's argument? <p>SWBAT assess the role of context in shaping the rhetorical strategies employed by authors in both modern and historical texts.</p> <ul style="list-style-type: none"> • Essential Question: How does the context in which a text is written influence the author's rhetorical strategies? <p>SWBAT analyze how authors use evidence and logical reasoning to support their claims across different genres.</p> <ul style="list-style-type: none"> • Essential Question: What types of evidence and reasoning are most effective in supporting an author's claim? <p>Writing</p>

	<p>SWBAT write a rhetorical analysis essay that evaluates the author's use of rhetorical techniques to achieve their purpose.</p> <ul style="list-style-type: none"> • Essential Question: How can we effectively analyze and explain the rhetorical strategies used by an author in a rhetorical analysis essay? <p>SWBAT expand and develop their claims using relevant and logical evidence in a coherent and organized manner.</p> <ul style="list-style-type: none"> • Essential Question: How does the organization and development of evidence strengthen an argument in rhetorical analysis writing? <p>SWBAT integrate peer and mentor feedback into their writing, making revisions that improve clarity, organization, and rhetorical effectiveness.</p> <ul style="list-style-type: none"> • Essential Question: How does collaboration and feedback help improve the quality of our writing? <p>SWBAT revise their writing to reflect a clear and intentional tone, as well as correct and varied sentence structure.</p> <ul style="list-style-type: none"> • Essential Question: How do tone and sentence variety contribute to the effectiveness of a rhetorical analysis essay? <p>SWBAT incorporate research and evidence from credible sources into their writing to support their rhetorical analysis.</p> <ul style="list-style-type: none"> • Essential Question: How can integrating evidence from credible sources strengthen an argument in rhetorical analysis? <p>Speaking and Listening</p> <p>SWBAT participate in Socratic seminars by contributing thoughtful insights and analyses of rhetorical techniques used in the texts studied.</p> <ul style="list-style-type: none"> • Essential Question: How can collaborative discussion deepen our understanding of an author's rhetorical strategies? <p>SWBAT listen attentively to peers during discussions, asking follow-up questions to encourage deeper exploration of rhetorical strategies.</p> <ul style="list-style-type: none"> • Essential Question: How can we use questioning to further analyze and understand rhetorical strategies? <p>SWBAT present their analysis of a text's rhetorical techniques in a clear and engaging way during class discussions.</p> <ul style="list-style-type: none"> • Essential Question: What strategies can help us communicate our analysis of rhetoric effectively in a discussion setting? <p>SWBAT respond to opposing viewpoints presented in discussions, using evidence from the text to defend their analysis.</p> <ul style="list-style-type: none"> • Essential Question: How does engaging with opposing viewpoints enhance the depth of our rhetorical analysis? <p>SWBAT evaluate the quality of their peers' rhetorical analyses, providing constructive feedback that highlights strengths and areas for improvement.</p> <ul style="list-style-type: none"> • Essential Question: How can providing and receiving feedback from peers enhance our ability to analyze and write about rhetoric? <p>Language</p> <p>SWBAT define and accurately use rhetorical terms (e.g., ethos, pathos, logos, tone, diction) in both their analysis and writing.</p> <ul style="list-style-type: none"> • Essential Question: How does a strong understanding of rhetorical terms enhance our ability to analyze and write about texts? <p>SWBAT apply appropriate tone and style in their writing, tailoring their language to effectively convey their rhetorical analysis to a specific audience.</p> <ul style="list-style-type: none"> • Essential Question: How does tone and style influence the persuasiveness of a rhetorical analysis? <p>SWBAT revise writing for correct grammar, punctuation, and syntax, ensuring their essays are polished and professional.</p> <ul style="list-style-type: none"> • Essential Question: Why is grammatical accuracy important in constructing a clear and effective rhetorical analysis? <p>SWBAT use advanced vocabulary and precise language in their rhetorical analysis essays to enhance clarity and argumentation.</p> <ul style="list-style-type: none"> • Essential Question: How does the use of advanced vocabulary and precise language improve the effectiveness of a rhetorical analysis? <p>SWBAT incorporate effective transitions and cohesive devices in their writing to ensure their analysis flows logically from one point to the next.</p> <ul style="list-style-type: none"> • Essential Question: How do transitions and cohesive devices help make a rhetorical analysis essay clearer and more persuasive? 		
<p>Vocabulary</p>	<p>Discipline-specific vocabulary used throughout the unit:</p> <p>Please see this list of AP Language & Composition Glossary of Literary and Rhetorical Terms with a focus on the following argument and logic terms:</p>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> 1. Active Voice 2. Alliteration 3. Allusion 4. Ambiguity 5. Analogy 6. Analysis 7. Anecdote 8. Appeals: ethos, pathos, logos 9. Clauses: Independent, dependent 10. Commentary 11. Devices 12. Diction: Colloquial, Jargon, Vernacular, Denotation, Connotation, etc 	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>

