Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: AP Language and Composition

Course Description: The AP English Language and Composition Course is a college-level survey course of nonfiction texts threaded with a rhetorical emphasis. Students will be expected to read widely and critically, to explore rhetorical strategies, and to respond to their readings both with discussions and with in-class timed and out-of-class writings that emphasize the particular forms of argumentation, narration, and exposition. **All students enrolled in Advanced Placement courses are required to take the Advanced Placement Examinations in May (see Policy 2429 & Program of Studies page 5).**

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

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. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read 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.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression,

and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground 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.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn 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.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Rhetorical Analysis: Education	16
Unit 2: Argument: Culture	16
Unit 3: Synthesis: Environment	16
Unit 4: Rhetorical Analysis: Community	16
Unit 5: Argument: Money	16
Unit 6: Synthesis: Justice	16
Unit 7: Exam Review	16

Unit 8: Studying Literature	16

Unit 1

Desired Results

Unit 1 Title: Rhetorical Analysis: Education

Unit Summary: In Unit 1, students will study language specific to analyzing arguments, identifying claims, and observing how evidence supports them. They will write a paragraph where they make a claim and defend it with evidence, focusing on articulating another writer's claim and its supporting evidence. This unit emphasizes close reading skills and distinguishing between argumentative claims and statements of fact, culminating in a series of rhetorical analysis paragraphs. In Unit 4, students revisit rhetorical analysis, deepening their writing quality and focusing on introductions and conclusions, while also learning comparison/contrast and definition/description methods. The final assignment is a full-length rhetorical analysis essay.

Learning Standards

NJSLS:

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

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.

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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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.

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

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

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

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

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.

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

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

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Interdisciplinary Connections: 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Learning Targets	
Unit Essential Questions: • Who are the writer and audience, and what are the message, purpose, and context of this rhetorical situation? • How does the writer consider the rhetorical situation when crafting the message? • How might the audience's shared or individual beliefs, values, needs, and backgrounds influence their perspectives on the subject? • How do the writer's choices in the introduction and conclusion reflect their purpose and context while addressing the audience's needs and perspectives? • What claim does the writer defend, and how does it convey their position on the subject? • What types of evidence (e.g., facts, anecdotes, statistics, examples, expert opinions, personal experiences) does the writer use to defend the claim? • How does the writer's choice of evidence reflect the rhetorical situation and advance their purpose?	**Unit Enduring Understandings:** • Individuals write within a particular situation and make strategic writing choices based on that situation. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

• How does the writer's commentary logically connect the evidence to the claim it supports?	

Vocabulary:

- Tier 2:
  - Sadlier's *Vocabulary Workshop*, Units 1&2
- Tier 3:
  - Selected terms from *The Language of Composition & College Board*

Students will be able to:

- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose. context, and message.
- Identify and explain claims and evidence within an argument.
- Develop a paragraph that includes a claim and evidence supporting the claim.
- Write a well-developed thesis statement.
- Write a rhetorical precis and a concluding sentence.

Learning Activities:

- Establish each student's prior understanding of language and composition through a relatable hook (story,survey, posing question, etc.) or through individual conferences.
- Read nonfiction texts collectively and individually to prepare for the AP exam.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used.
- Confer individually with teacher and peers.
- Frederick Douglass, *Learning to Read and Write*

- Richard Rodriguez, *Aria: Memoir of a Bilingual Childhood*

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Diversity, Equity & Inclusion [DEI]*
    - Frederick Douglass, *Learning to Read and Write*
    - Richard Rodriguez, *Aria: Memoir of a Bilingual Childhood*
    - Lou Gerhig, *Farewell Speech*
    - Mina Shahinfar, *For Teenager, Hijab a Sign of Freedom, Not Stricture*
    - Frida Kahlo, *Self-Portrait*
    - Queen Elizabeth I, *Speech to the Troops at Tilbury*
    - Geoffrey Nunberg, from *The Decline of Grammar*
    - Frederick Douglass, *Learning to Read and Write*
    - Richard Rodriguez, *Aria: Memoir of a Bilingual Childhood*
    - David Sedaris, *Me Talk Pretty One Day*

