

Course Overview

Department: English/Language Arts

Course: AP Language and Composition 11

Prerequisite: Teacher recommendation, multiple assessment measures

Course Summary:

Students will be subjected to different genres of texts in order to articulate meaning and apply it to future academic tasks as well as their daily lives.

Course Description:

This course is designed to prepare students for success when taking the College Board's Advanced Placement English Language and Composition Exam. The course aligns with goals set by the College Board and focuses on a student-centered learning environment where learners will analyze text, cite evidence, and respond critically about their reading and will prepare students for effective and sophisticated collegiate writing. The students will improve their close reading and compositional skills through Research Simulation Tasks, Literary Analysis Tasks, and Narrative Writing. Writing assignments are related to the literature studied in class and through independent student research. Through this intensive reading and writing, students will be able to write in a myriad of forms such as narrative, explanatory, expository, and argumentative on topics ranging from personal experiences to public policies, from imaginative literature to popular culture. Concentrating on the writing process, students will explore the stages of writing from planning, to multiple drafts, to peer and teacher edits, and ending in well-crafted essays. This course will also enable students to support solid arguments by synthesizing various sources through research. In addition, stylistic development will occur by emphasizing vocabulary, sentence structure, and organization of ideas, as well as use of generalizations and specific details, and rhetoric. The New Jersey Student Learning Standards for English Language Arts will be addressed through this coursework. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college English course. **Multiple research projects using MLA format will be required to pass this course.**

Course Expectation:

Students will be able to:

- Read from a variety of historical periods and disciplines
- Identify audience, purpose, and strategies in texts
- Analyze the types of arguments that writers use
- Write formally and informally for a variety of audiences
- Recognize techniques in visual as well as verbal arguments
- Synthesize ideas and information from various sources
- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Understand, identify, and apply various literary conventions.
- Recognize the various genres of writing as well as tone and its relationship to thematic concerns.

PRSD Revision: January 2018

NJ DOE Adopted: May 4, 2016

BOE Approved (revision): April 2018

NJ Standards Adopted by PRSD: September 2016

- Increase knowledge of words, etymology, and contextual clues and parts of speech formation.
- Recognize and identify themes, periods, and trends in informational texts.
- Explore and develop a variety of writing styles emphasizing correct form.
- Practice, refine, and demonstrate a variety of writing modes throughout units including brainstorming, outlining, drafting, editing, and revising.
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Course Essential Questions (Big Ideas):

- What is Rhetoric?
- How can one turn close reading into effective written analysis of given text?
- How can one take effective rhetorical techniques and use them to develop their own arguments?
- How does one use primary and secondary sources to bolster their own arguments?
- How does the relationship between the speaker, audience, and content affect a text?
- How do writers effectively communicate purpose?
- How does the occasion and context of a given text contribute to its overall effectiveness?

Alignment with New Jersey Student Learning Standards:

Anchor Standards for Reading

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Anchor Standards for Writing

NSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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, and audiences.

Alignment with NJSL:

- RL.11-12 Reading Literature
- RI. 11-12 Reading Informational Text
- W.11-12 Writing
- SL.11-12 Speaking & Listening
- L.11-12 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

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

Primary Interdisciplinary Connections:

Economics, Geography, Government and Civics

Course Requirements and Major Assignments:

- Attend class regularly
- Complete research paper
- Complete timed essays
- Complete large and small group projects
- Take the AP Language and Composition Exam in May

Course Unit/Pacing Guide

| Unit # | Unit Title/Major Concepts | Duration: Weeks & School Calendar |
|--------|--|-----------------------------------|
| Unit 1 | Unit 1 Introduction to AP Course, Exam, and Rhetoric | 6-8 weeks |
| Unit 2 | Unit 2 Close Reading- The art and craft of analysis | 6-8 weeks |
| Unit 3 | Unit 3- Argumentation | 8-10 weeks |
| Unit 4 | Unit 4: Synthesis and Exam Preparation | 8-10 weeks |
| Unit 5 | Unit 5- Intro to Literature and Composition | 4-6 weeks |

Course Unit 1

Unit Title: Introduction to AP Course, Exam, and Rhetoric

Date/Duration: 6-8 weeks

Alignment with NJSLs:

- RL.11-12 Reading Literature
- RI. 11-12 Reading Informational Text
- W.11-12 Writing
- SL.11-12 Speaking & Listening
- L.11-12 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

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

Primary Interdisciplinary Connections:

Economics, Geography, Government and Civics

Stage 1: Desired Results**Transfer*****Students will be able to independently use their learning to:***

- Understand the impact rhetoric has on their daily lives.
- Determine how a speaker may try to persuade an audience.
- Identify appeals to emotion (pathos), credibility (ethos), and logic (logos) in a given text.
- Identify the rhetorical situation surrounding a given text. (SOAPS)
- Cite strong and thorough textual evidence and make relevant connections
- Draw inferences from a text
- Analyze how word choice impacts meaning and tone.
- Analyze how specific parts of a text's structure contribute to its overall meaning as well as its aesthetic impact.