		<ul style="list-style-type: none"> 13. Euphemism 14. Hyperbole 15. Imagery 16. Irony: verbal, dramatic, situational 17. Juxtaposition 18. Metaphor 19. Organization 20. Oxymoron 21. Parallelism: anaphora, antithesis, zuegma 22. Parenthetical Idea 23. Passive Voice 24. Personification 25. Redundancy 26. Rhetorical Question 27. Simile 28. Style 29. Theme 30. Understatement 	
<p>Tier 1 Strategies to benefit all learners</p>	<ul style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students. 		
<p>Resources</p>	<p>Mentor Texts: Prentice Hall Literature, <i>The British Tradition</i>; Examples of rhetorical analysis writing available through <i>The Language of Composition</i>, 2nd. Ed. or 3rd Ed. or found through the College Board; "The Canterbury Tales". Selections from <i>The Language of Composition</i> and</p>		

	<p>Student Sample Essays from <i>The College Board</i>; released practice passages and questions from <i>The College Board</i></p> <p>Poetry: AP-worthy poetry not taught in 10th or 12th that is thematically connected to mentor texts. Thematically-related texts to mentor texts from <i>The Language of Composition</i></p> <p>Independent Reading options: Recommended from the AP Free Response Titles list, updated 05/2015</p> <p>*Independent Research: Annotate for main idea/claim, evidence and support; evaluate for reliability and usefulness; gather relevant evidence to support two sides of an argument.</p> <p>Supplementary resources relative to context or themes in the short stories:</p> <p>NYTimes</p> <p>Common Lit</p> <p>Actively Learn</p>
<p>Standards</p> <p>English Language Arts: 11-12 ELA Standards</p>	<p>Reading</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Writing</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>

	<p>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.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>Speaking and Listening</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language</p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century</p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. 6.2.12.CivicsPI.5.B: Analyze the role of diverse beliefs, cultures, and experiences in shaping a democratic society and the ways in which individuals and groups exert influence in shaping public policy. 6.3.12.CivicsPR.1: Evaluate the impact of interest groups, media, and public opinion on the development of public policy and the political process <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. 1.4.12prof.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. <p>Career Readiness, Life Literacie, and Key Skills:</p> <ul style="list-style-type: none"> 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

Skills, Technology, Career Education: Standards	
Accomodations & Modifications	<p><u>Accommodations and Modifications</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding <p>Special Education Accomodations/Modifications</p> <p>504 Accomodations/Modifications</p> <p>MLL Accomodations/Modifications</p>

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<h2 style="text-align: center;">Unit 3: Research Synthesis & AP Language Test Preparation</h2>	
Timeframe	10 weeks
Unit 3 Overview	<p>This unit is built on a close study of argument skills in MP1 and of analysis skills in MP2. To prepare for the AP Language & Composition III test (in May each year), this 3rd unit will focus on revisiting and refining these argument and analysis skills as well as honing synthesis skills in preparation for the exam. Students will refine synthesis skills through writing of a research argument essay inspired by readings or individual topic selection. Students will review MLA citation guidelines and make connections to its purpose, and discuss the overall purpose of citation conventions. Students will identify and assess sources for their research based on the C.R.A.A.P. test framework for evaluating sources, with a focus on taking a bibliography of sources identified in research and assessing and eliminating sources as the thesis is refined. Students will focus on revising and qualifying claims through information from sources and established lines of reasoning, revising lines of reasoning as needed. To continue preparation for the AP Literature exam, students will read, analyze and synthesize Shakespearean texts, demonstrating their knowledge through an analysis assessment. Students begin to prepare for the AP Language & Composition exam with final test preparation activities. Students will read various non-fiction texts for structure and purpose in support of their reading of Shakespeare, as well as source material for research essay.</p>
Essential Questions: <small>These establish inquiry to align the unit's assignments and assessments</small>	<ul style="list-style-type: none"> ● How can readers synthesize connections between texts? ● Why is it valuable to synthesize ideas across texts? ● How must writers revise claims as new information is discovered during the research process? ● How can claims be qualified through the use of modifiers, counter arguments, and alternative perspectives? ● How can writers organize analysis and argument using primary and secondary source texts as support? ● What are the features and purposes of MLA, APA and other citation conventions? ● How do writers use citation conventions to communicate reliable source information?