Assessment Evidence
Formative Assessments: • Vocabulary and grammar assessments • Writing drafts
Summative Assessments: • Summer assignment • Rhetorical analysis essay

Common Benchmark Assessments:

- Quarterly Assessments
- Midterm Exam
- Final Exam

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Readings from *The Language of Composition* • Lou Gerhig, *Farewell Speech* • Mina Shahinfar, *For Teenager, Hijab a Sign of Freedom, Not Stricture* • Frida Kahlo, *Self-Portrait* • Queen Elizabeth I, *Speech to the Troops at Tilbury* • Geoffrey Nunberg, from *The Decline of Grammar* • Frederick Douglass, *Learning to Read and Write* • Richard Rodriguez, *Aria: Memoir of a Bilingual Childhood* • David Sedaris, *Me Talk Pretty One Day*
Sadlier's Vocabulary Workshop
Sadlier's Grammar for Writing

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Argument: Culture

Unit Summary: In Unit 2, students will deepen their understanding of argument writing by focusing on audience, claims, evidence, and rhetorical appeals. The unit will emphasize the importance of tailoring arguments to specific audiences, enhancing discussions of claims and evidence, and effectively using rhetorical strategies to persuade. By the end of this unit, students will be able to craft comprehensive arguments with clear overarching theses, supported by multiple paragraphs of well-organized claims and evidence.

Learning Standards

NJSLS:

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

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.

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.

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

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.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.
RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit ideas
Computer Science & Design Thinking (*CS & DT***):**
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Connections:
6.1.12.HCA.14.C:Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Learning Targets	
Unit Essential Questions: • How does a writer persuade or motivate action through different modes of persuasion (ethos, pathos, logos)? • How does a writer tailor evidence, organization, and language to fit the rhetorical situation and the audience's perspectives and needs?	**Unit Enduring Understandings:** • Individuals write within a particular situation and make strategic writing choices based on that situation. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and

• What rhetorical choices can a writer make to achieve their purpose and connect with the audience's emotions and values? • How do a writer's diction and syntax choices influence the audience's perception and acceptance of the argument? • How can you consider your perspective and position on a subject to develop a clear, overarching thesis supported by reasoning and evidence?	often acknowledge or respond to other, possibly opposing, arguments.

Vocabulary:
• Tier 2:
  ○ Sadlier's *Vocabulary Workshop*, Units 3&4
• Tier 3:
  ○ Selected terms from *The Language of Composition & College Board*	

Students will be able to: • Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. • Demonstrate an understanding of an audience's beliefs, values, or needs. • Identify and explain claims and evidence within an argument. • Develop a paragraph that includes a claim and evidence supporting the claim. • Identify and describe the overarching thesis of an argument. • Write a thesis statement that requires proof or defense and that may preview the structure of the argument. • Draft arguments using appropriate and relevant evidence.	
Learning Activities: • Establish each student's prior understanding of language and composition through a relatable hook (story,survey, posing question, etc.) or through individual conferences.	

- Read nonfiction texts collectively and individually to prepare for the AP exam.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used.
- Confer individually with teacher and peers.
-

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *Amistad & Holocaust*
- *Diversity, Equity & Inclusion [DEI]*
    - Martin Luther King Jr., *Letter from Birmingham Jail*
    - Leslie Marmon Silko, *Language and Literature from a Pueblo Indian Perspective*
    - James Baldwin, *Notes of a Native Son*

Assessment Evidence
Formative Assessments: • Vocabulary and grammar assessments • Writing drafts
Summative Assessments: • Unit 2 MC test • Unit 2 augment essay
Common Benchmark Assessments: • Quarterly Assessments • Midterm Exam

- Final Exam

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Readings from *The Language of Composition* • Dodge, *It's a Big Fat..* • Shirley Chisholm, *People and Peace, Not Profits and War* • Amy Domini, *Why Investing in Fast Food Might Be a Good Thing* • *NYT* Editorial Board, *Felons and the Right to Vote* • Malcolm Gladwell, *Outliers* • Thomas Jefferson, *The Declaration of Independence* • Michael Bloomberg, *Ground Zero Mosque Speech* • Dorthea Lange, *Migrant Mother*
Saldier's Vocabulary Workshop
Sadlier's Grammar for Writing

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to

the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Synthesis: Environment

Unit Summary: In this unit, students will delve deeper into the effective use of evidence in their arguments. They will learn to gather and select the most compelling evidence to support their claims. Additionally, students will enhance the quality of their commentary by smoothly introducing evidence and logically linking it to their claims. They will position their arguments within the broader context of existing debates by synthesizing various sources and clearly citing them.