Meaning**Understandings:**

- Passing the AP Language and

Essential Questions:

- What skills are necessary to successfully

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| <p>Composition Exam requires knowledge of many aspects of the English Language.</p> <ul style="list-style-type: none"> • Authors use different techniques to convey meaning. • There are specific steps in properly citing textual evidence. • Reading literature can enhance vocabulary. • Authors make specific and deliberate choices when constructing texts. • Point of view can have great impact on how information given and how it is received. • Different readers interpret the same text differently depending on readers' experiences and outlooks. | <p>pass the AP exam?</p> <ul style="list-style-type: none"> • What is Rhetoric? • How does an author/speaker use the "available means" of persuasion to persuade an audience? • What are the rhetorical appeals? • What is the rhetorical situation of a text? • How does an author's style help convey meaning? • How does one determine the tone of a given text? |
| <p>Acquisition</p> | |
| <p>Students will know.....</p> <ul style="list-style-type: none"> • The definition of Rhetoric • Passing the AP Language and Composition Exam requires knowledge of many aspects of the English Language. • Authors use different techniques to convey meaning. • The proper format for citing textual evidence. | <p>Students will be able to....</p> <ul style="list-style-type: none"> • Effectively define rhetoric. • Effectively identify the rhetorical situation of a given text. • Effectively identify the rhetorical appeals. • Cite strong and thorough textual evidence to support analysis of explicit and implicit information. |
| <p>Stage 2-Assessment Evidence</p> | |
| <p><i>Students will show their learning by...</i></p> | |
| <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Response journals • Group project • Class discussion • Formative/summative assessments • Reading quizzes • Socratic Seminar • Practice AP exam questions • Timed essays | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Class participation • Daily discussion • Independent reading |
| <p>Stage 3- Learning Plan</p> | |

Summary of Key Learning Events and Instruction

Weekly instruction and pacing will be determined by instructor in unit lesson plans.

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

At-Risk Students:

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Farewell Speech by Lou Gehrig
- Black Boy by Richard Wright
- Education by Ralph Waldo Emerson
- Glimmer of Hope Speech by Robert Kennedy
- Brave New World by Aldous Huxley
- Rambler # 134 by Samuel Johnson
- The Proletariat and the Revolution by Leon Trotsky
- Civil Disobedience by Henry David Thoreau
- Write till you drop by Annie Dillard
- McGraw Hill’s 5 Steps to a 5

General Resources for Course

- The Norton Reader (textbook)
- The Language of Composition (textbook)
- A Reader for College Writers
- Readings for Writers
- Internet websites
- Short clips of music/videos/speeches which to help to support the daily readings

Course Unit 2

Unit Title: Close Reading- The art and craft of analysis

Date/Duration: 6-8 weeks

Alignment with NJSLs:

- RL.11-12 Reading Literature
- RI. 11-12 Reading Informational Text
- W.11-12 Writing
- SL.11-12 Speaking & Listening
- L.11-12 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

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

Primary Interdisciplinary Connections:

Economics, Geography, Government and Civics

| Stage 1: Desired Results | |
|---|--|
| Transfer | |
| <p><i>Students will be able to independently use their learning to:</i></p> <ul style="list-style-type: none"> Analyze rhetorical choices made by a speaker Identify rhetorical strategies such as comparison/contrast, cause and effect, division classification, definition, example, process, argument. Close read a text. Analyze the effect of the rhetorical choices made by an author/speaker. Cite strong and thorough textual evidence and make relevant connections Draw inferences from a text Identify an author's style through close reading. Analyze how diction and syntax determine an author's style. Analyze how the use of first and second-hand evidence can be used to persuade. | |
| Meaning | |
| <p>Understandings:</p> <ul style="list-style-type: none"> There are many ways to interpret rhetoric. Identifying the rhetorical situation before attempting to provide analysis is paramount. Close reading is essential in creating strong analytical writing. There are various ways to compose an analysis essay Critical thinking is a reflection of their level of writing | <p>Essential Questions:</p> <ul style="list-style-type: none"> How does one close read a text? In what ways can a writer effectively communicate with the reader? How does an author use rhetorical modes/strategies to develop purpose? How can an understanding of the rhetorical modes aid a reader in analysis? How can an author's style dictate the tone of a text? What is the difference between what the text says and the effect it has on the audience? How can an author/speaker connect with multiple audiences in the same text? |
| Acquisition | |
| <p>Students will know.....</p> <ul style="list-style-type: none"> How to read passages of varying difficulty from copious authors and time periods. How to recognize and identify strategies used in passages. How these strategies are used to illustrate | <p>Students will be able to....</p> <ul style="list-style-type: none"> Identify and analyze example, compare/contrast, cause and effect, definition, division and classification, and process analysis essays. Analyze an author's point of view on a subject. |