<p>Assessment</p>	<p>Summative/Performance Assessments Plan MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> Writing Workshop (20%) Synthesis Research Project - Argument Writing; Topics can be generated by students, related to independent reading, Shakespearean text, etc. Teacher's Choice (10%): Annotated Bibliography (suggested: follow AP Synthesis prompt format) Performance Assessment (20%) Shakespearean Text Assessment <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> Quizzes Socratic Seminar Presentations Reading Checks <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.</p> <ul style="list-style-type: none">  RI.CT.11–12.8 Climate Change Example: Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.  W.WR.11–12.5 Climate Change Example: Students may research, analyze, and critique the role of the petroleum industry in world politics, the global economy, and global climate change.  SL.UM.11–12.5 Climate Change Example: Students may utilize digital platforms to collaborate with students to develop possible solutions to environmental justice issues resulting from climate change.
<p>Learning Targets</p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p>This Unit will focus on the following skills from the AP Language & Composition Course & Exam Description: 1.A & B; 2.A & B; 3.C; 4.C; 7.A, B & C; 8.A, B & C. <i>*Highlighted are the new skills for the marking period.*</i> Use Progress Checks 7-9 on AP Classroom and The Question Bank to assess these in the form of formative assessments and the AP Daily Videos for further skill development. <i>*Reminder that Progress Checks can only be graded for completion.*</i></p> <p>See "Developing Course Skills" section of the official "AP English Language & Composition Course & Exam Description" for specific essential questions organized around the "Big Ideas" of the course: (1) Rhetorical Situation, (2) Claims & Evidence, (3) Reasoning & Organization, and (4) Style.</p> <p>Reading</p> <p>SWBAT closely read Shakespearean texts, analyzing their structure, purpose, and use of rhetorical devices.</p> <ul style="list-style-type: none"> Essential Question: How do Shakespeare's language choices and structure contribute to the overall meaning and impact of his texts? <p>SWBAT read and analyze non-fiction texts to evaluate how authors structure arguments and employ rhetorical techniques.</p> <ul style="list-style-type: none"> Essential Question: How do authors of non-fiction texts effectively structure their arguments to achieve their purpose? <p>SWBAT identify and assess sources for their research argument essay, evaluating each source's credibility, relevance, accuracy, authority, and purpose using the C.R.A.A.P. test.</p> <ul style="list-style-type: none"> Essential Question: How can we ensure that our sources are reliable and relevant to our research? <p>SWBAT analyze connections between non-fiction texts and Shakespearean works to synthesize ideas for argument and analysis.</p> <ul style="list-style-type: none"> Essential Question: How do connections between different types of texts enhance our understanding of literary and rhetorical concepts? <p>SWBAT evaluate the purpose and structure of various non-fiction texts in relation to the AP exam expectations.</p>