The unit also focuses on the importance of planning and executing a coherent line of reasoning, ensuring logical connections from paragraph to paragraph. Students will explore different methods of development in a text and strategize to use the approaches that best suit their purpose. By the end of this unit, students will be adept at creating well-supported, logically connected arguments using a variety of development strategies.

Learning Standards

NJSLS:

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

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.

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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

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.

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

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

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

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

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

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

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

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.

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.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.

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.

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.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.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
Computer Science & Design Thinking (*CS & DT***):** 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Interdisciplinary Connections: 6.1.12.ENM.11.A: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life. 5.HS.ESS3.4:Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

Learning Targets	
Unit Essential Questions: • What claim(s) does the writer defend, and how does it reflect their position on the subject? • How do writers develop tone to establish their claim? • What types of evidence (e.g., facts, anecdotes, statistics) does the writer use to support their claim?	**Unit Enduring Understandings:** • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

<table>
<tr>
<td>

- How does the choice of evidence reflect the rhetorical situation and advance the writer's purpose?
- What role does specific evidence play in the argument, and how does it fulfill that role?
- What claim are you defending, and how does it convey your position on the subject?
- How can you use specific rhetorical choices to support your claim?
- How does your choice of evidence reflect the rhetorical situation and support your purpose?
- How and why should you integrate and address others' arguments in your own writing?
- What premises does the writer communicate, and how do they fit into the logical progression supporting the thesis?
- Are there flaws in the writer's reasoning, and how do they impact the argument?

</td>
<td>

- Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

</td>
</tr>
<tr>
<td colspan="2">

Vocabulary:

- Tier 2:
  - Sadlier's *Vocabulary Workshop*, Units 5&6
- Tier 3:
  - Selected terms from *The Language of Composition & College Board*

</td>
</tr>
<tr>
<td colspan="2">

Students will be able to:

- Identify and explain claims and evidence within an argument.
- Develop a paragraph that includes a claim and evidence supporting the claim.

</td>
</tr>
</table>

- Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- Develop a line of reasoning and commentary throughout an argument.
- Recognize and explain the use of methods of development to accomplish a purpose.
- Use appropriate methods of development to advance an argument.

Learning Activities:

- Establish each student's prior understanding of language and composition through a relatable hook (story,survey, posing question, etc.) or through individual conferences.
- Read nonfiction texts collectively and individually to prepare for the AP exam.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used.
- Confer individually with teacher and peers.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *Climate Change:*
    - Rachel Carson, *Silent Spring*
    - Bill McKibben, *A Moral Atmosphere*
    - Royal Dutch/Shell, *Let's Go* (advertisement)
    - arah Zhang, *Save the Galapagos…*

Assessment Evidence

Formative Assessments:

- Vocabulary and grammar assessments

- Writing drafts

Summative Assessments:

- Unit 3 Synthesis Mock Task
- Unit 3 exam

Common Benchmark Assessments:

- Quarterly Assessments
- Midterm Exam
- Final Exam

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Readings from *The Language of Composition* • Rachel Carson, *Silent Spring* • Ralph Waldo Emerson, *Nature* • Bill McKibben, *A Moral Atmosphere* • Royal Dutch/Shell, *Let's Go* (advertisement) • Sarah Zhang, *Save the Galapagos…*
Saldier's Vocabulary Workshop
Saldier's Grammar Workshop

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Rhetorical Analysis: Community

Unit Summary: In Unit 4, students will fine-tune their arguments to qualify an argument and address a counterargument. They will delve deeper into an argument to articulate the complexities and nuances of various perspectives and positions, and they will strive to write their own arguments with these complexities in mind. Students will also note strategic choices in syntax and diction, paying particular attention to grammatical and mechanical constructions and the arrangement of ideas within sentences and paragraphs. The unit will culminate in a full-length rhetorical analysis writing assignment that addresses community dynamics and values.

Learning Standards

NJSLS:

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

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.

