Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: AP English Language and Composition

Born On: August, 2024
Current Revision: August, 2026
Board Approval: 10/26/26

COURSE DESCRIPTION: AP Language and Composition

Description of course:

Students will learn to become skilled readers of complex prose written in a variety of periods, disciplines, and rhetorical styles. Emphasis will be placed upon the expository, analytical, and argumentative forms of writing in order to prepare students to communicate effectively with mature readers. The intense concentration on language use in this course will enhance students' abilities to use grammatical conventions both appropriately and with sophistication while they develop stylistic maturity in their own writings. Readings include a wide range of authors including autobiographers, critics, essayists, journalists, political writers, science writers, and fiction writers.

LGBT/Disabilities: Curriculum shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place as part of the district's implementation of the New Jersey Student Learning Standards. The contributions of people whom we may now identify as LGBTQ+ and persons with disabilities are integral and central to how we conceptualize ourselves. One way that educators can promote safer school environments is by developing lessons that avoid bias and that include positive representations of lesbian, gay, bisexual, transgender and queer (LGBTQ) people, history, and events. For LGBTQ students, attending a school with an inclusive curriculum is related to less-hostile school experiences and increased feelings of connectedness to the school community. Inclusive curriculum benefits all students by promoting diversity and teaching them about the myriad of identities in their communities. Curriculum can serve as a mirror when it reflects individuals and their experiences back to themselves. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books. At the same time curriculum can serve as a window when it introduces and provides the opportunity to understand the experiences and perspectives of those who possess different identities. These windows can offer views of worlds that may be real or imagined, familiar or strange. Applied to LGBTQ-inclusive curricular content, these mirrors and windows can help create a more positive environment and healthy self-concept for LGBTQ students while also raising the awareness of all students. Inclusive curriculum supports students' abilities to empathize, connect, and collaborate with a diverse group of peers, skills that are of increasing importance in our multicultural, global society.

*Differentiation * Accommodations * Modifications*

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. Language Arts is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the
needs of diverse learners. This addendum reveals pathways for Language Arts differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest- What a student enjoys learning about, thinking about, and doing
- Learning Style- A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ ELA Framework http://www.state.nj.us/education/archive/frameworks/lal/chapt7.pdf contains an in-depth overview for meeting the needs of diverse learners in ELA. Many of these content specific suggestions are classroom ready. Note: The Standard notations in this framework document are not according to the 2014 ELA Standards.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
N.J.A.C. 6A:8-3.1 Curriculum and instruction District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment. ***Sample Differentiation Strategies and Techniques that apply to ELA*** ● **Learning Agendas/Contracts**	The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In ELA, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that culturally relevant and meaningful to his/her present and future lives. ELA is the prime location for culturally-relevant pedagogy.	Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in ELA classroom settings, grades K-12. The primary aim of ELA education is cultivating student comprehension, verbal and written communication. . For students with disabilities, self-determination and independence applies directly to their educational needs and interests.	Districts are required to administer grade level benchmark and/or interim assessments in ELA. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk. **Modifications for Classroom** Pair visual prompts with verbal presentations

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies: ● the goals of the contract ● the obligations of each party to the contract ● the time frame within which the terms of the learning contract are to be fulfilled ● the basis on which it will be determined that the conditions of the contract were met Sample Resource http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html ● **Anchor Activities**-Self-directed specified ongoing activities in	Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways. **Instructional Supports:** Hands-on materials -bilingual dictionaries -visual aids -teacher made adaptations, outlines, study guides -varied leveled texts of the same content Please refer to the following link-http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf as mentioned on the NJDOE website. **Preparing students for the lesson:**	**Student Motivation** – Expanding student motivation to learn content in ELA can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities. **Instructional Presentations** - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.	Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes

			Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.

which students
work

independently.

Sample Resource

http://www.rec4.com/filestore/R EC4_AnchorActivityPacket_08051 3.pdf • **Curriculum Compacting-** Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more	1. *Building Background Information* through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. 2. *Simplifying Language for Presentation* by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. 3. *Developing Content Area Vocabulary* through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in ELA, particularly when reading fiction and nonfiction texts in all content areas. 4. *Concept Development*-Students will be learning about different topics and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in ELA. 5. *Giving Directions*-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP	Instructional Monitoring – ELA instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences. Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment. Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the ELA Framework activities. Please refer to NJ ELA Curriculum Frameworks referenced above.	Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests	Encourage student to proofread assignments and tests	Encourage student to proofread assignments and tests	Encourage student to proofread assignments and tests

challenging and productive use of the student's time.	students understand the task. In addition, students should be		

Sample resource: *http://www.gifted.uconn.edu/sem/semart08.html* ● **RAFT Assignments-**RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher. Sample resource: *http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18* ● **Flexible grouping** Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible	provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. **Presenting the Lesson:** -Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. -Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication. -Provide students with opportunities to participate in numerous ELA discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance. -Utilize a "reverse chronology" approach to teaching ELA to even opportunities for students with and without vast cultural		Teachers will check/sign student agenda daily Student requires use of other assistive technology device **Modifications for Homework and Assignments** Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations

			and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). **Modifications for Assessments** Extended time on classroom tests and quizzes.

grouping creates temporary groups that can last an hour, a week, or even a month. Sample resource: *http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy* • **Jigsaw Activities** Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team. Sample resource: *http://www.adlit.org/strategies/22371/*	knowledge and make study of the ELA more meaningful. **Sample Resources: Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/** **Colorin Colorado - http://www.colorincolorado.org/educators/** **WIDA - https://www.wida.us/**		Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.

• **Depth and Complexity of Curriculum-Dr. Sandra Kaplan** **Sample resource:** **http://img.docstoccdn.com/thumb/orig/119636316.png** • **Graphic Organizers** • **Extension Menus** **Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as**			

responsibility. A variety of options enable students to work in the mode that most interests them. **Gr 6-12** **http://www.chatt.hdsb.ca/~pattersonka/FOV1-000D4965/FOV1-000FF699/DCGL.pdf** **Sample p. 43** ● **Advanced Discussion Techniques** ● **Questioning Strategies**			

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00FF699/DCGL.pdf Sample p. 43 ● **Advanced Discussion Techniques** ● **Questioning Strategies**			

*21st Century Skills * Interdisciplinary Connections * Integration of Technology *Career Ready Practices*

The Pascack Valley Regional High School District's 9-12 English curricula are aligned with the NJSLS in ELA which address content knowledge and 21st century themes. Additionally, they embed 21st century skills, interdisciplinary connections, and the integrations of technology and career-ready practices in our various units of study by following the curriculum map outlined by the Partnership for 21st Century Skills and the National Council of Teachers of English.

21st Century Student Outcomes

The elements described in this section as "21st century student outcomes" (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

1. Content Knowledge and 21st Century Themes

Mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Disciplines include:

English, reading or language arts
World languages
Arts
Mathematics
Economics
Science
Geography
History
Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy

- Environmental literacy

2. Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

3. Information, Media and Technology Skills: Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.

- Information Literacy
- Media Literacy
- ICT Literacy

4. Life and Career Skills: Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include::

- Flexibility & Adaptability
- Initiative & Self Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

Course Objective: To explore, define, and critically analyze American literature, both fiction and non-fiction. As a result of this course, students will also become more advanced thinkers and writers, particularly in terms of their ability to read, write, and argue with rhetorical savvy.

Topics: The focus of the AP Language Course is examining the various components of rhetoric exist in essays, passages, short stories, and novels of American Literature. As a course solely for juniors whose English curriculum falls in a sequence, the American Literature component allows students to both explore the ways rhetoric impacts meaning in texts ranging from Colonial times up to contemporary times. On occasion, British essays are also read in order to expose students to the subtle stylistic and thematic nuances that distinguish British and American writing.

Materials used in the course: Primary sources (journal accounts, letters, speeches), formal essays, newspapers, movies, various websites, magazine articles, novels

Major Assignments and Assessments: Writing, Projects, Research and Presentations:

NOTE: **All writing assignments are reviewed prior to final submission in the school's writing center (staffed by teachers and/or trained peer tutors) or through peer assessment in class. Rewrite opportunities are available after initial grading and conferencing.**

First 10 weeks:

a. In-class short essay exam on summer reading texts (*Fast Food Nation* and *The Grapes of Wrath)* where students must examine photographs from the former text and identify their link to Schlosser's rhetorical purpose (while also employing a list of names and ideas). Second short essay requires students to read a passage from the second text and must identify the context and thematic significance to the novel as a whole.
b. Rhetorical Scavenger Hunt: Students are grouped and given a list of rhetorical devices and definitions and assigned a chapter from one of their summer reading texts, *Fast Food Nation* by Eric Schlosser, and must find, analyze, and present their findings to the rest of the class. This text is used as a rhetorical resource throughout the year.
c. Style analysis of Chapter 25 in *The Grapes of Wrath*. Students must examine the way diction, syntax, figurative language, and tone further Steinbeck's rhetorical purpose in the chapter.
d. Examination of various political cartoons linked to summer reading prompt
e. Group power point presentations delineating the similarities and differences in style and claim between two summer reading texts.
f. Extended Metaphor Definition of Being an American – used in conjunction with various essays which define being an American. Essay assignment 250 words in length
g. Weekly in-class essays following the format and style of the AP examination (including synthesis essays, rhetorical analyses, and argumentative essays.
h. End of marking period synthesis essay prompt creation. **Students will be assigned a specific subject and asked to research and then construct a synthesis essay prompt** modeled after those made available to them on AP Central. Upon teacher approval, the students will then write the synthesis essay based on their selected sources, using MLA style. **This entails the ability to evaluate, use, and cite primary and secondary sources**. **It also requires students to present an argument of their own that includes the**

analysis and synthesis of ideas from an array of sources. Conferences with teacher required throughout the writing process and upon receipt of final assessment.

i. Students read and analyze a Ray Bradbury Article, "The Affluence of Despair" and must do a rhetorical analysis of the text while also analyzing whether his position on the media's corrupting power of American minds.
j. **Argumentative Narrative based on research**: **This assignment requires students to write a memoir which makes a claim of fact, value, or policy on a social issue which affects either them or their families**. (Students use Terry Tempest Williams "Clan of One-Breasted Women" as a model). Included in the requirements are the usage of footnotes to advance rhetorical purpose, a bibliography and parenthetical references (using MLA style guide), and a minimum of four tropes and schemes which must be identified and explained (i.e., how they help further the author's rhetorical intent).
k. Imitation of a colonial literature passage from William Bradford's "On Plymouth Plantation." Students must mimic his style while writing a narrative of a personal experience when they have entered a new and unfamiliar situation.
l. Weekly vocabulary lists (complete 55 words per quarter)

Second 10 weeks:

a. Continuation of weekly in-class essays which mimic the AP exam style
b. Rhetorical Journal assignment: Students must read articles from a major publication (ranging from *New Yorker* to *The Onion* to *National Geographic* and other similar periodicals. Afterwards, they must complete one of five assignments, including a rhetorical analysis, a satire of one of the articles, an argumentative response, creating five multiple choice questions from the article, and/or composing a synthesis question using several of the articles, photographs, political cartoons, charts, and the like. **Students are to research sources,--both primary and secondary—and achieve a balance of generalization and specific, illustrative details in their final papers**. The five assignments must be completed over the course of each marking period.
c. Literary analysis essay on *The Scarlet Letter*.
d. In-class test on Transcendentalism, which employs multiple choice questions and AP style essay question.
e. Formal satire essay (completed after reading Swift's "A Modest Proposal" and Twain's *Huckleberry Finn*)
f. In-class test on *Huckleberry Finn*, which employs multiple choice questions and AP style essay question.
g. Classification Paper on a topic of students' choice which argues a claim of fact, value or policy, and must employ various rhetorical devices to further that claim. Students must aim to **achieve a balance of generalization and specific, illustrative details in their final papers**. Devices must be identified and explained.
h. Continued vocabulary lists
i. End of marking period synthesis essay prompt creation. Students will be assigned a specific subject and asked to construct a synthesis essay prompt modeled after those made available to them on AP Central. Upon teacher approval, the students will then write the **synthesis essay based on their selected sources, using MLA style. This entails the ability to evaluate, use, and cite primary and secondary sources. . It also requires students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources. Conferences with teacher required throughout the writing process and upon receipt of final assessment.**

Third 10 weeks:

a. Continuation of weekly in-class essays which mimic the AP exam style
b. Rhetorical Journal assignment: Students must read articles from a major publication (ranging from *New Yorker* to *The Onion* to *National Geographic* and other similar periodicals. Afterwards, they must complete one of five assignments, including a rhetorical analysis, a satire of one of the articles, an argumentative response, creating five multiple choice questions from the article, and/or composing a synthesis question using several of the articles, photographs, charts, and the like. The five assignments must be completed over the course of each marking period.
c. Process Analysis Essay on a topic of students' choice which argues a claim of fact, value or policy, and must employ various rhetorical devices to further that claim. Students must aim to **achieve a balance of generalization and specific, illustrative details in their final papers**. Devices must be identified and explained.
d. Formal literary analysis paper comparing and contrasting the themes and rhetorical strategies of *Bread Givers* by Anzia Yezierska and *The Great Gatsby* by F. Scott Fitzgerald.
e. Group presentation exploring various motifs and themes in *The Great Gatsby.*
f. Continued vocabulary lists
g. End of marking period synthesis essay prompt creation. Students will be assigned a specific subject and asked to **research and construct a synthesis essay prompt modeled after those made available to them on AP Central. Upon teacher approval, the students will then write the synthesis essay based on their selected sources, using MLA style. This entails the ability to evaluate, use, and cite primary and secondary sources. . It also requires students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.** Conferences with teacher required throughout the writing process and upon receipt of final assessment.

Fourth 10 weeks:

a. Continued AP Test preparation
b. Literary Analysis comparing *Death of a Salesman* and *Long Day's Journey Into Night.*
c. 2 Rhetorical journals (following the assignment above)
d. Composition of three college essays.
e. Continued vocabulary lists
f. End of marking period synthesis essay prompt creation. Students will be assigned a specific subject and asked to construct a synthesis essay prompt modeled after those made available to them on AP Central. Upon teacher approval, the students will then write the synthesis essay based on their selected sources, using MLA style. **This entails the ability to evaluate, use, and cite primary and secondary sources. It also requires students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.** Conferences with teacher required throughout the writing process and upon receipt of final assessment.

Recommended Titles for Use in the Course:

a. *Fast Food Nation* by Eric Schlosser
b. *Grapes of Wrath* by John Steinbeck
c. "What is an American" short essay by St. John de Crevecoeur used in conjunction with John Steinbeck's "What's Happening to America" and H.L. Mencken's "On Being American"
d. "On Dumpster Diving" by Lars Eighner used in conjunction with an excerpt from *Nickled and Dimed* by Barbara Ehrenreich and "On Being a Cripple" by Nancy Mairs
e. "The Affluence of Despair" – article by Ray Bradbury
f. "The Clan of One-Breasted Women" by Terry Tempest Williams
g. "Of Plymouth Plantation" by William Bradford
h. "Sinners at the Hands of an Angry God" by Jonathan Edwards
i. Selected poems of Anne Bradstreet and Phyllis Wheatley
j. "The Declaration of Independence" by Thomas Jefferson
k. "Shooting An Elephant" by George Orwell
l. Excerpt from *The Autobiography* by Benjamin Franklin
m. Thomas Paine excerpt from *Common Sense*
n. Letters to John Adams by Abigail Adams
o. "Declaration of Sentiments and Resolutions" by Elizabeth Cady Stanton
p. "Where I Lived and What I Lived For" and other *Walden* excerpts by Henry David Thoreau
q. "Nature" and "Self Reliance" by Ralph Waldo Emerson
r. *The Scarlet Letter* by Nathanial Hawthorne
s. *Huckleberry Finn* by Mark Twain
t. "A Modest Proposal" by Jonathan Swift
u. Excerpts from poets: Emily Dickenson, Walt Whitman, Robert Frost
v. "The Vacation House" short story by Anzia Yezierska
w. *Bread Givers* by Anzia Yezierska
x. *The Great Gatsby* by F. Scott Fitzgerald
y. *This Boy's Life* by Tobias Wolff
z. *The Color Purple* by Alice Walker
aa. *Their Eyes Were Watching God* by Zora Neale Hurston
bb. *Death of a Salesman* by Arthur Miller
cc. *Long Day's Journey Into Night* by Eugene O'Neill
dd. *Nickel & Dimed* by Barbara Ehrenreich
ee. The Short and Tragic Life of Robert Peace by Jeff Hobbs
ff. Maid by Stephanie Land
gg. *From Inquiry to Academic Writing: A Text and Reader*, Stuart Greene & April Lidinsky

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Unit I – **Introduction to Rhetoric** **Time:** **4-6 Weeks** **Content Statement:** Students will be exposed to the definition and purpose of rhetoric. They will also apply their understanding of rhetoric into the development of their own writing. **Essential Questions:** **1. What is rhetoric?** **2. How does it inform the way we communicate?** **3. How does the understanding of rhetoric prepare students for the expectations of the AP Exam?**	**Key learning items/concepts:** Rhetoric Rhetorical devices Rhetorical triangle Rhetorical analysis Diction Syntax Tone Tropes Schemes Logos /Pathos/Ethos Advanced grammar rules	**SWBAT:** ● **Define rhetoric** ● **Identify, analyze and use rhetorical devices** ● **Identify, analyze and use diction appropriately** ● **Understand the role of syntax and use it for effect** ● **Learn how syntax and diction create tone** ● **Become comfortable with the common tropes and schemes in writing** ● **Identify types of phrases and clauses** ● **Identify types of sentences such as periodic and loose.** ● **Apply their knowledge of rhetoric to the AP exam**	L.11-12.3 L.11-12.5 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.5 RI. 11-12.6 RL.11-12.3 RL. 11-12.5 RL.11-12.6 SL. 11-12.1 SL. 11-12.2 SL. 11-12.3	Examine varied models of writing to understand voice, tone, and style Grammar exercises Small group projects Presentations AP practice tests	*Poisonwood Bible* *Fast Food Nation* *An Inconvenient Truth* Teacher-selected non-fiction essays. E.g. Ann Marie Austenfeld's "The Revelatory Narrative Circle in Barbara Kingsolver's *The Poisonwood Bible*" *The Elements of Style*

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Unit 2 – Modes of Writing **Time: 5-7 Weeks** **Content Statement:** In order for students to be able to choose the appropriate mode of writing for audience and context, they must study how other authors do it effectively. This unit is designed with this in mind. The *Grapes of Wrath* acts as a good model of mixing modes, therefore, it will be the major text that accompanies this unit. **Essential Question:** 1. **What are the different modes of writing?** 2. **Why is important to consider the various modes in the early stages of composition?** 3. **How does Steinbeck achieve his purpose through his choice of writing modes?** 4. **How can students apply this knowledge to the essays they will write on the AP exam?**	**Key learning items/concepts:** *Modes of discourse*: Narration Description Example Comparison and Contrast Process Analysis Division or Analysis Classification Cause and Effect Definition Argument and Persuasion *Grapes of Wrath:* Inter-chapters Narration Description Process Analysis	**SWBAT:** ● **Identify the characteristics of each mode of writing through example** ● **Understand why the chosen mode is appropriate for the purpose and audience.** ● **Analyze the effectiveness of the chosen mode** ● **Demonstrate mastery of a particular mode through teaching.** ● **Apply their knowledge of the modes to their writing on the AP exam.** ● **Identify and analyze Steinbeck' s use of modes.**	RI.11-12.2 RI.11-12.5 RI.11-12.6 RI. 11-12.10 W11-12.2 W11-12.4 W11-12.6 W11-12.9 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL 11-12.9 SL.11-12.4 SL. 11-12.5 SL.11-12.6	Presentations Analysis of given texts Quizzes and texts based on reading AP practice tests Group Discussion	*The Grapes of Wrath* Various essays from *The Bedford Reader* Teacher-selected non-fiction essays

5. How can students synthesize historical documents and images with fictional text?	Primary document connections				

Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies and Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials**
Unit 3 – Writing for the AP Exam **Time: 7-9 Weeks** **Content Statement:** In preparation for the AP exam, the students will respond to all three types of essay prompts that will appear on the exam. They will also evaluate past essay responses and become familiar with the scoring rubric. In addition, they will evaluate each other's writing using student-generated rubrics. Students will read Hemingway's *Farewell to Arms* as a supplement. They will apply their understanding of different forms of writing to Hemingway and his unique style. **Essential Question:**	**Key learning items/concepts:** Style Analysis Argumentative Response Synthesis AP Scoring Rubric *Farewell to Arms:* Iceberg theory Modernism Primary sources for synthesis	**SWBAT:** ● **Analyze a writing prompt** ● **Use prewriting techniques to plan a response to AP writing prompts** ● **Understand and apply the AP scoring rubric to their own and classmates' writing** ● **Apply AP style essay types to a variety of non-fiction publications** ● **Understand Hemingway's iceberg theory and apply that to his text** ● **Analyze excerpts from the text and identify how it fits into Hemingway's writing style**	RI.11-12.7 RI.11-12.8 RI.11-12.9 W11-12.1 W11-12.6 W11-12.9 W11-12.10 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL 11-12.9	Non-fiction response project Analysis of given texts Quizzes and texts based on reading AP practice tests Group Discussion In class timed writing responses (AP prompts) Scoring essays using AP scoring rubric	Sample essays from College Board website Student selected non-fiction essay reading (advanced lexile levels required) *Farewell to Arms* Primary Source documents: WWI and Modernism

1. **What are the expectations of the three writing prompts on the AP exam?** 2. **Why is it important to become familiar with and understand the AP scoring rubric for writing?** 3. **How can students apply their understanding of the different prompts to outside non-fiction reading?** 4. **What are the unique characteristics of Hemingway's style?** 5. **How can an understanding of a writer's style help inform students about developing their own style?**					

Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies and Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials**
Unit 4 – *The Scarlet Letter* **Time: 3 weeks** **Content Statement:** Students will read *The Scarlet Letter* in order to understand	**Key learning items/concepts:** Style Analysis Romanticism Puritanism	**SWBAT:** ● **Identify characteristics of Romanticism in the text** ● **Evaluate Hawthorne's position on the Puritans** ● **Decode Hawthorne's language of romanticism layered with his use of regional/religious dialect**	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL 11-12.9 W11-12.1d	Style analysis Quizzes and texts based on reading Group Discussion	Primary Source documents: Romanticism and Puritanism *The Scarlet Letter*

Romanticism (literary movement) and analyze Hawthorne's unique writing style. **Essential Question:** **1. What are the characteristics of romanticism?** **2. How is Hawthorne representative of this literary movement?** **3. What are the unique characteristics of Hawthorne's style?** **4. How does Hawthorne indict the Puritans through a fictional text?**		• **Demonstrate understanding of Hawthorne's syntax through mimicry.**	W11-12.2d W11-12.2e W11-12.3 L.11-12.3 L.11-12.6	In class timed writing responses Hawthorne emulation assignment	"Young Goodman Brown" "The Minister's Black Veil"

Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies and Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials**
Unit 5 – The tragedy and the common man **Time: 6-8 weeks** **Content Statement:** Students are examining the changing face of the tragic hero in twentieth century American Literature. Working off of their previous study of *The Grapes of Wrath*, students will be	**Key learning items/concepts:** Common man McCarthyism Tragic hero American Dream Arguments through fiction	**Skills:** **SWBAT:** • **Identify characteristics of the tragic hero (classic and modern)** • **Evaluate authorial position on social and political issues** • **Analyze what it means to be a common man post WWI.** • **Identify evidence of historical implications present in literature.**	RI.11-12.1 RI.11-12.3 RI.11-12.5 RI.11-12.6 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL 11-12.9	Quizzes and texts based on reading Group Discussion Various group presentations Written synthesis of primary documents and fiction	*Death of a Salesman* *The Great Gatsby* *Grapes of Wrath* *The Crucible*

exposed to the impact of social and political changes on mid-twentieth century American literature. **Essential Question:** 1. **What are the differences between the tragic hero as presented by the classics (Greek tragedies, Shakespeare, etc.) and modern American fiction?** 2. **How does the political and social environment affect authorial choices in modern American fiction?** 3. **What does it mean to be a common man?** 4. **How do these authors use the common man to present a reactionary argument through fiction?**	The 2nd Red Scare Synthesis			Written film analysis	Steinbeck's "The Tragedy and the Common Man" Post-War primary documents Documentary film: McCarthy Hearings *Guilty by Suspicion*

Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies and Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials**

Unit 6: Final Project **Time: 4-5 weeks** **Content Statement:** After the AP exam, students will work on a portfolio that encompasses all of the reading and writing skills accumulated throughout the year. **Essential Question:** 1. **What are the characteristics of a personal essay?** 2. **What makes an effective college essay?** 3. **What is the most effective way to add voice to one's writing?** 4. **What is the value of writing concisely?** 5. **How can reflection become meaningful?**	**Key learning items/concepts:** Personal essay writing College essay Digital essay Revising for concision Writing with voice Reflective writing	**SWBAT:** ● **Understand the difference between a conventional essay and a personal essay** ● **Write an original college essay** ● **Compose a digital personal essay** ● **Revise for concision** ● **Write in a voice other than their own** ● **Reflect meaningfully on the writing process**	W.11-12.1 W.11-12.3 W.11-12.5 W.11-12.6 W11-12.10 SL.11-12.4 SL.11-12.5 L.11-12.1 L.11-12.3 L.11-12.5 L.11-12.6	Various checkpoints/drafting stages Final digital personal essay (presented) Writing portfolio	Previously written student essays College essay samples

Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies and Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials**
Ongoing Unit: AP practice multiple choice exams **Time: Ongoing** **Content Statement:**	**Key learning items/concepts:** <u>Techniques</u>:	**Proficiencies:** **SWBAT:** ● **Recognize types of multiple-choice questions.** ● **Utilize effective strategies when taking multiple-choice tests.**	RI.11-12.5 RL.11-12.5 L.11-12.3	Frequent practice multiple choice exams	Practice past AP exams

In preparation for the AP exam, students must develop effective test-taking strategies. **Essential Question:** 1. **What *types* of questions appear on the AP exam?** 2. **What are some effective strategies for answering multiple-choice questions?**	Process of elimination Substitution/fill-in the blank Using context Anticipation Intuition/The educated guess <u>Question categories:</u> Rhetoric Author's meaning and purpose Main idea Organization and structure Modes				

Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies and Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials**
Ongoing Unit – Vocabulary **Time: Ongoing** **Content Statement:**	**Key learning items/concepts:** Roots and origins	**SWBAT:** ● **Determine the meaning of a word based on its root.** ● **Incorporate new vocabulary into their writing.**	L.11-12.4 L.11-12.5 L. 11-12.6 RL.11-12.4	Vocabulary Quizzes	Vocabulary List (SAT exams, AP exams, Literature)

In preparation for the SAT and AP exam, students will be required to complete weekly vocabulary work and quizzes. **Essential Question:** 1. **How does the understanding of the roots help determine the meaning of unfamiliar words?**	SAT vocabulary	• **Improve reading comprehension based on strong vocabulary skills.**	RI.11-12.4 W11-12.2d	Use of vocabulary words in student writing	