	<ul style="list-style-type: none"> • Essential Question: How does understanding an author’s purpose and structure aid in our preparation for the AP Language & Composition exam? <p>Writing</p> <p>SWBAT write a research argument essay that synthesizes multiple sources, refines claims, and integrates MLA citation conventions correctly.</p> <ul style="list-style-type: none"> • Essential Question: How does synthesizing multiple sources strengthen an argument and how do proper citations support its credibility? <p>SWBAT revise and refine claims and lines of reasoning based on source evaluation and ongoing research.</p> <ul style="list-style-type: none"> • Essential Question: Why is it important to revise our arguments as we evaluate and incorporate new sources? <p>SWBAT effectively integrate quotes, paraphrases, and summaries from sources into their argument essays while maintaining their own voice and argument.</p> <ul style="list-style-type: none"> • Essential Question: How do we balance our own argument with the integration of source material? <p>SWBAT demonstrate mastery of synthesis writing by effectively combining ideas from Shakespearean and non-fiction texts in written analysis.</p> <ul style="list-style-type: none"> • Essential Question: How can synthesizing ideas across different texts enhance the depth and complexity of our written arguments? <p>SWBAT incorporate feedback from peers, mentors, and self-assessment to improve the clarity and coherence of their research argument essays.</p> <ul style="list-style-type: none"> • Essential Question: How does revision and feedback contribute to the development of a stronger, more coherent argument? <p>Speaking and Listening</p> <p>SWBAT engage in collaborative discussions, such as Socratic seminars, to synthesize ideas from Shakespearean texts and non-fiction sources.</p> <ul style="list-style-type: none"> • Essential Question: How can collaboration and discussion help us develop a deeper understanding of literary and rhetorical concepts? <p>SWBAT listen actively to peers during discussions, using others’ ideas to inform and refine their own arguments.</p> <ul style="list-style-type: none"> • Essential Question: How does listening to others’ perspectives help refine our own understanding and arguments? <p>SWBAT present their research argument essay findings and synthesis of multiple sources in a clear and logical manner to their peers</p> <ul style="list-style-type: none"> • Essential Question: How can presenting our research and arguments to others help us clarify and refine our ideas? <p>SWBAT ask clarifying and probing questions during discussions to deepen the analysis of texts and arguments.</p> <ul style="list-style-type: none"> • Essential Question: How can asking the right questions deepen our analysis of complex texts? <p>SWBAT respond to counterarguments and questions from peers with evidence-based reasoning during discussions.</p> <ul style="list-style-type: none"> • Essential Question: How does addressing counterarguments strengthen the validity of our arguments in discussion? <p>Language</p> <p>SWBAT correctly apply MLA citation guidelines in their research argument essays, ensuring that citations are accurate and consistent.</p> <ul style="list-style-type: none"> • Essential Question: Why is proper citation important in academic writing and how does it enhance the credibility of an argument? <p>SWBAT refine their writing to ensure that grammatical conventions, punctuation, and syntax are polished and professional.</p> <ul style="list-style-type: none"> • Essential Question: How does attention to grammar, syntax, and punctuation impact the clarity and effectiveness of an argument? <p>SWBAT use varied sentence structures and advanced vocabulary in their writing to enhance the sophistication and persuasiveness of their argument.</p> <ul style="list-style-type: none"> • Essential Question: How can varied sentence structures and precise vocabulary improve the quality and effectiveness of our writing? <p>SWBAT revise their language and tone in writing to match the formal expectations of academic writing, particularly in the context of synthesis and analysis essays.</p> <ul style="list-style-type: none"> • Essential Question: How does tone and language choice influence the audience’s perception of an argument? <p>SWBAT employ effective transitions and cohesive devices in their research argument essays to ensure a logical flow of ideas.</p> <ul style="list-style-type: none"> • Essential Question: How do transitions and cohesive devices contribute to the clarity and coherence of an academic argument? 		
<p>Vocabulary</p>	<p>Discipline-specific vocabulary used throughout the unit:</p> <p>Please see this list of AP Language & Composition Glossary of Literary and Rhetorical Terms with a focus on the following argument and logic terms:</p>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> 1. Abstract 2. Accuracy (of text) 3. Author 4. Authority 5. Annotated Bibliography 6. Bibliography 7. Citation 8. Container Title (aka Title of Container) 9. Copyright 10. Currency (of text) 	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>

		<ol style="list-style-type: none"> 11. Database 12. Iambic Pentameter 13. In-text citation 14. Editor 15. Ellipsis 16. Meter 17. Motif 18. Paradox 19. Parenthetical citation 20. Publication date 21. Publisher 22. Purpose (of text) 23. Relevance (of text) 24. Rhyme Scheme 25. Qualifying 26. Sonnet 27. Source 28. Syllables (stressed and unstressed) 29. Synthesis 30. Works Cited 	
<p>Tier 1 Strategies to benefit all learners</p>	<ol style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 		

	<p>20. Incorporating digital literacy skills into the curriculum.</p> <p>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</p>
<p>Resources</p>	<p>Mentor Texts: Examples of argument writing available through <i>The Language of Composition</i>, 2nd. Ed. or 3rd Ed.</p> <p>Major works <i>Hamlet</i> (Shakespeare), <i>Julius Caesar</i> (Shakespeare), <i>Macbeth</i> (Shakespeare)</p> <p>Poetry: Shakespeare’s Sonnets and other AP-worthy poetry not taught in 10th or 12th that is thematically connected to mentor texts.</p> <p>Long Fiction: Recommended from the AP Free Response Titles list, updated 05/2015</p>
<p>Standards</p> <p>English Language Arts: 11-12 ELA Standards</p>	<p>Reading</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Writing</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>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).</p> <p>Speaking and Listening</p> <p>SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language</p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>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.</p> <p>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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> 6.1.12.CivicsDP.8.A: Use primary and secondary sources to generate and answer compelling and supporting questions about the United States and/or world history from multiple perspectives and varied sources. 6.1.12.HistoryCA.3.A: Use evidence to evaluate the impact of historical events on the development of American values, institutions, and culture. <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 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., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

21st Century Skills, Technology, Career Education: Standards	<ul style="list-style-type: none"> 9.4.12.IML.6: Use information accurately and ethically in the development of a research product <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> 4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work.
Accommodations & Modifications	<p>Accommodations and Modifications</p> <p>Gifted and Talented</p> <ul style="list-style-type: none"> Provide supplementary or lengthier texts with higher-level questions Provide enrichment activities Use inquiry-based practices and allow student opportunities to conduct additional research Provide assessment or assignment choices that require more detail and deeper understanding Provide additional questions that prompt extensions of understanding Require research for projects in a specified format Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p> <p>504 Accommodations/Modifications</p> <p>MLL Accommodations/Modifications</p>

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Unit 4: AP Language Test Preparation & The Human Experience

Timeframe	10 weeks
Unit 4 Overview	<p>Now that students have a strong understanding of the function, structure, and use of each type of essay, students will refine their writing of each in preparation for the AP Language & Composition test. Students will write each type of essay, evaluate their own writing, peer edit and revise, and choose which to revise and submit for Writing Workshop. To continue preparation for the AP exam, students will read a variety of excerpts, essays, letters, and/or speeches to analyze, synthesize, and evaluate through annotating, writing, and answering multiple choice questions. Students will work independently and with classmates to reflect on their test-taking strengths and weaknesses in order to excel on the AP exam. To this end, students will also analyze their progress check data from previous marking periods in order to see which skills they still need to work with and practice those skills independently. Additionally, students will dive into the Human Experience through analysis and writing of original poetry and literature. Students will review terms specific to time period, literature, and poetry to assist in their analysis of the texts. Students will begin to prepare for the AP Literature course and exam with final literature and poetry activities.</p>
Essential Questions: These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> How do poets and writers of literature tell us about the human experience? How must an author approach rhetorical and poetic devices differently when writing for a listening audience? How does literature/poetry reflect the time period it's from? What do we learn by analyzing an author's use of language in a particular genre? How can we revise our writing to prepare for the AP exam and to enhance our reasoning? How can we develop strong thesis statements during timed/on-demand writing?

	<ul style="list-style-type: none"> • What are our strategies for multiple choice questions?
<p>Assessment</p>	<p>Summative/Performance Assessments Plan MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> 1. Teacher's Choice (10%): Rhetorical Terms Multiple Choice Test; AP Test Prep MC from AP Classroom; Poetry Terms Test; Literature Test with AP/SAT Style MC Questions 2. Performance Assessment (20%): aligned with a variety of Non-Fiction Independent Reading Standards available, Literary Analysis Project/Presentation; Original Poetry/Performance; Speech Analysis 3. Writing Workshop (20%): Student Choice Essay/Portfolio (College Board Prompts for Argument, Rhetorical Analysis, and/or Synthesis) <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> 1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.</p>
<p>Learning Targets</p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p>This Unit will focus on a review of the skills from the AP Language & Composition Course & Exam Description (Units 1-9). Use The Question Bank and Practice Exams on AP Classroom to assess these in the form of formative assessments. See "Developing Course Skills" section of the official "AP English Language & Composition Course & Exam Description" for specific essential questions organized around the "Big Ideas" of the course: (1) Rhetorical Situation, (2) Claims & Evidence, (3) Reasoning & Organization, and (4) Style.</p> <p>Reading</p> <p>SWBAT analyze a variety of excerpts, essays, letters, and speeches for rhetorical strategies, structure, and purpose.</p> <ul style="list-style-type: none"> • Essential Question: How do authors use structure and rhetorical strategies to achieve their purpose across different types of texts? <p>SWBAT annotate texts to identify key ideas, arguments, and rhetorical devices that enhance their comprehension and analysis.</p> <ul style="list-style-type: none"> • Essential Question: How does effective annotation help us understand and analyze complex texts? <p>SWBAT evaluate the effectiveness of literary and rhetorical techniques in original poetry and literature.</p> <ul style="list-style-type: none"> • Essential Question: How do literary and rhetorical techniques convey deeper meanings in poetry and literature? <p>SWBAT read and respond to multiple-choice questions based on a variety of texts, identifying and evaluating the author's use of evidence and reasoning.</p> <ul style="list-style-type: none"> • Essential Question: How can careful reading and analysis improve performance on AP exam multiple-choice questions? <p>SWBAT reflect on their test-taking strengths and weaknesses by analyzing previous progress check data and multiple-choice practice results.</p> <ul style="list-style-type: none"> • Essential Question: How can we use data from past assessments to identify areas of strength and weakness in our reading and analysis skills? <p>Writing</p> <p>SWBAT refine their writing for each type of essay (argumentative, synthesis, and rhetorical analysis) in preparation for the AP Language & Composition exam.</p> <ul style="list-style-type: none"> • Essential Question: How can refining our essay-writing techniques improve our performance on the AP exam? <p>SWBAT evaluate and revise their own writing, as well as peer essays, to improve clarity, organization, and argumentation.</p> <ul style="list-style-type: none"> • Essential Question: How does revising our own work and providing feedback to peers strengthen our writing skills? <p>SWBAT select one essay to revise and submit for a Writer's Workshop, focusing on improving their use of evidence, reasoning, and rhetorical devices.</p> <ul style="list-style-type: none"> • Essential Question: What makes an essay stand out in terms of structure, argument, and rhetorical effectiveness? <p>SWBAT compose original poetry that reflects their understanding of literary techniques and engages with the Human Experience.</p> <ul style="list-style-type: none"> • Essential Question: How can poetry be used to express complex ideas and emotions about the Human Experience? <p>SWBAT incorporate feedback from peer review and self-assessment into their essays, making targeted revisions to improve their writing.</p>

	<ul style="list-style-type: none"> • Essential Question: How does constructive feedback from peers and self-reflection enhance the quality of our essays? <p>Speaking and Listening</p> <p>SWBAT participate in collaborative discussions with classmates to reflect on their strengths and weaknesses as test-takers and set goals for improvement.</p> <ul style="list-style-type: none"> • Essential Question: How can collaborative discussions help us identify areas of growth and set goals for the AP exam? <p>SWBAT present and discuss their analysis of excerpts, essays, and speeches, using evidence from the texts to support their ideas.</p> <ul style="list-style-type: none"> • Essential Question: How can presenting our analysis of a text deepen our understanding of its rhetorical strategies? <p>SWBAT offer constructive feedback on their peers' writing during peer review, focusing on areas such as argumentation, organization, and use of rhetorical devices.</p> <ul style="list-style-type: none"> • Essential Question: How can offering thoughtful feedback to our peers improve our own writing and analytical skills? <p>SWBAT discuss the themes and techniques used in original poetry and literature, and how they relate to the broader Human Experience.</p> <ul style="list-style-type: none"> • Essential Question: How do discussions of literature and poetry help us explore the Human Experience? <p>SWBAT engage in reflective conversations with peers about their progress in the course and areas where they need additional practice or focus.</p> <ul style="list-style-type: none"> • Essential Question: How can reflecting on our progress with peers help us make targeted improvements in preparation for the AP exam? <p>Language</p> <p>SWBAT review and apply literary and rhetorical terms from previous units to enhance their analysis of poetry, literature, and essays.</p> <ul style="list-style-type: none"> • Essential Question: How does a strong understanding of literary and rhetorical terminology enhance our ability to analyze texts? <p>SWBAT revise their essays to improve the precision of their language, ensuring that word choice, sentence structure, and grammar are polished and effective.</p> <ul style="list-style-type: none"> • Essential Question: How does precise language and careful editing contribute to the effectiveness of an essay? <p>SWBAT use advanced vocabulary and varied sentence structures in their writing to create more sophisticated and compelling arguments.</p> <ul style="list-style-type: none"> • Essential Question: How does the use of advanced vocabulary and varied sentence structures elevate the quality of our writing? <p>SWBAT analyze the use of diction and tone in original poetry and literature, evaluating how these elements contribute to meaning and impact.</p> <ul style="list-style-type: none"> • Essential Question: How do diction and tone shape the reader's experience and interpretation of poetry and literature? <p>SWBAT apply knowledge of specific literary and poetic terms to analyze and write about the themes present in the works studied.</p> <ul style="list-style-type: none"> • Essential Question: How do literary and poetic terms help us unpack the themes and messages within texts? 		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <p>Please see this list of AP Language & Composition Glossary of Literary and Rhetorical Terms with a focus on the following argument and logic terms:</p>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> 1. Anaphora 2. Assonance 3. Classicism 4. Consonance 5. Foreshadowing 6. Free Verse 7. Literature/Literary Fiction 8. Mood 9. Onomatopoeia 10. Pacing 11. Rhyme: internal, slant, end 12. Romanticism 13. Sentence Structures/Types 14. Symbol 15. Syntax/Sentence Variety 	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 		

	<ol style="list-style-type: none"> 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	<p>Mentor Texts: Prentice Hall Literature, <i>The British Tradition</i>; Examples of writing available through <i>The Language of Composition</i>, 2nd. Ed. or 3rd Ed. or found through the College Board; <i>The Canterbury Tales</i>; <i>Frankenstein</i> or other AP Lit Text not taught in 9th, 10th, or 12th; drawn from <i>10 Things Every Writer Needs to Know</i> (Anderson); <i>Write Like This</i> (Gallagher); <i>Everything's an Argument</i></p> <p>Poetry: AP-worthy poetry not taught in 10th or 12th that is thematically connected to mentor texts; Romantic Poetry.</p> <p>Independent Reading options: Recommended from the AP Free Response Titles list, updated 05/2015; Assortment of Speeches</p>
Standards English Language Arts: 11-12 ELA Standards	<p>Reading</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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</p>

style and content convey information and advance a point of view.

Writing

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.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.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.

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).

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.

Speaking and Listening

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

SL.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.

Language

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.

	<p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century Skills, Technology, Career Education: Standards</p>	<p><u>Visual and Performing Arts:</u></p> <ul style="list-style-type: none"> 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work. 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. <p><u>Social Studies/History</u></p> <ul style="list-style-type: none"> 6.1.12.HistoryUP.8.A: Analyze multiple factors that influenced the perspectives of people during different historical eras 6.2.12.HistoryUP.4.A: Analyze the role of nationalism, imperialism, and other world forces in shaping political ideologies and regional conflicts. 6.2.12.CivicsPI.5.B: Analyze the role of diverse beliefs, cultures, and experiences in shaping a democratic society and the ways in which individuals and groups exert influence in shaping public policy. <p><u>Career Readiness, Life Literacies, and Key Skills:</u></p> <ul style="list-style-type: none"> 9.4.12.TL.4: Collaborate in online learning environments or to complete tasks, requiring a variety of digital tools
<p>Accommodations & Modifications</p>	<p><u>Accommodations and Modifications</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> Provide supplementary or lengthier texts with higher-level questions Provide enrichment activities Use inquiry-based practices and allow student opportunities to conduct additional research Provide assessment or assignment choices that require more detail and deeper understanding Provide additional questions that prompt extensions of understanding Require research for projects in a specified format Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p> <p>504 Accommodations/Modifications</p> <p>MLL Accommodations/Modifications</p>

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