| | |
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| <p>an author's purpose</p> <ul style="list-style-type: none"> How to employ these strategies while writing. | <ul style="list-style-type: none"> Analyze rhetorical devices used to achieve purpose. Examine an author's style and how it affects meaning. Explore the author's tone and how it is achieved. Compare/Contrast the style, purpose, and tone of two passages. Evaluate author's image of him/herself in a passage. Successfully identify and employ the use of example, compare/contrast, cause and effect, definition, division and classification, and process analysis rhetorical modes on the AP Exam, Move past identification to analysis of rhetorical choices made by an author/speaker. |
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Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks:

- Response journals
- Group project
- Class discussion
- Formative/summative assessments
- Reading quizzes
- Socratic Seminar
- Practice AP exam questions
- Timed essays

Other Evidence:

- Class participation
- Daily discussion
- Independent reading

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Weekly instruction and pacing will be determined by instructor in unit lesson plans.

- Introduction to close reading strategies. (Talking with the Text, Asking Questions, Annotations, Using Graphic Organizers)
- Practice rhetorical analysis essays done in class accompanied with multiple choice quizzes that promote close reading habits.
- Example, compare/contrast, cause and effect, definition, division and classification, and process analysis essays written in response to the readings for this unit
- Close readings of several example, compare/contrast, cause and effect, definition, division and

classification, and process analysis essays.

- Analysis of style, diction, syntax, tone.
- Peer editing
- Individual writing conferences
- Journal assignments
- Introductions to authors' lives and times
- Note taking

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

At-Risk Students:

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- *Education* by Ralph Waldo Emerson
- *Learning to Read* by Frederick Douglass
- *Clamorous to Learn* by Eudora Welty
- *Superman and Me* by Sherman Alexie
- *How Teachers Make Children Hate Reading* by John Holt
- *On the Origin of Species* by Charles Darwin

- The Color Purple by Alice Walker
- Prologue to the Canterbury Tales by Geoffrey Chaucer
- Third World Driving Tips by P.J O'Rourke
- Campus Racism 101 by Nikki Giovanni
- Dentists Without Borders by David Sedaris
- Arranging an Marriage in India by Serena Nanda
- Shades of Black by Mary Mebane
- Rambler 158 Rules of Writing Drawn from Examples.
- Those Examples Often Mistaken by Samuel Johnson
- The Dramaturgy of Death by Garry Wilis
- Two Views of a River by Mark Twain
- The Outsiders by Susan Orlean
- Animal Action by Susan Orlean
- The Study of the Negro Problems by W.E.B. Du Bois
- Shop like a Man by Paco Underhill
- Peak Performance: Why Records Fall by Daniel Goleman
- How Reading Changed My Life by Anna Quindlen
- Why McDonald's Fries Taste so Good by Eric Schlosser
- The Hoax by John Berendt
- American Ingenuity by William Langewiesche
- Doorways: a Visual Essay by Christopher M. Pizzi
- A Reader for College Writers Selected Readings
- Readings for Writers Selected Readings
- The Riverside Reader Selected Readings

General Resources for Course

- The Norton Reader (textbook)
- The Language of Composition (textbook)
- A Reader for College Writers
- Readings for Writers
- Internet websites
- Short clips of music/videos/speeches which to help to support the daily readings

Course Unit 3

Unit Title: Argumentation

Date/Duration: 8-10 weeks

Alignment with NJSLs:

- RL.11-12 Reading Literature
- RI. 11-12 Reading Informational Text
- W.11-12 Writing
- SL.11-12 Speaking & Listening
- L.11-12 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

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

Primary Interdisciplinary Connections:

Economics, Geography, Government and Civics

Stage 1: Desired Results**Transfer*****Students will be able to independently use their learning to:***

- Develop sound arguments.
- Employ rhetorical devices to bolster their argumentative writing.
- Utilize strong first and second-hand evidence to support their arguments.
- Develop theses that are arguable.
- Effectively cite sources they are using to develop their arguments.
- Utilize and employ a myriad of argumentative models.
- Determine the different types of claims one can use in argumentation.

Meaning**Understandings:**

- Argument should not be adversarial.
- The use of rhetorical techniques can aid in creating effective arguments.

Essential Questions:

- What rhetorical modes are most likely to sway a reader in an argumentative essay?
- How does a writer/speaker make the

| | |
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| <ul style="list-style-type: none"> • Different types of evidence can appeal to different audiences. • Arguments can be arranged in a number of ways, but some semblance of structure should be present. | <p>reader believe that he or she will benefit from taking their position?</p> <ul style="list-style-type: none"> • How does a writer/speaker choose which type of argument to use while writing? • How does a writer/speaker develop civil discourse? • How can the use of different types of evidence persuade an audience? |
| Acquisition | |
| <p>Students will know.....</p> <ul style="list-style-type: none"> • Argument should not be adversarial. • The use of rhetorical techniques can aid in creating effective arguments. • Different types of evidence can appeal to different audiences. • Arguments can be arranged in a number of ways, but some semblance of structure should be present. • How to properly document and cite evidence used to support their arguments. | <p>Students will be able to....</p> <ul style="list-style-type: none"> • Identify and analyze argumentative essays. • Compose argumentative essays based on readings studied in class. • Employ multiple argumentative models. • Understand how appeal to multiple audiences in a single argument. • Create arguable thesis statements. |
| Stage 2-Assessment Evidence | |
| <i>Students will show their learning by...</i> | |
| <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Response journals • Group project • Class discussion • Formative/summative assessments • Reading quizzes • Socratic Seminar • Practice AP exam questions • Timed essays | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Class participation • Daily discussion • Independent reading |
| Stage 3- Learning Plan | |
| <i>Summary of Key Learning Events and Instruction</i> | |
| Weekly instruction and pacing will be determined by instructor in unit lesson plans. | |

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At-Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Outliers by Malcolm Gladwell
- A Writer's Reference: 8th Edition by Diana Hacker
- Not By Math Alone by Sandra Day O'Connor and Roy Romer
- In Defense of Prejudice by Jonathan Rauch
- A Modest Proposal by Jonathan Swift
- Self-Reliance by Ralph Waldo Emerson
- How the Superwoman Myth Puts Women Down by Sylvia Rabiner
- I Have a Dream by Martin Luther King, JR
- A New Control of Destiny by Margaret Mead
- A Vindication of the Rights of Woman by Mary Wollstonecraft
- Women and the Future of Fatherhood by Barbara Dafoe Whitehead
- Under the Spell by Joan Acocella
- Can 35 Million Book Buyers be wrong? Yes. by Harold Bloom
- Harrison Bergeron by Kurt Vonnegut, JR
- A Reader for College Writers Selected Readings

- Readings for Writers Selected Readings
- The Riverside Reader Selected Readings

General Resources for Course

- The Norton Reader (textbook)
- The Language of Composition (textbook)
- A Reader for College Writers
- Readings for Writers
- The Riverside Reader
- How to Read a Paragraph and beyond by Dr. Richard Paul and Dr. Linda Elder
- Select articles/cartoons/art work from The New Yorker
- Select articles/cartoons/pictures from The Onion
- Far Side, Calvin and Hobbes, Peanuts, and other applicable cartoons
- Internet websites
- Short clips of music/videos/speeches which to help to support the daily readings

Course Unit 4

Unit Title: Synthesis

Date/Duration: 8-10 weeks

Alignment with NJSL:

- RL.11-12 Reading Literature
- RI. 11-12 Reading Informational Text
- W.11-12 Writing
- SL.11-12 Speaking & Listening
- L.11-12 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

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

Primary Interdisciplinary Connections:

Economics, Geography, Government and Civics

Stage 1: Desired Results**Transfer*****Students will be able to independently use their learning to:***

- Evaluate a wide range of sources pertaining to a specific topic.
- Create a sound argument using a variety of sources.
- Effectively integrate and synthesize these sources into their writing.
- Conduct research of their own on a given or chosen topic.

Meaning**Understandings:**

- Evaluating sources is extremely important in informing an argument.
- The synthesis essay will show that they can write a research paper.
- They are to draw almost exclusively from the sources given during the exam, not personal experiences, history, or literature.

Essential Questions:

- Why is it important to evaluate various sources when composing a research essay?
- How can critical reading of the texts of a synthesis essay assist a writer in producing a cogent essay?
- How can a reader critically analyze visual text for use in a synthesis essay?