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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

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.

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

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

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

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

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features,

including how two or more texts from the same period treat similar themes or topics.
RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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.
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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
Computer Science & Design Thinking (*CS & DT*): 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Interdisciplinary Connections: WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.9-12.1 Write arguments focused on discipline-specific content.

Learning Targets	
Unit Essential Questions: • Will presenting your thesis in the introduction or conclusion more effectively accomplish your purposes? • What is the scope of the writer's claim?How does the writer contextualize the claim by establishing boundaries or limitations? • How does the writer select modifiers— specific words, phrases, or clauses—to qualify claims?	**Unit Enduring Understandings:** • Individuals write within a particular situation and make strategic writing choices based on that situation. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

• To what degree does the writer's claim support, complement, or contrast with others' claims on this subject? • How and why does the writer concede, rebut, and/or refute another's claim? • How do you respond to an ongoing conversation about a subject? • How does the writer arrange sentences in a text to emphasize ideas?How does the writer use punctuation and text features to achieve a purpose and/or create an effect (e.g.,clarify, organize, emphasize, indicate purpose, supplement information, contribute to a tone)?	• The rhetorical situation informs the strategic stylistic choices that writers make.

Vocabulary:

- Tier 2:
  - Sadlier's *Vocabulary Workshop*, Units 7&8
- Tier 3:
  - Selected terms from *The Language of Composition & College Board*

Students will be able to:

- Write an essay in 45 minutes.
- Identify and analyze rhetorical devices in a piece.
- Write an essay that addresses the rhetorical situation in an argument.
- Use MLA format when citing sources.
- Apply standard grammar and conventions when speaking and writing.

Learning Activities:

- Establish each student's prior understanding of language and composition through a relatable hook (story,survey, posing question, etc.) or through individual conferences.
- Read nonfiction texts collectively and individually to prepare for the AP exam.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used.
- Confer individually with teacher and peers.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *Asian American & Pacific Islanders*
- *Diversity, Equity & Inclusion [DEI]):*
    - Amy Tan, *Mother Tongue*
    - Rebecca Solnit, *A Paradise Built in Hell*
    - Zora Neale Hurston, *How it Feels to Be Colored Me*

Assessment Evidence
Formative Assessments: • Vocabulary and grammar assessments • Writing drafts • Socratic Seminar
Summative Assessments: • Unit 4 test

Common Benchmark Assessments:

- Quarterly Assessments
- Midterm Exam
- Final Exam

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Readings from *The Language of Composition* • Henry David Thoreau, *Where I Lived, and What I Lived For* • Oliver Goldsmith, *Health and Happiness* • Lee Smith, *Raised to Leave: Some Thoughts on "Culture"* • David Brooks, *How Covenants Make Us* • Norman Rockwell, *Freedom from Want*
Saldier's Vocabulary Workshop
Saldier's Grammar Workshop

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Argument: Money

Unit Summary: In Unit 5, students will master the study and writing of arguments while focusing on the theme of money. They will analyze various texts that explore financial topics, evaluating the effectiveness of the authors' arguments and rhetorical strategies. Through class discussions and writing exercises, students will learn to construct well-reasoned arguments, addressing different perspectives on money. Additionally, students will study rhetorical choices, grammar, and mechanics and their impacts on one's argument. By the end of the unit, students will apply their skills in a comprehensive writing assignment, crafting their own arguments on financial issues that impact society.

Learning Standards

NJSLS:

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

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.

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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

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.

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

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

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

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

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

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

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

and sufficient evidence.
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.
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.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.
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.
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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
Computer Science & Design Thinking (*CS & DT*): 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Interdisciplinary Connections: WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.9-12.1 Write arguments focused on discipline-specific content. 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Learning Targets	
Unit Essential Questions: • In their argument, how does the writer seek to persuade or motivate action though appeals—the modes of persuasion? • How does the writer make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in order to relate to the audience and advance the writer's purposes? • How does the writer's choices in diction and syntax influence how the audience perceives the writer and the	**Unit Enduring Understandings:** • Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer's purpose. • Writers' choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.

degree to which an audience may accept the writer's argument? ● How does the writer's word choice reflect their biases and possibly affect their credibility with a particular audience? ● How does the writer convey clear relationships between ideas within and across sentences? ● How does the writer arrange clauses, phrases, and words to emphasize ideas? ● How does the writer arrange sentences in a text to emphasize ideas?	● Word choice may reflect writers' biases and may affect their credibility with a particular audience. ● Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument. ● A writer's style is made up of the mix of word choice, syntax, and conventions employed by that writer. ● Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers' expectations or values.
Vocabulary: ● Tier 2: ○ Sadlier's *Vocabulary Workshop*, Units 9&10 ● Tier 3: ○ Selected terms from *The Language of Composition & College Board*	
Students will be able to: ● Write an essay in a timed environment. ● Anticipate and address counterarguments. ● Refute, rebut, and concede when speaking and writing. ● Incorporate relevant and sophisticated evidence when developing an argument. ● Apply standard grammar and conventions when speaking and writing.	
Learning Activities:	

- Establish each student's prior understanding of language and composition through a relatable hook (story,survey, posing question, etc.) or through individual conferences.
- Read nonfiction texts collectively and individually to prepare for the AP exam.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used.
- Confer individually with teacher and peers.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *Amistad & Holocaust*
- *Diversity*, *Equity & Inclusion [DEI])*
    - Booker T. Washington, *The Atlanta Exposition Address*
    - Lars Eighner, *On Dumpster Diving*
    - Jia Tolentino, *The Gig Economy Celebrates Working Yourself to Death*
    - Hazel Florez, *Panama Papers*

Assessment Evidence
Formative Assessments: • Vocabulary and grammar assessments • Writing drafts
Summative Assessments: • Unit 5 Test
Common Benchmark Assessments:

- Quarterly Assessments
- Midterm Exam
- Final Exam

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Readings from *The Language of Composition* • Barbara Ehrenreich, *Serving in Florida* • Jonathan Swift, *A Modest Proposal* • Andrew Carnegie, *The Gospel of Wealth* • Booker T. Washington, *The Atlanta Exposition Address* • Lars Eighner, *On Dumpster Diving* • Jia Tolentino, *The Gig Economy Celebrates Working Yourself to Death* • Hazel Florez, *Panama Papers*
Saldier's Vocabulary Workshop
Saldier's Grammar Workshop

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: Synthesis: Justice

Unit Summary: Unit 6 explores issues relating to justice. Students will examine multiple perspectives and how writers strengthen their arguments by engaging with these views. Students will master techniques such as addressing a counterargument, making a concession, and providing qualification. The culminating writing assignment is a full-length synthesis essay.

Learning Standards

NJSLS:

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

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.

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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
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.
RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
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.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.
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.
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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connections:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Learning Targets

Unit Essential Questions:

- What is the scope of the writer's claim?
- How does the writer contextualize the claim by establishing boundaries or limitations?
- How does the writer use specific modifiers—words, phrases, or clauses—to qualify their claims?
- To what degree does the writer's claim support, complement, or contrast with others' claims on this subject?
- How does the writer engage with the ongoing conversation about the subject?
- How and why does the writer concede to, rebut, or refute another's claim?

Unit Enduring Understandings:

- Effectively entering into an ongoing conversation about a subject means engaging with positions that have already been considered and debated.
- Evidence and sources will either support, complement, or contradict a writer's thesis.
- Writers enhance their credibility when they refute, rebut, or concede to opposing arguments and contradictory evidence.
- When writers concede, they accept all or part of a competing position or claim as correct, agree that the competing position or claim is correct under different circumstances, or acknowledge the limitations of their own argument.

<table>
<tr><td>

- How might conceding to, rebutting, or refuting alternative perspectives on a subject affect the writer's credibility?

</td><td>

- When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or part of a competing position or claim is invalid.
- When writers refute, they demonstrate, using evidence, that all or part of a competing position or claim is invalid.
- Writers use transitions to introduce counterarguments.
- Not all arguments explicitly address a counterargument.

</td></tr>
<tr><td colspan="2">

Vocabulary:

- Tier 2:
  - Sadlier's *Vocabulary Workshop*, Units 11&12
- Tier 3:
  - Selected terms from *The Language of Composition & College Board*

</td></tr>
<tr><td colspan="2">

Students will be able to:

- Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- Qualify a claim using modifiers, counterarguments, or alternative perspectives.
- Examine multiple positions and perspectives to create a well-developed and nuanced argument.
- Write an essay in 60 minutes.

</td></tr>
<tr><td colspan="2">

Learning Activities:

- Establish each student's prior understanding of language and composition through a relatable hook (story,survey, posing question, etc.) or through individual conferences.
- Read nonfiction texts collectively and individually to prepare for the AP exam.
- Execute standards-based mini-lessons to develop skills and strategies.

</td></tr>
</table>

- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used.
- Confer individually with teacher and peers.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:
(Amistad & Holocaust, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]):*

- Atul Gawande, *Hellhole*
- Ta-Nehisi Coates, *Between the World and Me*

Assessment Evidence
Formative Assessments: • Vocabulary and grammar assessments • Writing drafts
Summative Assessments: • Unit 6 Test • Synthesis Project
Common Benchmark Assessments: • Quarterly Assessments • Midterm Exam • Final Exam
Alternative Assessments: • Choice Assignments

- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Readings from *The Language of Composition* • Ta-Nehisi Coates, *Between the World and Me* • Henry David Thoreau, *On the Duty of Civil Disobedience* • Abraham Lincoln, *The Gettysburg Address* • Emmeline Pankhurst, *Freedom or Death* • George Orwell, *Politics and the English Language* • Earl Warren, *A Home for American Jurisprudence* • John F. Kennedy, *Inaugural Address* • Ronald Reagan, *Statement on US Immigration and Refugee Policy* • Atul Gawande, *Hellhole*
Saldier's Vocabulary Workshop
Saldier's Grammar Workshop

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

Desired Results

Unit 7 Title: Exam Review

Unit Summary: Unit 7's prepares students for the AP Language and Composition Exam. Students will practice answering multiple-choice questions and writing each essay in a timed environment. Students will work independently and collaboratively write, revise, and edit rhetorical analysis, argument, and synthesis essays. The culminating activity is a portfolio assessment.

Learning Standards

NJSLS:

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

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.

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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

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.
RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
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.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.
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.
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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-12.1 Write arguments focused on discipline-specific content.

Learning Targets	
Unit Essential Questions: • What strategies can students use to effectively analyze and interpret non-fiction texts on the AP Language and Composition exam? • How can students construct well-organized, evidence-based arguments in response to AP exam prompts? • What are the key components of a successful synthesis essay, and how can students integrate multiple sources into a coherent argument? • How can students manage their time effectively during the AP Language and Composition exam to maximize their performance on both the multiple-choice and free-response sections? • What common pitfalls should students avoid when writing rhetorical analysis, argument, and synthesis essays, and how can they refine their writing to meet AP exam standards?	**Unit Enduring Understandings:** • Understanding how to identify and analyze rhetorical strategies in various texts is essential for interpreting an author's purpose and effectiveness. • Developing and supporting a clear, coherent argument is fundamental to effective writing and critical thinking. • The ability to integrate multiple sources into a cohesive argument demonstrates higher-order thinking and the capacity to engage with complex ideas. • Selecting and incorporating appropriate evidence is crucial for substantiating claims and enhancing the credibility of an argument. • Recognizing the importance of tone, style, and voice allows writers to tailor their pieces to different audiences and purposes. • Contextual awareness of historical, cultural, and social factors informs deeper comprehension and analysis of texts.

	• Close reading skills are necessary for identifying nuanced meanings, underlying assumptions, and implicit arguments within a text. • The process of revising and reflecting on one's work is vital for improvement and mastery of writing techniques. • Command of grammar and syntax enhances clarity and precision in writing, contributing to the overall effectiveness of communication. • Effective time management strategies are essential for successfully completing the multiple components of the AP exam within the allotted time.

Vocabulary:

- Tier 2:
  - Sadlier's *Vocabulary Workshop*, Units 13&14
- Tier 3:
  - Selected terms from *The Language of Composition & College Board*

Students will be able to:

- Collaborate with peers to revise and edit writing pieces.
- Reflect on their skills to develop mastery of writing techniques.
- Prepare and plan for the AP Language and Composition exam.
- Review skills and strategies relating to each section of the exam.

Learning Activities:

- Establish each student's prior understanding of language and composition through a relatable hook (story,survey, posing

question, etc.) or through individual conferences.
- Read nonfiction texts collectively and individually to prepare for the AP exam.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used.
- Confer individually with teacher and peers.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Readings from College Board's AP Classroom (**TBD**)

Assessment Evidence
Formative Assessments: • Vocabulary and grammar assessments • Writing drafts
Summative Assessments: • Portfolio
Common Benchmark Assessments: • Quarterly Assessments • Midterm Exam • Final Exam
Alternative Assessments: • Choice Assignments • Choice Essay Topics

- Modified Assignments

Core Instructional & Supplemental Materials
Readings from College Board's AP Classroom (**TBD**)
Saldier's Vocabulary Workshop
Saldier's Grammar Workshop

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results
Unit 8 Title: Studying Literature
Unit Summary: In Unit 8, students will explore the rich world of literature and poetry while developing essential writing skills for college applications. The unit is designed to deepen students' understanding of literary techniques, universal themes, and

structures in poetry and prose. Simultaneously, students will learn to craft compelling, authentic college essays that reflect their personal experiences and aspirations.

Learning Standards

NJSLS:

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

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.

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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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.

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.

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

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

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

W.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.
W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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.
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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Interdisciplinary Connections: 6.1.12.ENM.11.A: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life. 5.HS.ESS3.4:Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

Learning Targets	
Unit Essential Questions: • What makes poetry and literature powerful forms of expression, and how do they shape our understanding of the human experience? • How do poets and authors use language, structure, and literary devices to convey complex ideas and emotions? • In what ways can personal experiences and identity be effectively communicated through writing, particularly in a college essay? • What role does self-reflection play in crafting a compelling narrative, whether in literature or in a personal essay? • How can understanding the themes and techniques in poetry and literature enhance our ability to write creatively and persuasively?	**Unit Enduring Understandings:** • Literature and poetry are essential tools for exploring and understanding the complexities of human experience. • Writers use literary devices, varying text structures, and language in poetry and prose to enhance the depth and impact of a work. • Effective personal writing, such as a college essay, requires a balance of self-reflection, clear expression, and an understanding of the audience. • The skills of close reading, analysis, and interpretation of literary texts are transferable to the writing process, enabling students to create more nuanced and persuasive personal essays.

• What strategies can be employed to engage and persuade readers in both literary analysis and personal writing?	• Personal experiences and individual voices are central to writing that is engaging, authentic, and impactful, especially in the context of a college essay. Writing is a process that involves drafting, revising, and refining to achieve clarity, coherence, and impact.

Vocabulary:

- Tier 2:
  - Sadlier's *Vocabulary Workshop*, Unit 15
- Tier 3:
  - Selected terms from *The Language of Composition & College Board*

Students will be able to:

- identify literary and poetic devices such as simile, metaphor, assonance, consonance in various poems and short works.
- analyze how writers and poets use language to convey complex themes and emotions.
- compare and contrast several types of literature, discussing how they explore the human condition.
- reflect on personal experiences, values, and aspirations to identify a meaningful topic for a college essay.
- develop a narrative structure to effectively communicate a personal story to engage the reader.

Learning Activities:

- Establish each student's prior understanding of language and composition through a relatable hook (story,survey, posing question, etc.) or through individual conferences.
- Read nonfiction texts collectively and individually to prepare for the AP exam.
- Execute standards-based mini-lessons to develop skills and strategies.

- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used.
- Confer individually with teacher and peers.

Assessment Evidence
Formative Assessments: • Vocabulary and grammar assessments • Writing drafts
Common Benchmark Assessments: • Quarterly Assessments • Midterm Exam • Final Exam
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials
Potential Works of Study Include: • John Steinbeck, *The Pearl* • George Orwell, *Animal Farm* • Perkins, *The Yellow Wallpaper* • Liu, *The Paper Menagerie* • Keret, *What, of This Goldfish, Would You Wish?* • Cisneros, *No Speak English*

• Selected poems by Emily Dickinson, Langston Hughes, Maya Angelou, Rita Dove, Li-Young Lee • Sample college essays
Saldier's Vocabulary Workshop
Saldier's Grammar Workshop

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning