

## Rumson-Fair Haven Regional High School

**Course:** *AP English Language and Composition*

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**Board Approval:** August 2024

### **Section I: Course Description**

*AP English Language and Composition* integrates the study of language and rhetoric to enhance/reinforce the literacy capacities and higher-order thinking skills needed for the 21st Century. Emphasis is placed on the acquisition/development of the literacy capacities needed for college and career readiness according to the 2023 New Jersey Learning Standards for English Language Arts Anchor Standards. Students enrolled in *AP English Language and Composition* will read/respond to analytical, argumentative, expository, and personal texts from a variety of authors and cultural/historical contexts. *AP English Language and Composition* is aligned with the curricular requirements established by The College Board and documented in CollegeBoard *AP: English—English Language and Composition* and *English Literature and Composition* Course Description (Fall 2019).

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:**

#### 1. 2023 New Jersey Student Learning Standards English Language Arts:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

#### 2. 2020 New Jersey Student Learning Standards: Social Studies:

- o All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages. )

#### 3. Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:

- o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

#### 4. Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:

- o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”

**\*Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

5. **\*Amistad Law: N.J.S.A. 18A 52:16A-88:**
  - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. **\*Holocaust Law: N.J.S.A. 18A 35-28:**
  - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
7. **\*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. **\*Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
  - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

### **Section III: Curriculum Modifications**

The *AP English Language and Composition* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for English Courses](#) chart.

### **Section IV: Preparation for Standardized Testing**

Instruction in *AP English Language and Composition* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT*, the *SAT*, and most importantly the AP exam. Students in this course will make use of materials from AP Classroom and third-party test preparation companies to simulate the kinds of tasks that they will face on the day of the exam.

### **Section V: Curriculum Pacing Guide**

Curriculum Pacing Guide	
<b>Course Title:</b> <i>AP English Language and Composition</i>	<b>Grade Level:</b> 11th-12th
<b>Unit I:</b> Foundations of Rhetoric: Politics and Language	Weeks 1-10
<b>Unit II:</b> Argument: Educational Policy	Weeks 11-21
<b>Unit III:</b> Synthesis: Science, Technology, and the Environment	Weeks 22-30
<b>Unit IV:</b> Comprehensive Review	Weeks 31-35
<b>Unit V:</b> Post-Exam Project	Weeks 36-40

### **Section VI: Primary Texts and Year-Long Instructional Resources**

The following texts and instructional resources are employed for all students in *AP English Language and Composition*:

- Google Classroom
- *Common Sense Education* ([www.commonsense.org](http://www.commonsense.org))
- Turnitin.com (<https://www.turnitin.com/>)
- Vocabulary.com ([www.vocabulary.com](http://www.vocabulary.com))
- AP Classroom
- *The Language of Composition, 2nd Edition* (ed. R. Shea, L. Scanlon, and R.D. Aufses)
- *5 Steps to a 5 AP English Language and Composition* (B. Murphy and E. Rankin)
- *\*The Battle Hymn of the Tiger Mother* (Amy Chua)
- *\*Oryx and Crake* (Margaret Atwood)
- *\*The Lottery* (Madeleine Sackler)
- *\*If a Tree Falls: A Story of the ELF* (Marshall Curry)

### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in *AP Language and Composition* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *AP Language and Composition* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Dance* instructional team to inform future learning and to measure student growth.

### **Section VIII: Unit Templates**

The following unit templates have been established for the *AP Language and Composition* curriculum by the *AP Language and Composition* instructional team:

Unit I: Foundations of Rhetoric--Politics and Language		
<b>Unit Summary</b>		
<p>In this unit, students will establish expectations for writing at the college level and apply best-practice approaches to close reading. Students will become familiar with the rhetorical triangle, the classical rhetorical appeals, as well as the application of the SOAPStone method for analysis. Instructors will present the format and time restrictions for the <i>AP English Language and Composition</i> Examination. The unit has one thematic concentration: The Rhetoric of Politics and Language.</p>		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Language and Composition</i>:</p> <ul style="list-style-type: none"> <li>● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> <li>○ Reading:           <ul style="list-style-type: none"> <li>■ RI.CR.11–12.1, RI.CR.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.MF.11–12.6, RI.AA.11–12.7, RI.CT.11–12.8</li> </ul> </li> <li>○ Writing:           <ul style="list-style-type: none"> <li>■ W.AW.11–12.1, W.IW.11–12.2, W.WP.11–12.4, W.WR.11–12.5, W.RW.11–12.7</li> </ul> </li> <li>○ Speaking and Listening:           <ul style="list-style-type: none"> <li>■ SL.PE.11–12.1, SL.PI.11–12.4</li> </ul> </li> <li>○ Language:           <ul style="list-style-type: none"> <li>■ L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4</li> </ul> </li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> <li>○ 6.1.12HistoryUP.2.c, 6.1.12HistoryCA.2.a</li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.IML.8</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● What foundational ideologies and principles guide American identity and values?</li> <li>● How do the conventions of rhetoric shape political discourse?</li> <li>● *What political, social, and economic ideals have remained static and which have changed throughout American history?</li> <li>● How can students mobilize an analytical framework to better understand contemporary issues?</li> </ul>	<ul style="list-style-type: none"> <li>● Historically, Americans have identified as problem solvers and rule breakers, allowing them to instigate important changes.</li> <li>● Political discourse is impacted by the relationship between the speaker, audience, and purpose. A written text contains stylistic maneuvers used to persuade an audience.</li> <li>● *Individual liberties and the freedom to pursue one’s purpose make up the cornerstone of American ideals, but these have manifested in a variety of ways throughout modern history.</li> <li>● Texts need to be read more than once to understand what is being said, and how it is being said, giving students a more critical and in-depth understanding of the issues they study.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Classwork</li> <li>● Homework</li> <li>● Current Events</li> <li>● Discussions</li> <li>● Podcast Entries</li> <li>● Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Summer Vocabulary Test (Benchmark)</li> <li>● Practice Multiple Choice (Benchmark)</li> <li>● Summer Reading Seminar (Benchmark)</li> <li>● Timed Writings (Benchmark and Summative)</li> <li>● Comparative Speech Seminars (Summative)</li> <li>● Presentations on texts (Benchmark)</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● <i>AP English Language and Composition</i> Summer Assignment</li> <li>● “An Introduction to Rhetoric” in <i>The Language of Composition</i></li> <li>● “Close Reading: The Art and Craft of Analysis” in <i>The Language of Composition</i></li> <li>● Selected speeches from <i>American Political Speeches</i> ed. Richard Beeman</li> <li>● Abraham Lincoln’s “Gettysburg Address”</li> <li>● *Martin Luther King Jr.’s “Letter from Birmingham Jail”</li> <li>● *Malcolm X’s “The Ballot or the Bullet”</li> <li>● H.D. Thoreau’s “Civil Disobedience” (excerpts)</li> <li>● Podcasts (interdisciplinary, student selections)</li> <li>● Current event articles (interdisciplinary, student selections)</li> <li>● <i>5 Steps to a 5 AP English Language and Composition</i></li> <li>● AP Classroom</li> <li>● Vocabulary.com</li> </ul>

Unit II: Argument: Educational Policy		
<b>Unit Summary</b>		
This unit focuses on developing the student’s ability to read an argument in a text and recognize the different patterns by which an argument is developed. Additionally, students will apply these concepts in crafting and advancing their claims. Students will examine the development of logical claims in comparison to illogical claims and logical fallacies to strengthen their own skills for developing a sound argument. The unit has one thematic concentration: Education.		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Language and Composition</i> :		
<ul style="list-style-type: none"> <li>● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> <li>○ Reading:           <ul style="list-style-type: none"> <li>■ RI.CR.11–12.1, RI.CR.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.MF.11–12.6, RIAA.11–12.7, RI.CT.11–12.8</li> </ul> </li> <li>○ Writing:           <ul style="list-style-type: none"> <li>■ W.AW.11–12.1, W.IW.11–12.2, W.WP.11–12.4, W.WR.11–12.5, W.SE.11–12.6, W.RW.11–12.7</li> </ul> </li> <li>○ Speaking and Listening:           <ul style="list-style-type: none"> <li>■ SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6</li> </ul> </li> <li>○ Language:           <ul style="list-style-type: none"> <li>■ L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4</li> </ul> </li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> <li>○ 6.1.12EconNE.3.a, 6.1.12.HistorySE.14.b, 6.1.12.CivicsPR.16.a</li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.CT.3, 9.4.12.IML.2, 9.4.12.IML.8</li> </ul> </li> </ul>		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● *How effectively does our educational system serve the needs of the student?</li> <li>● What policy changes are necessary to improve the quality of education?</li> <li>● How does a documentarian use rhetorical and filmmaking strategies to enhance an argument and persuade viewers?</li> <li>● How does one construct a logical, compelling argument?</li> </ul>	<ul style="list-style-type: none"> <li>● *The current educational system is inconsistent in meeting the needs of all students.</li> <li>● Various proposals at the district and state level can help students best achieve their academic potential.</li> <li>● Through various film and rhetorical techniques, documentarians attempt to persuade their audiences of their film’s argument.</li> <li>● Writers employ strategic choices to craft their arguments. The following elements should be considered: structure and line of reasoning, rhetorical strategies, rhetorical appeals, and specific evidence (qualitative and quantitative) to name a few. Logical fallacies should be avoided.</li> </ul>	
Evidence of Learning		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Classwork</li> <li>● Homework</li> <li>● Current Events</li> <li>● Discussions</li> <li>● Podcast Entries</li> <li>● Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Timed Writings (Benchmark and Summative)</li> <li>● Multiple Choice Exam</li> <li>● Seminars</li> <li>● Educational Reform Research Project (Benchmark)</li> <li>● Presentations on texts</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● “Synthesizing Sources: From Reading to Writing” in <i>The Language of Composition</i></li> <li>● Ralph Waldo Emerson’s “Education” (excerpt)</li> <li>● *Madeleine Sackler’s <i>The Lottery</i></li> <li>● Contemporary periodical articles re: the charter school debate</li> <li>● *Amy Chua’s <i>The Battle Hymn of the Tiger Mother</i></li> <li>● *Sophia Chua’s response to <i>The Battle Hymn of the Tiger Mother</i> in <i>The New York Post</i></li> <li>● Researched articles for the Educational Reform Project</li> <li>● Podcasts (interdisciplinary, student selections)</li> <li>● Ad Fontes Media’s “The Media Bias Chart”</li> <li>● Current Event Articles (interdisciplinary, student selections)</li> <li>● <i>5 Steps to a 5 AP English Language</i></li> <li>● AP Classroom</li> <li>● Vocabulary.com</li> </ul>

Unit III: Synthesis--Science, Technology, and the Environment		
<b>Unit Summary</b>		
This unit focuses on preparing students to use sources to craft an argument. In this unit, students will learn to interpret document sources, cite the sources accurately (MLA), and integrate sources and quotations smoothly into a documented argument. Students will become familiar with evaluating both primary and secondary sources to support their claims. This unit has three thematic concentrations: Science, Technology, and the Environment.		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Language and Composition</i> :		
<ul style="list-style-type: none"> <li>● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> <li>○ Reading:           <ul style="list-style-type: none"> <li>■ RL.CR.11–12.1, RI.CR.11–12.1, RL.CI.11–12.2, RI.CR.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, RI.MF.11–12.6, RI.CT.11–12.8</li> </ul> </li> <li>○ Writing:           <ul style="list-style-type: none"> <li>■ W.AW.11–12.1, W.IW.11–12.2, W.WP.11–12.4, W.WR.11–12.5, W.SE.11–12.6, W.RW.11–12.7</li> </ul> </li> <li>○ Speaking and Listening:           <ul style="list-style-type: none"> <li>■ SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6</li> </ul> </li> <li>○ Language:           <ul style="list-style-type: none"> <li>■ L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4</li> </ul> </li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> <li>○ 6.1.12.HistorySE.14.b, 6.1.12.CivicsPR.16.a</li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.1.12.IC.3, 8.2.12.EC.1, 8.2.12.ETW.4</li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.CT.3, 9.4.12.IML.2, 9.4.12.IML.8</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● *What responsibility do humans hold for preserving their environments?</li> <li>● *What are the effects that advancing technology has had on humans and their interactions with each other?</li> <li>● What ethical implications do various newly developed scientific innovations have?</li> <li>● How can I use the findings of others to strengthen my own claims in the service of constructing strong arguments?</li> </ul>	<ul style="list-style-type: none"> <li>● *Humans struggle to find the delicate balance between environmental stewardship and economic/political benefit in their approach to environmental preservation.</li> <li>● *New technologies have had both positive and negative impacts on humans and their interactions with one another.</li> <li>● New scientific innovations present both opportunities and challenges in terms of their social, political, and economic impacts.</li> <li>● Qualitative and quantitative evidence from outside sources can be effectively integrated into our own arguments to support original claims.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b>	<b>Benchmark &amp; Summative Assessments:</b>	<b>Resources Needed:</b>
<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Classwork</li> <li>● Homework</li> <li>● Current Events</li> <li>● Discussions</li> <li>● Podcast Entries</li> <li>● Nature Journaling</li> <li>● Individual student check-ins with teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Multiple Choice Exam</li> <li>● Timed Writings (Benchmark and Summative)</li> <li>● Seminars</li> <li>● Educational Reform Research Project (Summative)</li> </ul>	<ul style="list-style-type: none"> <li>● “Synthesizing Sources: Entering the Conversation” in <i>The Language of Composition</i></li> <li>● *Ralph Waldo Emerson’s Nature (excerpt)</li> <li>● *Margaret Atwood’s <i>Oryx and Crake</i></li> <li>● Bold Type Interview with Margaret Atwood</li> <li>● *Marshall Curry’s <i>If a Tree Falls: A Story of the ELF</i></li> <li>● Podcasts (interdisciplinary, student selections)</li> <li>● Ad Fontes Media’s “The Media Bias Chart”</li> <li>● <i>5 Steps to a 5 AP English Language and Composition</i></li> <li>● Current Event Articles (interdisciplinary, student selections)</li> <li>● AP Classroom</li> <li>● Vocabulary.com</li> </ul>

Unit IV: Comprehensive Review		
<b>Unit Summary</b>		
This unit is a short, focused unit that concentrates on the <i>AP English Language and Composition</i> Examination. Students will utilize course materials, unit graphic organizers, and a final released <i>AP English Language and Composition</i> Examination as resources during this unit. A final terms assessment will be used to evaluate the student’s understanding of the terminology needed for the <i>AP English Language and Composition</i> Examination.		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Language and Composition</i> :		
<ul style="list-style-type: none"> <li>● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> <li>○ Reading:           <ul style="list-style-type: none"> <li>■ RI.CR.11–12.1, RI.CR.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.MF.11–12.6, RIAA.11–12.7, RI.CT.11–12.8</li> </ul> </li> <li>○ Writing:           <ul style="list-style-type: none"> <li>■ W.AW.11–12.1, W.IW.11–12.2, W.WP.11–12.4, W.WR.11–12.5, W.SE.11–12.6, W.RW.11–12.7</li> </ul> </li> <li>○ Speaking and Listening:           <ul style="list-style-type: none"> <li>■ SL.PE.11–12.1, SL.PI.11–12.4</li> </ul> </li> <li>○ Language:           <ul style="list-style-type: none"> <li>■ L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4</li> </ul> </li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> <li>○ 6.1.12HistoryUP.2.c, 6.1.12HistoryCA.2.a</li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.IML.8</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● What can I expect to encounter on the AP exam?</li> <li>● What are my personal strengths and weaknesses as we approach the exam?</li> </ul>	<ul style="list-style-type: none"> <li>● The exam consists of an hour-long multiple-choice section and three FRQs (synthesis, rhetorical analysis, and argument).</li> <li>● Targeted practice will help students remediate any concepts or skills in need of remediation. Students will evaluate their own needs to answer this question.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Current Events Discussions</li> <li>● Review Choice Board</li> <li>● Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Timed Writings (Summative)</li> <li>● Multiple Choice Exam (Summative)</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Podcasts (interdisciplinary, student selections)</li> <li>● Ad Fontes Media’s “The Media Bias Chart”</li> <li>● <i>5 Steps to a 5 AP English Language and Composition</i></li> <li>● Current Event Articles (interdisciplinary, student selections)</li> <li>● Released <i>AP English Language and Composition</i> tests</li> <li>● AP Classroom</li> <li>● Vocabulary.com</li> </ul>
Unit V: Post-Exam Project		
<b>Unit Summary</b>		
This unit follows the <i>AP English Language and Composition</i> Examination. The students will work in self-selected groups and focus on a selected task whereby they will research, develop, and deliver a multi-dimensional presentation that showcases various skills from the course. The options are as follows: viewing a documentary film that will be used as a referent in a final presentation in which students will assess the persuasiveness of the text, crafting a commencement speech for their graduating class, or constructing a synthesis packet and response on a new topic. No matter which option they select, students will be expected to spend time exploring mentor texts, drafting their presentations, practicing and revising their work, and presenting their findings to the class.		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Language and Composition</i> :		
<ul style="list-style-type: none"> <li>● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i></li> </ul>		

<ul style="list-style-type: none"> <li>○ Reading: <ul style="list-style-type: none"> <li>■ RI.CR.11–12.1, RI.CR.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.MF.11–12.6, RI.AA.11–12.7, RI.CT.11–12.8</li> </ul> </li> <li>○ Writing: <ul style="list-style-type: none"> <li>■ W.AW.11–12.1, W.WP.11–12.4, W.WR.11–12.5, W.SE.11–12.6, W.RW.11–12.7</li> </ul> </li> <li>○ Speaking and Listening: <ul style="list-style-type: none"> <li>■ SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6</li> </ul> </li> <li>○ Language: <ul style="list-style-type: none"> <li>■ L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4</li> </ul> </li> <li>● 2023 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> <li>○ 6.1.12.HistorySE.14.b, 6.1.12.CivicsPR.16.a</li> </ul> </li> <li>● 2023 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> <li>○ 8.1.12.IC.3, 8.2.12.EC.1, 8.2.12.ETW.4</li> </ul> </li> <li>● 2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills <ul style="list-style-type: none"> <li>○ 9.4.12.CT.3, 9.4.12.IML.2, 9.4.12.IML.8</li> </ul> </li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● What have I learned about analyzing an author’s style this year?</li> <li>● What are the elements of a strong argument?</li> </ul>	<ul style="list-style-type: none"> <li>● Documentarians and writers alike, employ strategic rhetorical techniques to present their arguments to their audiences.</li> <li>● Strong arguments, whether written or visual, present a nuanced approach to a topic. They leverage both qualitative and quantitative evidence to advance their claims. Furthermore, they balance the various rhetorical appeals (ethos, pathos, and logos) in their attempt to convince their audience of their argument.</li> </ul>
Evidence of Learning	
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Final Project Presentation (Summative)</li> </ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Various student-selected documentaries</li> <li>● Laptops</li> <li>● Viewing platforms (Amazon, Netflix, YouTube, etc.)</li> <li>● YouTube.com for speech exploration</li> <li>● <i>The College Board’s</i> website for past synthesis prompts</li> </ul>	

### **Section IX: Unit Reflection**

The *AP English Language and Composition* instructional team must confer upon the completion of each instructional unit in the *AP English Language and Composition* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *AP English Language and Composition* curriculum.

Unit Reflection Form: <i>AP English Language and Composition</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			

Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

**Appendix**  
***Writing Instruction and the RFH Community***

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

### **What types of writing situations should RFH students engage in?**

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)