Acquisition**Students will know.....**

- How to examine multiple sources from print to visual.
- How to choose from several varying sources to illustrate a point.
- When to use summary, paraphrase, and inference while addressing a synthesis essay.

Students will be able to....

- Conduct research on a given or chosen topic
- Evaluate multiple sources to inform an argument
- Recognize bias in sources
- Create an informed argument or analysis based on several sources during the AP Exam.

| Stage 2-Assessment Evidence | |
|--|---|
| <i>Students will show their learning by...</i> | |
| Performance Tasks: <ul style="list-style-type: none"> • Response journals • Group project • Class discussion • Formative/summative assessments • Reading quizzes • Socratic Seminar • Practice AP exam questions • Timed essays | Other Evidence: <ul style="list-style-type: none"> • Class participation • Daily discussion • Independent reading |
| Stage 3- Learning Plan | |
| <i>Summary of Key Learning Events and Instruction</i> | |
| Weekly instruction and pacing will be determined by instructor in unit lesson plans. | |
| Recommended Accommodations and Modifications | |
| <p>ELL:</p> <ul style="list-style-type: none"> • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Provide peer tutoring • Use a strong student as a “buddy” (does not necessarily have to speak the primary language) <p>Special Education:</p> <ul style="list-style-type: none"> • Allow extra time to complete assignments or tests • Work in a small group • Allow answers to be given orally or dictated • Use large print books, Braille, or books on CD (digital text) • Follow all IEP modifications/504 plan <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum • Organize and offer flexible small group learning activities • Provide whole group enrichment explorations • Teach cognitive and methodological skills • Use center, stations, or contracts <p>Title 1 (At- Risk Students):</p> | |

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- The Once and Future King by T. H. White
- What I Learned by David Sedaris
- Common Sense by Thomas Paine
- How to Read a Paragraph and beyond by Dr. Richard Paul and Dr. Linda Elder
- A Reader for College Writers Selected Readings
- Readings for Writers Selected Readings
- The Riverside Reader Selected Readings

General Resources for Course

- A Reader for College Writers
- Readings for Writers
- The Riverside Reader
- How to Read a Paragraph and beyond by Dr. Richard Paul and Dr. Linda Elder
- Select articles/cartoons/art work from The New Yorker
- Select articles/cartoons/pictures from The Onion

Course Unit 5

Unit Title: Intro to AP Literature and Composition

Date/Duration: 4-6 weeks

Alignment with NJSLs:

- RL.11-12 Reading Literature
- RI. 11-12 Reading Informational Text
- W.11-12 Writing
- SL.11-12 Speaking & Listening
- L.11-12 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

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

Primary Interdisciplinary Connections:

Economics, Geography, Government and Civics

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Analyze fictional works as opposed to rhetoric
- Analyze poetry
- Recognize literary techniques authors use to develop plot and characters in a story
- Make text to text, text to world, and text to personal experience connections
- Prepare for the Literature and Composition exam in May

Meaning

Understandings:

- The Language of Composition and Literature and Composition Courses differ in many ways
- Making connections to the world, other texts, and personal experience can help analyze a text.
- Understanding point of view can aid in providing strong analysis

Essential Questions:

- How is Literature and Composition different from Language and Composition?
- How do the analytical skills learned in this class transfer to the Literature and Composition course?
- How can we use literature to develop a sophisticated vocabulary?
- How does an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning?

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| | <ul style="list-style-type: none"> • How can analysis of point of view help distinguish what is directly stated in a text and what is actually meant? • How does analyzing multiple interpretations of a drama or poem help evaluate how each version interpreted? |
| Acquisition | |
| Students will know..... <ul style="list-style-type: none"> • The difference in analyzing a fictional work and non-fictional work • How to close read and analyze fictional prose and poetry | Students will be able to.... <ul style="list-style-type: none"> • Analyze fictional works as opposed to rhetoric • Analyze poetry • Recognize literary techniques authors use to develop plot and characters in a story • Make text to text, text to world, and text to personal experience connections • Prepare for the Literature and Composition exam in May |
| Stage 2-Assessment Evidence | |
| <i>Students will show their learning by...</i> | |
| Performance Tasks: <ul style="list-style-type: none"> • Response journals • Group project • Class discussion • Formative/summative assessments • Reading quizzes • Socratic Seminar • Practice AP exam questions • Timed essays | Other Evidence: <ul style="list-style-type: none"> • Class participation • Daily discussion • Independent reading |
| Stage 3- Learning Plan | |
| <i>Summary of Key Learning Events and Instruction</i> | |
| Weekly instruction and pacing will be determined by instructor in unit lesson plans. | |

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At-Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension