

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Placement Language and Composition IV: Unit 1: The Origin of Stories</p>	<p>Unit Summary: This unit addresses the origins of literature and the archetypes that are present in modern literature. It is designed to assist students in learning to connect cultures to their own and analyze cultures through their literature. In addition, students will form an understanding of the hero archetype and its development throughout history. This unit also serves as an introduction to the idea of “Reading like a Writer and “Writing like a Reader” that is the cornerstone of AP reading and writing. Through close reading and analysis of both ancient and modern texts, students will begin to approach reading in an analytical way, discerning the various choices an author makes in order to create an effect for the reader.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s): <i>Reading- Informational and Literature texts</i></p> <ul style="list-style-type: none"> • Why do we study ancient literature? • What themes/values are common to all cultures? • What is a hero? • How are archetypes relevant in understanding other cultures and our own? • Why does an author include specific details in a passage? • How does a theme permeate a work of literature? • How does an author use symbols throughout a text? • How can understanding an author’s use of symbols help identify the author’s purpose in writing? • How do past archetypes relate to present/individual conflicts? • How can stylistic devices help an author to create meaning, and how can the reader apply knowledge to aid in understanding text? • Why should a reader identify an author’s purpose and intended audience? • What are the tools for understanding and analyzing text? 	<p>Enduring Understanding(s): <i>Reading- Informational and Literature texts</i></p> <ul style="list-style-type: none"> • Themes in literature are universal and, generally, transcend culture and history. • Understanding the past is crucial to living responsibly in the present and planning for the future. • Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures. • Literature provides an essential tool in understanding issues of global importance. • Annotating a literary work can further understanding and the ability to determine relevance of a work. • Human experiences connect cultures and people. • Symbols help to communicate common themes and experiences. • Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society. • Expanding our vocabulary will result in improved reading comprehension. • Readers develop a deeper understanding of literature through reflection of text. • Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures. • Understanding a text’s structure helps one understand its meaning. • Stylistic devices and figurative language can be used in any time period to convey meaning, and literary devices can enhance the reader’s understanding of a work through vivid description of characters and setting, creating strong imagery. • Looking at plot and conflict from differing points of view can provide a broader perspective of a narrative; this skill can be used in assimilating a novel’s purpose and theme as well as in personal experience. • Recognition of use of stylistic devices to achieve an author’s purpose such as figurative language, organization of text, use of appeals, characterization and imagery increase the reader’s ability to understand the importance of language and structure. • An author’s purpose and intended audience are implicit in making meaning for a reader in any time period. • Development of methods and strategies for understanding and analyzing text such as annotation, inner voice, rhetorical triangle, & SOAPStone can help a

reader to gain insight into increasingly difficult text.

Writing-

- How does a writer use specific language/diction to create imagery/character?
- Why are annotations essential to writing literary analysis?
- How does a writer best communicate personal experiences?
- What are the choices a writer can make to create meaning and effect?
- Why should we imitate mentor text?
- How do we incorporate rhetorical devices for a desired effect?

Language- grammar and vocabulary

- Why is grammar essential to communicate effectively?
- How can sustained acquisition of vocabulary increase academic performance?
- Why is it important to learn the part of speech of a new word?
- How can we learn denotation and connotation from the way a word is used, and how can we learn to use a word correctly?
- Why is it necessary to assimilate specific vocabulary for study of aspects of language?

Speaking and Listening-

- Why is listening part of speaking?
- How do we appropriately and respectfully express our opinions in a group setting, and how can we move beyond personal bias to acknowledge another perspective?
- How can we present and

Writing-

- Personal narrative provides essential information to the reader about the author.
- Annotating a literary work can aid in written analysis.
- Imagery is an effective tool in telling a story.
- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
- Our willingness to draw from the various influences in our lives is the key to developing as a writer.
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.
- A reader can learn to be cognizant of the author's use of figurative language, imagery, diction and syntax to create the desired effect as well as inferring meaning; in addition, the reader should recognize that tone is created through selected and specific diction. These lessons can be applied to his/her own writing
- A writer's application of stylistic devices based on those learned through mentor text improves meaning and effect.

Language- grammar and vocabulary

- An author's choices in diction and imagery affect a reader's interpretation.
- Effective communication relies on common rules and conventions.
- References to literary works are in present tense.
- Tense must be consistent in writing.

Speaking and Listening-

- Learning to actively listen, respectfully process others' opinions, and thoughtfully respond while remaining true to our own convictions is an ongoing process and is important in both college and career. Practicing in a classroom setting and giving and receiving appropriate feedback is beneficial for school and life.
- The sharing of ideas through monitored discourse is mutually beneficial. Learning to see our thoughts through the lens of an audience is helpful in clarifying our own ideas. Practice in presenting ideas helps students to increase their confidence and ability to articulate ideas verbally.

clarify ideas for an audience, and what are the components of successfully presenting an idea verbally?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS</u>
<i>Reading- Informational and Literature texts</i>	
1. Demonstrate creative, critical thinking, collaboration, and problem-solving skills.	1.LA. 11-12. RL. 12.1
2. Read and evaluate historical documents and ancient literary texts to acquire an understanding of ancient and modern cultures.	2_ LA. 11-12. W. 12.9a
3. Critically read, analyze, and interpret historical and fictional texts in terms of purpose, audience, and context, cultural connections, and rhetorical devices.	3. LA. 11-12. SL. 12.1 LA. 11-12. W. 12.9a
4. Analyze common themes in literature and express, in writing and speaking, cultural commonalities in defining a hero and in defining the values of the culture.	4. LA. 11-12. RL . 12.2 5. LA. 11-12. RL. 12.6
5. Identify archetypes in literature and relate them to understanding of culture in ancient and modern literature.	6. LA. 11-12. RL. 12.2 7. LA. 11-12. SL. 12.5
6. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes.	8. LA. 11-12. SL. 12.6 9. LA. 11-12. SL. 12.2
7. Evaluate the relevance of and compare works of art, literature and music that depict historical, legendary, or contemporary heroes.	LA. 11-12. RI. 12.3 10. LA. 11-12. SL. 12.1
8. Apply knowledge of archetypes and heroes from other cultures to today's heroes.	LA. 11-12. SL. 12.3
9. Use analysis to compare and contrast texts in terms of tone, theme, diction, structure, and rhetorical devices and the effect of these devices on the text.	11. LA. 11-12. SL. 12.3 12. LA. 11-12. SL. 12.3
10. Analyze and evaluate author's intent, meaning, and style.	LA. 11-12. RI. 12.6
11. Recognize and identify that genres have different structures and conventions.	13. LA. 11-12. SL. 12.1a
12. Analyze an author's choices for a specific purpose, audience, and context.	14. LA. 11-12. RL. 12.1
13. Identify the use of rhetorical devices in text.	LA. 11-12. RL. 12.2
14. Identify and evaluate writing strategies used in order to deepen the understanding of the text.	LA. 11-12. RL. 12.5 LA. 11-12. RL. 12.6
<i>Writing</i>	
15. Create a personal narrative with a clear purpose that employs clear stylistic choices for affect.	15. LA. 11-12. W. 12.3 16. LA. 11-12. W. 12.10
16. Compose an analysis of rhetorical devices an author employs in a text.	
17. Employ the writing process in a personal narrative and analysis essay.	17. LA. 11-12. W. 12.10
<i>Language-vocabulary and grammar</i>	
18. Use consistent verb tense in writing.	18. LA. 11-12. L. 12.1
19. Analyze the impact of word choice in text.	19. LA. 11-12. L. 12.3
20. Define new words in context.	20. LA. 11-12. L. 12.4a,b
21. Edit and revise their own and other's writing.	21. LA. 11-12. W. 12.4,5,6
22. Evaluate and analyze grammar components of Standard English sentences.	22. L.11-12.1 a, 2

<p>23. Identify, analyze, and apply new vocabulary to a specific purpose.</p> <p>Speaking and Listening</p> <p>24. Apply knowledge of a culture in discussions of a corresponding literary work.</p> <p>25. Respond to literature in personal way.</p> <p>26. Express personal responses in a small group setting.</p> <p>27. Actively listen during collaborative discussions and Socratic seminars.</p>	<p>23. L.11-12.3 a</p> <p>24. LA. 11-12. SL. 12.1c</p> <p>25. LA. 11-12. SL. 12.1,a,b,c,d</p> <p>26. LA. 11-12. SL. 12.4</p> <p>27. LA. 11-12. SL. 12.3</p>
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Inter-Disciplinary Connections:

History-ancient cultures, Civil War in Sierra Leone, Ireland
 Music/art- cultural representations of archetypes, visual text

Students will engage with the following texts:

Textbooks:

World Literature- suggested works: “How the World Was Made”, “Coyote and Origin of Death” “Theseus” , “Gilgamesh”, “The Literature of Mesopotamia” , “Flood Myth”, “Genesis: Adam and Eve,” *Inferno* selections

The Language of Composition: Chapter 1 & Chapter 2

Vocabulary Workshop (Shostak), Level G: Units 1-3

Suggested Mentor and Supplemental Texts:

- *The Language of Composition*
- *Models For Writers: Short Essays for Composition*, 11th edition (Bedford/St. Martin’s)
- *Patterns for College Writing: A Rhetorical Reader and Guide*
- *The Longman Writer*
- *This I Believe I & II*
- *One Hundred Great Essays*
- Short pieces such as, Sandra Cisneros’s “Salvador Late or Early” and “Eleven,” James Baldwin’s “Stranger in the Village,”
- Letters, such as one from Abraham Lincoln to Thurlow Weed , one from Charles Dickens to his future wife, excerpts from Elly Hillesum’s “Letter from a Nazi Concentration Camp,”
- Autobiographical essays, such as, “Once More to the Lake” by E.B. White, “Sister Flowers,” by Maya Angelou, “So Tsi-Fai” by Sophronia Liu, and “The Chase” by Annie Dillard
- AP-style practice tests

Suggested Novels:

A Long Way Gone (Ishmael Beah)
Angela's Ashes (Frank McCourt)

Various news and media:

(e.g., *CNN*, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner's World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, *NPR*, etc.)

OTHER RESOURCES:

Purdue Online Writing Lab
Collegeboard.com articles and quizzes

Independent Reading:

Students choose a fiction or nonfiction book to read. Students will be required to read independently throughout the school year.]

Students will write:

Text annotations: Students will read actively for author's purpose, diction, rhetorical and stylistic devices

Writer's Notebook: Personal narrative/college essay topic- drafts through published pieces; narrative modeling text with revisions; author studies; experiments with style and syntax, practice with using effective grammar, idea generating for writing pieces, practice with new techniques, craft honing, and reflections on progress as writers

Reader's Response to literature: reading logs and annotations of texts studied in this unit, reflections on author's purpose and craft

Personal Narrative: college essay

Textual analysis: essays identifying author's purpose and devices used to achieve that purpose

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Suggested list of specific activities:

Whole-Class Instruction:

- **Note-taking (Cornell and annotation)** on texts for style, rhetorical devices, purpose-audience-context; on myths, archetypes, background on individual works; on rhetorical devices, on characteristics of narrative writing;
- **Socratic Seminars-** hero archetypes, human experience as a common thread, analysis of a myth, flood myth across cultures, discovering yourself through writing, value of myths, fact vs. fiction, cultural difference in archetypes, hero archetype, poetry/word-choice and its connection to tone
- **Mini-lessons, Teacher Modeling, and Lecture:** PowerPoint- Development of Literature, Hero Cycle and Quest, Archetypes, Annotation and analysis, Identifying purpose-audience-context, Identifying rhetorical devices, Applying and experimenting with strategies from mentor text

Small Group Collaboration:

Students will explore the following topics through collaborative activities such as *Think, Pair, Share; Placemat, and Jigsaw:*

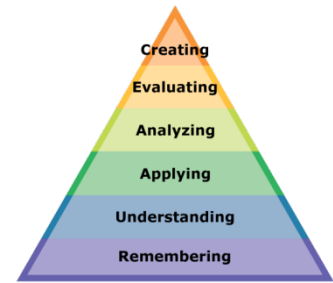
- small group discussion of epic heroes in literature
- connection between works
- peer editing college essays, peer-editing limited analysis
- discussions of relevance of a work to the individual
- annotations of individual and mentor texts

Individual Assignments:

- **Writing Workshop** development of style and voice; applying and experimenting with strategies from mentor text
- **Reader's Response to Literature:** Students use reading notebooks – annotations of above listed texts, identification of main ideas, questioning, mentor texts, reader's/writer's notebook- text responses narrative modeling text, writer's craft, drafts, revisions, quick writes; developing questions and reinforcing comprehension; annotation of text for author's purpose and rhetorical/stylistic strategies
- **Personal narrative/college essay (Writing Workshop)**
- **Rhetorical Analysis** on use of rhetorical devices/strategies
- **Grammar:** verb tense exercises, self-discovery worksheets and lists
- **Vocabulary in context:** Maintain a vocabulary log of words found in context of reading and used in context of instructional lessons.
- **Independent Reading:** student choice and annotation of text

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- Quizzes and tests- definitions, reading checks on individual works, notebooks checks on vocabulary in context, grammar lessons on consistent tense, assessment of Cornell notes , rhetorical devices
- Homework questions on each work,
- Class discussion, observation, and questioning
- Individual and small-group conferences
- Socratic Seminars—written reflections and exit slips
- Writing Workshop conferences
- Class discussion, observations and questioning on relevance of cultural values as described in archetypes

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Writing:** Rhetorical Analysis Essay, Personal Narrative Essay
- **Reading:** Summer Reading assessment; Rhetorical Devices, Close Reading, and Analysis
- **Vocabulary:** Cumulative vocabulary 1-3
- **Independent reading assessment:** Based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

- Independent reading and annotations
- Rhetorical analysis essay
- Chart on heroes from different cultures
- Personal narrative essay

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Placement Language and Composition IV: Unit 2: Explaining Past, Present, and Future</p>	<p>Unit Summary: This unit addresses the effects of war on the individual and the society throughout the ages, as well as the importance of remembrance and understanding of past conflicts, as seen through fiction and nonfiction texts. Through close reading of text and opportunities to experiment with various stylistic, rhetorical and syntactical strategies in Writer's Notebooks, students will build on the foundation of analytical and compositional skills that were introduced in unit one. This unit will also introduce Toulmin's style of argument as students begin to understand, analyze, and compose arguments.</p>
<p>Grade Level(s): 12</p>	<p>as students begin to understand, analyze, and compose arguments.</p>
<p>Essential Question(s): <i>Reading- Informational and Literature texts</i></p> <ul style="list-style-type: none"> • Why do we study literature? • What are the recognizable patterns in literature, and what do they tell us about ourselves? • Why does an author include specific details and strategies in a passage? • How can understanding an author's use of rhetorical devices and appeals help identify the author's purpose in writing? • How can stylistic devices help an author to create meaning, and how can the reader apply knowledge to aid in understanding text? • Why should a reader identify an author's purpose, intended audience, and context? • What are the tools for understanding, analyzing, and comparing texts? • How can independent reading create fluency and increased comprehension? 	<p>Enduring Understanding(s): <i>Reading- Informational and Literature texts</i></p> <ul style="list-style-type: none"> • Themes in literature are universal and, generally, transcend culture and history. • Understanding the past is crucial to living responsibly in the present and planning for the future. • Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures. • Literature provides an essential tool in understanding issues of global importance. • Annotating a literary work can further understanding and the ability to determine relevance of a work. • Human experiences connect cultures and people. • Symbols help to communicate common themes and experiences. • Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society. • Expanding our vocabulary will result in improved reading comprehension. • Readers develop a deeper understanding of literature through reflection of text. • Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures. • Understanding a text's structure helps one understand its meaning. • Stylistic devices and figurative language can be used in any time period to convey meaning, and literary devices can enhance the reader's understanding of a work through vivid description of characters and setting, creating strong imagery. • Recognition of use of stylistic devices to achieve an author's purpose such as figurative language, organization of text, use of appeals, characterization and imagery increase the reader's ability to understand the importance of language and structure. • An author's purpose and intended audience are implicit in making meaning for a reader in any time period. • Development and refinement of methods and strategies for understanding and analyzing text such as annotation, inner voice, rhetorical triangle, & SOAPStone can help a reader to gain insight into increasingly difficult text.

Writing-

- How does a writer use specific language/diction to create tone?
- Why are annotations essential to writing?
- How does a writer best communicate?
- What are the choices a writer can make to create meaning and effect?
- Why should we imitate mentor text?
- How do we incorporate rhetorical devices and rhetorical appeals for a desired effect?

Language- grammar and vocabulary

- Why is grammar essential to communicate effectively?
- How can sustained acquisition of vocabulary increase academic performance?
- Why is it important to learn the part of speech of a new word?
- How can we learn denotation and connotation from the way a word is used, and how can we learn to use a word correctly?
- Why is it necessary to assimilate specific vocabulary for study of aspects of language?

Speaking and Listening-

- Why is listening part of speaking?
- How do we appropriately and respectfully express our opinions in a group setting, and how can we move beyond personal bias to acknowledge

Writing-

- Annotating text can aid in written analysis and in modeling text.
- Utilizing rhetorical appeals can enhance argument.
- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
- Our willingness to draw from the various influences in our lives is the key to developing as a writer.
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.
- A reader can learn to be cognizant of the author's use of figurative language, imagery, diction, syntax, and rhetorical appeals to create the desired effect as well as inferring meaning; in addition, the reader should recognize that tone is created through selected and specific diction. These lessons can be applied to his/her own writing
- A writer's application of stylistic devices based on those learned through mentor text improves meaning and effect.

Language- grammar and vocabulary

- An author's choices in diction and imagery affect a reader's interpretation.
- Effective communication relies on common rules and conventions; style relies on adjusting those rules and conventions with purpose.
- References to literary works are in present tense.
- Tense must be consistent in writing.
- Studying, understanding, and articulating the use of language requires knowledge of appropriate terminology, such as diction, tone, logos, ethos, pathos, rhetoric, etc . . .

Speaking and Listening-

- Learning to actively listen, respectfully process others' opinions, and thoughtfully respond while remaining true to our own convictions is an ongoing process and is important in both college and career. Practicing in a classroom setting and giving and receiving appropriate feedback is beneficial for school and life.
- The sharing of ideas through monitored discourse is mutually beneficial. Learning to see our thoughts through the lens of an audience is helpful in clarifying our own ideas. Practice in presenting ideas helps students to

<p>another perspective?</p> <ul style="list-style-type: none"> • How can we present and clarify ideas for an audience, and what are the components of successfully presenting an idea verbally? 	<p>increase their confidence and ability to articulate ideas verbally.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS</u>
<p>Reading- Informational and Literature texts</p> <ol style="list-style-type: none"> 1. Demonstrate creative, critical thinking, collaboration, and problem-solving skills. 2. Read and analyze historical documents, novels, and modern texts to acquire an understanding of exposition and argumentation. 3. Critically read, analyze, and interpret historical and fictional texts in terms of purpose, audience, and context, cultural connections, and rhetorical devices. 4. Analyze common themes in literature and express, in writing and speaking, cultural commonalities in defining a hero and in defining the values of the culture. 5. Compare multiple (two or more) visual, written, or spoken texts, according to purpose, audience, and context. 6. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes. 7. Evaluate the relevance of and compare works of art, literature and music that depict elements and effects of war. 8. Apply understanding of the elements of argument (claim/data/warrant) to argument essays and texts. 9. Use analysis to compare and contrast texts in terms of claim, tone, diction, structure, rhetorical appeals and rhetorical devices and the effect of these devices on the text. 10. Analyze author's intent, meaning, and style. 11. Recognize and identify that genres have different structures and conventions. 12. Analyze an author's choices for a specific purpose, audience, and context. 13. Identify and analyze the use of rhetorical devices in text, including figurative language; logos, ethos, and pathos; diction; tone; mood; anaphora; parallelism; and irony, to achieve purpose, reach the audience, and account for the context. 14. Identify and analyze reading and writing strategies used in order to deepen the understanding of the text, including text annotation, higher-level question writing and responding. 	<p>1.LA. 11-12. RL. 12.1 2. LA. 11-12. RI. 3. LA. 11-12. SL. 12.1 LA. 11-12. W. 12.9a 4. LA. 11-12. RL. 12.2 5. LA. 11-12. RL.7, RI.2,7 6. LA. 11-12. RL. 12.2 7. LA. 11-12. SL. 12.5 8. LA. 11-12. RI.8-10 9. LA. 11-12. SL. 12.2 LA. 11-12. RI. 12.3 10. LA. 11-12. SL. 12.1 LA. 11-12. SL. 12.3 11. LA. 11-12. SL. 12.3 12. LA. 11-12. SL. 12.3 LA. 11-12. RI. 12.6 13. LA.11-12.RL.11-12.10a, .RI.11-12.1, RI. 11-12.5, RI.11-12.8 14. LA. 11-12. RL. 12.1 LA. 11-12. RL. 12.2 LA. 11-12. RL. 12.5 LA. 11-12. RL. 12.6 15. LA. 11-12. W. 12.2 16. LA. 11-12. W. 12.1 17. LA. 11-12. W. 12.5 18. LA 11-12. W. 12.9</p>
<p>Writing</p> <ol style="list-style-type: none"> 15. Construct expository essay with a clear purpose that employs rhetorical devices for affect. 16. Compose an AP-style argument essay using rhetorical appeals (logos, ethos, and pathos) and the elements of argument. 17. Employ the writing process in an expository and argument essay. 18. Model expository and argument essays in order to understand different structures (i.e. 	

cause/effect, description, etc . . .) and different writing strategies (i.e. use of logos, ethos, pathos)

Language-vocabulary and grammar

- 19. Connect ideas in writing by compounding various sentence elements, such as verbs, subject, object, or whole predicates.
- 20. Analyze and compare the impact of word choice on tone in text.
- 21. Distinguish between denotation and connotation of new vocabulary words in context; construct original uses of words demonstrating both denotation and connotation.
- 22. Edit and revise their own and other’s writing.
- 23. Evaluate and analyze syntactical variation including corresponding punctuation, including clauses, phrases, active and passive verbs, and parallel structure.
- 24. Identify, analyze, and apply new vocabulary to a specific purpose.

- 19. LA. 11-12. L. 12.4
- 20. LA. 11-12. L. 12.3
- 21. LA. 11-12. L. 12.4a,b
- 22. LA. 11-12. W. 12.4,5,6
- 23. L.11-12.1,3a
- 24. L.11-12.3 a

Speaking and Listening

- 25. Apply knowledge of a culture in discussions of a corresponding literary work.
- 26. Respond to literature in personal way.
- 27. Express analysis of text in a small group and whole-class setting by sharing and collaborating on text annotation, proposing open-ended questions, and responding to analysis questions.
- 28. Actively listen during collaborative discussions and Socratic seminars as demonstrated through text annotation, paraphrasing/summarizing main ideas, and expanding discussion using open-ended questions.

- 25. LA. 11-12. SL. 12.1c
- 26. LA. 11-12. SL. 12.1,a,b,c,d
- 27. LA. 11-12. SL. 12.4
- 28. LA. 11-12. SL. 12.3

Inter-Disciplinary Connections:

History-War and Culture
Music/art- War, visual text

Students will engage with the following texts:

Textbooks:

World Literature- suggested works: "From 'The Iliad,'" "In the Shadow of War"

Excerpts from: "A Rumor or War" (Caputo), "Where Men Win Glory," (Krakauer), "A Bright Shining Lie" (Sheehan), "The Good War" (Terkel), "War" (Junger), "A Long Way Gone" (Beah)

The Language of Composition (see below)

Vocabulary Workshop (Shostak), Level G: Units 4-6

Suggested Mentor and Supplemental Texts:

- **The Language of Composition:** Texts for expository writing: Chris Hedges, "from *The Destruction of Culture*," Brent Staple's "Godzilla vs. the Giant Scissors: Cutting the Antiwar Heart of a Classic," George Orwell, "Politics and the English Language," Teresa Wiltz's "Popular Culture in the Aftermath of September 11 Is a Chorus without a Hook, a Movie without an Ending,"; Texts for argument writing and analysis: Virginia Woolf's "Thoughts on Peace in an Air Raid," Brent Staple's "Godzilla vs. the Giant Scissors: Cutting the Antiwar Heart of a Classic," Wangari Muta Maathai's "2004 Nobel Peace Prize Speech," Chinua Achebe, "The Empire Fights Back," Chris Hedges, "from *The Destruction of Culture*,"
- **Models For Writers: Short Essays for Composition**, 11th edition (Bedford/St. Martin's): Chapter 5: "Organization," Chapter 7 "Paragraphs," Chapter 8: "Transitions," Chapter 11: "Diction and Tone;" for argument analysis and writing, "The Declaration of Independence," "I Have a Dream," "The Truth about Torture," "The Abolition of Torture"
- **Patterns for College Writing: A Rhetorical Reader and Guide**
- **The Longman Writer:** Chapter 19 "Argumentation-Persuasion," "Verbs" (Problems with subject-verb agreement), "Punctuation" (semi-colon, ellipsis, hyphen)
- **Elements of Argument**, Part One, The Structure of Argument
- **This I Believe I & II** (focus on expository): "Good Can Be as Communicable as Evil," "An Ideal of Service to Our Fellow Man," "The Connection Between Strangers," "We Are Each Other's Business,"
- **One Hundred Great Essays;** for argument: "The Declaration of Independence," Sojourner Truth's "And Ain't I A Woman?" Martin Luther King's "Letter from Birmingham City Jail"; for expository:
- **Current events:** "Build the Ground Zero Mosque at Ground Zero" *Washington Times* (September 11, 2010); "No Room for Mosque at Ground Zero," *Marshall Independent* (August 25, 2010); "Taking Stock in Afghanistan," *New York Times* (June 13, 2010); "War Can Warp Even Your Conscience," Leonard Pitts, *Detroit Free Press* (January 20, 2012); "The End for Now," Thomas Friedman, *New York Times*, (December 2011)
- **Poetry:** Wislawa Szymborska's "The End and the Beginning" (two translations) (with **diction** and **tone**); Yehuda Amichai's "The Diameter of the Bomb," Wilfred Owen's "Dulce et Decorum est" (with **irony**), other World War I, II, & modern war poetry
- **Other supplemental texts:** Plato's *Apology*; The Declaration of Human Rights; "On the Bottom" from *Survival in Aushwitz* by Primo Levi; "Preface to the New Translation" by Elie Wiesel, Excerpts from *Not on Our Watch: The Mission to End Genocide in Darfur and Beyond* by Don Cheadle and John Pendergast
- **AP-style practice tests**

Suggested Novels:

A Long Way Gone (Ishmael Beah)

The Things They Carried (Tim O'Brien)

Kite Runner (Khaled Hosseini)

Things Fall Apart (Chinua Achebe)

All Quiet on the Western Front (Erich Maria Remarque)

Various news and media:

(e.g., CNN, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner's World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, NPR, etc.)

OTHER RESOURCES:

Purdue Online Writing Lab

Collegeboard.com articles and quizzes

Independent Reading:

Students choose a fiction or nonfiction book to read. Students will be required to read independently throughout the school year.]

Students will write:

Text annotations: Students will read actively for author's purpose, diction, rhetorical and stylistic devices, rhetorical appeals (logos, ethos, pathos), and elements of argument (claim, data, and warrant)

Writer's Notebook: Expository essay topic- drafts through published pieces; expository and argument modeling text with revisions; author studies; experiments with style, syntax, rhetorical appeals, mini argu-writes, practice with using effective grammar, idea generating for writing pieces, practice with new techniques, craft honing, and reflections on progress as writers

Reader's Response to literature: reading logs and annotations of texts studied in this unit, reflections on author's purpose and craft, claim-data-warrant

Exposition: expository essay on element/effects of war

Argumentation: development of a position with appropriate data/support and use of rhetorical appeals

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Suggested list of specific activities:

Whole-Class Instruction:

- **Note-taking (Cornell and annotation)** on texts for style, rhetorical devices, purpose-audience-context, rhetorical appeals; on argument (claim-data-warrant); on rhetorical appeals, on characteristics of argument and expository writing;
- **Socratic Seminars-** guilt; effects of war; is violence necessary?; alienation; importance of studying the past; style and diction in war writing; word choice and tone (two translations of “The End and the Beginning”
- **Mini-lessons, Teacher Modeling, and Lecture:** Writing and revising expository and argument essays, Annotation and analysis of argument, Identifying logos, ethos, pathos and claim-data-warrant; Analyzing the use of rhetorical devices, Applying and experimenting with strategies from mentor text

Small Group Collaboration:

Students will explore the following topics through collaborative activities such as *Think, Pair, Share; Placemat, and Jigsaw:*

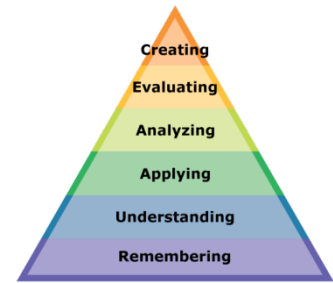
- small group discussions on war novels; text analysis and annotations
- small group analysis of argument, specifically with identifying claim-data-warrant and use of rhetorical appeals
- connection among works
- peer editing expository essays, peer-editing argument essays
- discussions of relevance of a work to the individual
- annotations of individual and mentor texts

Individual Assignments:

- **Writing Workshop** continued development of style and voice; applying and experimenting with strategies from mentor texts
- **Reader’s Response to Literature:** Students use reading notebooks – annotations of above listed texts, identification of main ideas, questioning, mentor texts, reader’s/writer’s notebook- text responses narrative modeling text, writer’s craft, drafts, revisions, quick writes; developing questions and reinforcing comprehension; annotation of text for author’s purpose and rhetorical/stylistic strategies
- **Expository Essay (Writing Workshop)**
- **AP-Style Argument Essay:** compose and support a position, utilize rhetorical appeals and devices as outlined in learning objectives
- **Grammar:** subject-verb agreement, punctuation, sentence structure, self-discovery worksheets and lists
- **Vocabulary (Shostak) and in context:** Units 4-6 (Shostak,) vocabulary log of words found in context of reading and used in context of instructional lessons.
- **Independent Reading:** student choice (can be a choice of war novels listed above) and annotation of text

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- Quizzes and tests-vocabulary (Shostak), reading checks on individual works, grammar lessons , assessment of Cornell notes , rhetorical devices, rhetorical appeals, elements of argument
- Class discussion, observation, and questioning
- Individual and small-group conferences
- Socratic Seminars—written reflections, annotations (original and post-seminar), and participation
- Writing Workshop conferences; Writer's Notebooks
- Class discussion, observations and questioning

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Writing:** War-Expository Essay, AP-style Argument Essay
- **Reading:** Argument Analysis and Elements of Argument, War Writing/Novel
- **Vocabulary:** Cumulative vocabulary 4-6
- **Independent reading assessment:** Based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

- Independent reading and annotations
- Expository essay
- AP-style Argument essay
- Op-Ed essay on War OR Persuasive speech

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Placement Language and Composition IV: Unit 3: Argument and Research</p>	<p>Unit Summary: This unit addresses the skills of summary, analysis and critique, which will be used in the synthesis research paper. Students will learn to use proper citations with an accompanying Works Cited, evaluate and select appropriate research on multiple sides of the issue, and engage in the writing process. In addition, through close reading of text and opportunities to experiment with various stylistic, rhetorical and syntactical strategies in Writer's Notebooks, students will continue to build on the analytical and compositional skills that were introduced in unit one, while also utilizing these skills to find and hone their own style in writing. Awareness of the importance of placement of words in syntactical structures following the conventions of grammar and practice in effective placement will be the primary instructional goal in the craft of writing. Acquiring and owning new vocabulary through context will be continued. This unit will also continue practice with writing and analyzing argument with Toulmin's style of argument, as well additional styles, as students begin to better understand, analyze, and compose arguments.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s): <i>Reading- Informational and Literature texts</i></p> <ul style="list-style-type: none"> • Why do we study literature? • What are the recognizable patterns in literature, and what do they tell us about ourselves? • Why does an author include specific details and strategies in a passage? • How can understanding an author's use of rhetorical devices and appeals help identify the author's purpose in writing? • How can stylistic devices help an author to create meaning, and how can the reader apply knowledge to aid in understanding text? • Why should a reader identify an author's purpose, intended audience, and context? • What are the tools for understanding, analyzing, and comparing texts? • How can independent reading create fluency and increased comprehension? • How can literature be used as 	<p>Enduring Understanding(s): <i>Reading- Informational and Literature texts</i></p> <ul style="list-style-type: none"> • Literature provides an essential tool in understanding issues of global importance. • Annotating a literary work can further understanding and the ability to determine relevance of a work. • Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society. • Expanding our vocabulary will result in improved reading comprehension. • Readers develop a deeper understanding of literature through reflection of text. • Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures. • Understanding a text's structure helps one understand its meaning. • Stylistic devices and figurative language can be used in any time period to convey meaning, and literary devices can enhance the reader's understanding of a work through vivid description of characters and setting, creating strong imagery. • Recognition of use of stylistic devices to achieve an author's purpose such as figurative language, organization of text, use of appeals, characterization and imagery increase the reader's ability to understand the importance of language and structure. • An author's purpose and intended audience are implicit in making meaning for a reader in any time period. • Development and refinement of methods and strategies for understanding and analyzing text such as annotation, inner voice, rhetorical triangle, SOAPStone, and Toulmin's model can help a reader to gain insight into increasingly difficult text. • Research requires students to become critical consumers of the media and technology available to them. • Critical examination and evaluation of data is essential to making informed

a vehicle for social justice?

- How does one analyze, evaluate, and utilize various resources?

Writing-

- How does a writer use specific language/diction to create tone?
- Why are annotations essential to writing?
- How does a writer best communicate?
- What are the choices a writer can make to create meaning and effect?
- Why should we imitate mentor text?
- How do we incorporate rhetorical devices and rhetorical appeals for a desired effect?
- How can organization influence meaning and clarity in a piece of writing?
- How does knowing purpose-audience-context contribute to effective writing?

Language- grammar and vocabulary

- Why is grammar essential to communicate effectively?
- How can sustained acquisition of vocabulary increase academic performance?
- Why is it important to learn the part of speech of a new word?
- How can audience affect your communication process?
- How can we learn denotation and connotation from the way a word is used, and how can we learn to use a

decisions

- In research, we compare and discriminate between ideas, assess value of theories, and make choices based on reasoned argument.

Writing-

- Annotating text can aid in written analysis and in modeling text.
- Utilizing rhetorical appeals can enhance argument.
- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
- Our willingness to draw from the various influences in our lives is the key to developing as a writer.
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.
- A reader can learn to be cognizant of the author's use of figurative language, imagery, diction, syntax, and rhetorical appeals to create the desired effect as well as inferring meaning; in addition, the reader should recognize that tone is created through selected and specific diction. These lessons can be applied to his/her own writing
- A writer's application of stylistic devices based on those learned through mentor text improves meaning and effect.
- A text's organization, diction, and style should be appropriate to purpose-audience-context.

Language- grammar and vocabulary

- An author's choices in diction and imagery affect a reader's interpretation.
- Effective communication relies on common rules and conventions; style relies on adjusting those rules and conventions with purpose.
- References to literary works are in present tense.
- Tense must be consistent in writing.
- Writers make choices, such as the choice to use active instead of passive voice.
- Writers' choices affect their meaning and message.
- The audience with whom we are communicating shapes how we will communicate and the means through which we communicate.
- Media have embedded values and points of view.
- Studying, understanding, and articulating the use of language requires knowledge of appropriate terminology, such as diction, tone, logos, ethos, pathos, rhetoric, etc . . .

<p>word correctly?</p> <ul style="list-style-type: none"> • Why is it necessary to assimilate specific vocabulary for study of aspects of language? <p>Speaking and Listening-</p> <ul style="list-style-type: none"> • Why is listening part of speaking? • How do we appropriately and respectfully express our opinions in a group setting, and how can we move beyond personal bias to acknowledge another perspective? • How can we present and clarify ideas for an audience, and what are the components of successfully presenting an idea verbally? 	<p>Speaking and Listening-</p> <ul style="list-style-type: none"> • Learning to actively listen, respectfully process others’ opinions, and thoughtfully respond while remaining true to our own convictions is an ongoing process and is important in both college and career. Practicing in a classroom setting and giving and receiving appropriate feedback is beneficial for school and life. • The sharing of ideas through monitored discourse is mutually beneficial. Learning to see our thoughts through the lens of an audience is helpful in clarifying our own ideas. Practice in presenting ideas helps students to increase their confidence and ability to articulate ideas verbally.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS</u>
<p>Reading- Informational and Literature texts</p> <ol style="list-style-type: none"> 1. Demonstrate creative, critical thinking, collaboration, and problem-solving skills. 2. Read and analyze historical documents, novels, and modern texts to acquire an understanding of effective argumentation. 3. Establish a focus for research and develop a specific research plan to answer a specific question. 4. Analyze common strategies used in argument. 5. Compare multiple (two or more) visual, written, or spoken texts, according to claim and data. 6. Collect and evaluate scholarly articles and current event articles from databases. 7. Examine multiple sides of an issue through research and analysis. 8. Apply understanding of the elements of argument (claim/data/warrant) to argument essays and texts. 9. Evaluate texts in terms of claim, data, warrant, and rhetorical devices. 10. Analyze and evaluate author’s argument. 11. Recognize and identify that genres have different structures and conventions. 12. Analyze and evaluate an author’s choices for a specific purpose, audience, and context. 13. Analyze the use of rhetorical devices in text, including figurative language; logos, ethos, and pathos; diction; tone; mood; anaphora; parallelism; and irony, to achieve purpose, reach the audience, and account for the context. 	<ol style="list-style-type: none"> 1.LA. 11-12. RL. 12.1 2. LA. 11-12. RI. 3. LA. 11-12.RL.11-12 4. LA. 11-12. RL . 12.2 5. LA. 11-12. RL.7, RI.2,7 6. LA. 11-12. RL. 12.2 7. LA. 11-12. SL. 12.5 8. LA. 11-12. RI.8-10 9. LA. 11-12. SL. 12.2 LA. 11-12. RI. 12.3 10. LA. 11-12. SL. 12.1 LA. 11-12. SL. 12.3 11. LA. 11-12. SL. 12.3 12. LA. 11-12. SL. 12.3 LA. 11-12. RI. 12.6 13. LA.11-12.RL.11-12.10a, .RI.11-12.1, RI. 11-12.5, RI.11-12.8 14. LA. 11-12. RL. 12.1

<p>14. Analyze reading and writing strategies used in order to deepen the understanding of the text, including text annotation, higher-level question writing and responding.</p>	<p>LA. 11-12. RL. 12.2 LA. 11-12. RL. 12.5 LA. 11-12. RL. 12.6</p>
<p>Writing</p>	
<p>15. Construct an AP-style synthesis/argument essay with a clear claim that employs relevant data, addresses multiple sides of the issues, and includes the persuasive appeals.</p>	<p>15. LA. 11-12. W. 12.2 16. LA. 11-12. W. 12.1 17. LA. 11-12. W. 12.5 18. LA 11-12. W. 12.9</p>
<p>16. Compose a synthesis-essay prompt that contains a clear question, appropriate introduction, and sources that address multiple sides of the issue.</p>	
<p>17. Compose a persuasive book review.</p>	
<p>18. Model argument essays in order to understand different structures and writing strategies (i.e. use of logos, ethos, pathos)</p>	
<p>Language-vocabulary and grammar</p>	
<p>19. Distinguish between denotation and connotation of new vocabulary words in context; construct original uses of words demonstrating both denotations and connotations.</p>	<p>19. LA. 11-12. L. 12.4a, b 20. LA. 11-12. L. 12.3</p>
<p>20. Evaluate the impact of word choice on tone and argument in text.</p>	<p>21. LA. 11-12. L. 12.1a, b; 3a 22. LA. 11-12. W. 12.4,5,6</p>
<p>21. Evaluate and analyze choices in predication (i.e. active vs. passive voice) that enhance meaning, further argument, and contribute to style</p>	<p>23. L.11-12.1,3a 24. L.11-12.3 a</p>
<p>22. Edit and revise their own and other’s writing for proper grammar, usage, diction, syntax, and style.</p>	
<p>23. Evaluate and utilize syntactical variation including corresponding punctuation, including clauses, phrases, active and passive verbs, and parallel structure.</p>	
<p>24. Identify, analyze, and apply new vocabulary to a specific purpose.</p>	
<p>Speaking and Listening</p>	
<p>25. Apply knowledge of a culture in discussions of a corresponding literary work.</p>	<p>25. LA. 11-12. SL. 12.1c 26. LA. 11-12. SL.12.2</p>
<p>26. Discuss multiple sides of an issue.</p>	<p>27. LA. 11-12. SL. 12.4 28. LA. 11-12. SL. 12.3</p>
<p>27. Express analysis and evaluation of text in a small group and whole-class setting by sharing and collaborating on text annotation, proposing open-ended questions, and responding to analysis questions.</p>	
<p>28. Clarify values and points of view through preparing for, articulating, and justifying opinions in Socratic Seminars.</p>	

Inter-Disciplinary Connections:

| History- arguments throughout history, colonization of Africa |

Students will engage with the following texts:

Textbooks:

World Literature

The Language of Composition

Vocabulary Workshop (Shostak), Level G: Units 7-9

Suggested Mentor and Supplemental Texts:

- **World Literature:** Wislawa Szymborska's "In Praise of Feeling Bad About Yourself," Thucydides's "Funeral Speech of Pericles"
- **The Language of Composition:** Chapter 3, "Synthesizing Sources: Entering the Conversation; Chinua Achebe's "The Empire Fights Back," Henry David Thoreau's "Civil Disobedience"
- **Models For Writers: Short Essays for Composition**, 11th edition (Bedford/St. Martin's): Chapter 9, "Effective Sentences," Chapter 10: "Writing with Sources," Chapter 21 "Argument" (chapters include accompanying essays)
- **Patterns for College Writing: A Rhetorical Reader and Guide**, Chapter 14, "Argumentation," "Debate: What is a Hate Crime," "Debate: How Open Should our Borders be?,"
- **The Longman Writer:** Part IV, "The Research Paper," Chapter 22, "Writing about Literature"
- **Elements of Argument**, Part Two, "Writing, Researching, and Presenting Arguments;" Part Three, "Multiple Viewpoints:" "How Has Terrorism Affected the American Idea of Justice?," "Are Limits on Freedom of Speech Ever Justified;" Part Four: "Classic Arguments:" "Warfare: An Invention—Not a Biological Necessity," "Crito"
- **One Hundred Great Essays;** for argument:
- **Other supplemental texts:** Yeats's "The Second Coming"
- **AP-style practice tests**

Suggested Novels (pair with book reviews to include argument and informational texts) :

July's People

Things Fall Apart

Hamlet

Various news and media:

(e.g., CNN, The New York Times, Time Magazine, Newsweek, Fortune Magazine, Runner's World, Philadelphia Magazine, National Geographic, The New York Times Magazine, NPR, etc.)

OTHER RESOURCES:

Purdue Online Writing Lab

Collegeboard.com articles and quizzes

Independent Reading:

(see suggested novels; student choice based on teacher preference) |

Students will write:

Text annotations: Students will read actively for author's purpose, diction, rhetorical and stylistic devices, rhetorical appeals (logos, ethos, pathos) and elements of argument (claim, data, and warrant), students will include higher-level questions

Writer's Notebook: book review style-practice; synthesis essay idea gathering; argument modeling text with revisions; author studies; experiments with style, syntax, rhetorical appeals, argu-writes, practice with using effective grammar, idea generating for writing pieces, practice with new techniques, craft honing, and reflections on progress as writers

Reader's Response to literature: reading logs and annotations of texts studied in this unit, reflections on author's purpose and craft, claim-data-warrant

Persuasive: book review

Argumentation & Research: student-generated topic and prompt, sources from multiple sides of the issue, completed essay in response to prompt with citations and bibliography in MLA Format

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Suggested list of specific activities:

Whole-Class Instruction:

- **Note-taking (Cornell and annotation)** on texts for style, rhetorical devices, purpose-audience-context, rhetorical appeals; on argument (claim-data-warrant); on rhetorical appeals, on characteristics of argument writing; historical background for novels
- **Socratic Seminars-** heroes; topics addressed in persuasive speeches; importance of studying the past; style and diction in argument writing; civil disobedience; political leadership;
- **Mini-lessons, Teacher Modeling, and Lecture:** Writing and revising argument essays, Annotation and analysis of argument, Identifying logos, ethos, pathos and claim-data-warrant; Analyzing the use of rhetorical devices, Applying and experimenting with strategies from mentor text; Background information on selected-novel

Small Group Collaboration:

Students will explore the following topics through collaborative activities such as *Think, Pair, Share; Placemat, and Jigsaw:*

- small group discussions on book reviews, speeches and novels; text analysis and annotations
- small group analysis of argument, specifically with analyzing author's choices in relation to claim-data-warrant
- peer editing book review essays, peer-editing argument essays
- discussions of relevance of a work to the individual
- annotations of individual and mentor texts

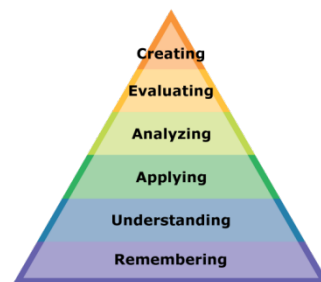
Individual Assignments:

- **Writing Workshop** continued development of style and voice; applying and experimenting with strategies from mentor texts
- **Reader's Response to Literature:** Students use reading notebooks – annotations of above listed texts, identification of main ideas, questioning, mentor texts, reader's/writer's notebook- text responses narrative modeling text, writer's craft, drafts, revisions, quick writes; developing questions and reinforcing comprehension; annotation of text for author's purpose and rhetorical/stylistic strategies
- **Book Review Essay (Writing Workshop)**
- **AP-Style Synthesis Essay:** compose and support a position, utilize rhetorical appeals and devices as outlined in learning objectives; uses sources to support argument
- **Grammar:** active/passive voice; grammar analysis
- **Vocabulary (Shostak) and in context:** Units 7-9 (Shostak,) vocabulary log of words found in context of reading and used in context of instructional lessons.
- **Independent Reading:** student choice and annotation of text

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- Quizzes and tests-vocabulary (Shostak), reading checks on individual works, grammar lessons , assessment of Cornell notes , rhetorical devices, rhetorical appeals, elements of argument
- Class discussion, observation, and questioning
- Individual and small-group conferences
- Socratic Seminars—written reflections, annotations (original and post-seminar), and participation
- Writing Workshop conferences; Writer's Notebooks
- Class discussion, observations and questioning

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Writing:** Book-Review argument essay, AP-style Synthesis Essay
- **Reading:** Argument Analysis and Elements of Argument, Novel
- **Vocabulary:** Cumulative vocabulary 7-9
- **Independent reading assessment:** Based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

- Independent reading and annotations
- Book review essay
- AP-style Synthesis essay (research paper) |

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Placement Language and Composition IV: Unit 4: All-together now: Narrative analysis and Argument</p>	<p>Unit Summary: This is the culmination of the year of learning to “read like a writer and write like a reader.” Students have acquired the tools to effectively do a close reading of virtually any kind of text. They have increased their skills in acquiring new vocabulary through context, and they are adept at identifying and analyzing text, texture, and context. They will apply these skills to narrative and argument texts and to the writing of their own original pieces. They will continue to expand upon using grammar with purpose and honing their styles.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s): <i>Reading- Informational and Literature texts</i></p> <ul style="list-style-type: none"> • Why do we study literature? • What are the recognizable patterns in literature, and what do they tell us about ourselves? • Why does an author include specific details and strategies in a passage? • How can understanding an author’s use of rhetorical devices and appeals help identify the author’s purpose in writing? • How can stylistic devices help an author to create meaning, and how can the reader apply knowledge to aid in understanding text? • Why should a reader identify an author’s purpose, intended audience, and context? • What are the tools for understanding, analyzing, and comparing texts? • How can independent reading create fluency and increased comprehension? <p>Writing-</p> <ul style="list-style-type: none"> • How does a writer use specific language/diction to create tone? 	<p>Enduring Understanding(s): <i>Reading- Informational and Literature texts</i></p> <ul style="list-style-type: none"> • Literature provides an essential tool in understanding issues of global importance. • Annotating a literary work can further understanding and the ability to determine relevance of a work. • Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society. • Expanding our vocabulary will result in improved reading comprehension. • Readers develop a deeper understanding of literature through reflection of text. • Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures. • Understanding a text’s structure helps one understand its meaning. • Stylistic devices and figurative language can be used in any time period to convey meaning, and literary devices can enhance the reader’s understanding of a work through vivid description of characters and setting, creating strong imagery. • Recognition of use of stylistic devices to achieve an author’s purpose such as figurative language, organization of text, use of appeals, characterization and imagery increase the reader’s ability to understand the importance of language and structure. • An author’s purpose and intended audience are implicit in making meaning for a reader in any time period. • Development and refinement of methods and strategies for understanding and analyzing text such as annotation, inner voice, rhetorical triangle, SOAPStone, and Toulmin’s model can help a reader to gain insight into increasingly difficult text. <p>Writing-</p> <ul style="list-style-type: none"> • Annotating text can aid in written analysis and in modeling text. • Utilizing rhetorical appeals can enhance argument. • Written communication and proper grammar mechanics promotes fluency of communication.

- Why are annotations essential to writing?
- How does a writer best communicate?
- What are the choices a writer can make to create meaning and effect?
- Why should we imitate mentor text?
- How do we incorporate rhetorical devices and rhetorical appeals for a desired effect?
- How can organization influence meaning and clarity in a piece of writing?
- How does knowing purpose-audience-context contribute to effective writing?

Language- grammar and vocabulary

- Why is grammar essential to communicate effectively?
- How can sustained acquisition of vocabulary increase academic performance?
- Why is it important to learn the part of speech of a new word?
- How can audience affect your communication process?
- How can we learn denotation and connotation from the way a word is used, and how can we learn to use a word correctly?
- Why is it necessary to assimilate specific vocabulary for study of aspects of language?

Speaking and Listening-

- Why is listening part of speaking?
- How do we appropriately

- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
- Our willingness to draw from the various influences in our lives is the key to developing as a writer.
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.
- A reader can learn to be cognizant of the author’s use of figurative language, imagery, diction, syntax, and rhetorical appeals to create the desired effect as well as inferring meaning; in addition, the reader should recognize that tone is created through selected and specific diction. These lessons can be applied to his/her own writing
- A writer’s application of stylistic devices based on those learned through mentor text improves meaning and effect.
- A text’s organization, diction, and style should be appropriate to purpose-audience-context.

Language- grammar and vocabulary

- An author’s choices in diction and imagery affect a reader’s interpretation.
- Effective communication relies on common rules and conventions; style relies on adjusting those rules and conventions with purpose.
- References to literary works are in present tense.
- Tense must be consistent in writing.
- Writers make choices, such as the choice to use active instead of passive voice.
- Writers’ choices affect their meaning and message.
- The audience with whom we are communicating shapes how we will communicate and the means through which we communicate.
- Media have embedded values and points of view.
- Studying, understanding, and articulating the use of language requires knowledge of appropriate terminology, such as diction, tone, logos, ethos, pathos, rhetoric, etc . . .

Speaking and Listening-

- Learning to actively listen, respectfully process others’ opinions, and thoughtfully respond while remaining true to our own convictions is an ongoing process and is important in both college and career. Practicing in a classroom setting and giving and receiving appropriate feedback is beneficial

<p>and respectfully express our opinions in a group setting, and how can we move beyond personal bias to acknowledge another perspective?</p> <ul style="list-style-type: none"> • How can we present and clarify ideas for an audience, and what are the components of successfully presenting an idea verbally? 	<p>for school and life.</p> <ul style="list-style-type: none"> • The sharing of ideas through monitored discourse is mutually beneficial. Learning to see our thoughts through the lens of an audience is helpful in clarifying our own ideas. Practice in presenting ideas helps students to increase their confidence and ability to articulate ideas verbally.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS</u>
<i>Reading- Informational and Literature texts</i>	
1. Demonstrate mastery of creative, critical thinking, collaboration, and problem-solving skills.	1.LA. 11-12. RL. 12.1
2. Read and analyze historical documents, novels, and modern texts to evaluate effective argumentation and narration strategies.	2. LA. 11-12. RI.
3. Evaluate the effectiveness of narrative, dramatic, and argument structures.	3. LA. 11-12.RL.11-12
4. Differentiate and evaluate strategies used in narrative and argumentative texts.	4. LA. 11-12. RL . 12.2
5. Compare multiple (two or more) visual, written, or spoken texts, according to purpose-audience-context and justify which is more effective.	5. LA. 11-12. RL.7, RI.2,7
6. Collect and evaluate scholarly articles and current event articles from databases.	6. LA. 11-12. RL. 12.2
7. Evaluate whether an author reaches his/her desired purpose.	7. LA. 11-12. SL. 12.5
8. Apply understanding of the elements of argument (claim/data/warrant) to argument essays and texts.	8. LA. 11-12. RI.8-10
9. Evaluate argument texts in terms of claim, data, warrant, and rhetorical devices.	9. LA. 11-12. SL. 12.2
10. Justify author choices in style and organization in relation to purpose-audience-context.	LA. 11-12. RI. 12.3
11. Assess why genres have different structures and conventions.	10. LA. 11-12. SL. 12.1
12. Analyze and evaluate an author's choices for a specific purpose, audience, and context.	LA. 11-12. SL. 12.3
13. Assess the use of rhetorical devices in text, including figurative language; logos, ethos, and pathos; diction; tone; mood; anaphora; parallelism; and irony, to achieve purpose, reach the audience, and account for the context.	11. LA. 11-12. SL. 12.3
14. Synthesize reading and writing strategies used in order to deepen the understanding of the text, including text annotation, higher-level question writing and responding.	12. LA. 11-12. SL. 12.3
	LA. 11-12. RI. 12.6
	13. LA.11-12.RL.11-12.10a, .RI.11-12.1, RI. 11-12.5, RI.11-12.8
	14. LA. 11-12. RL. 12.1
	LA. 11-12. RL. 12.2
	LA. 11-12. RL. 12.5
	LA. 11-12. RL. 12.6
<i>Writing</i>	
15. Construct an argument essay with a clear claim that employs relevant data, addresses multiple sides of the issues, and includes the persuasive appeals.	15. LA. 11-12. W. 12.2
16. Compose a personal narrative that utilizes a specific organizational structure, includes the elements of fiction, and demonstrates the student's individual style.	16. LA. 11-12. W. 12.1
17. Compose short responses to evaluate text.	17. LA. 11-12. W. 12.5
	18. LA 11-12. W. 12.9

<p>18. Model argument and narrative essays in order to understand different structures and writing strategies (i.e. use of logos, ethos, pathos, characterization, etc . . .)</p> <p>Language-vocabulary and grammar</p> <p>19. Distinguish between denotation and connotation of new vocabulary words in context</p> <p>20. Evaluate the impact of word choice on tone.</p> <p>21. Evaluate and analyze choices in passage construction that clarify meaning.</p> <p>22. Edit and revise their own and other’s writing for proper grammar, usage, diction, syntax, and style.</p> <p>23. Evaluate and utilize syntactical variation including corresponding punctuation, including clauses, phrases, active and passive verbs, and parallel structure.</p> <p>24. Identify, analyze, and apply new vocabulary to a specific purpose.</p> <p>Speaking and Listening</p> <p>25. Apply knowledge of language in discussions of literary works.</p> <p>26. Discuss, entertain, and evaluate multiple sides of an issue.</p> <p>27. Express analysis and evaluation of text in a small group and whole-class setting by sharing and collaborating on text annotation, proposing open-ended questions, and responding to analysis questions.</p> <p>28. Clarify values and points of view through preparing for, articulating, and justifying opinions in Socratic Seminars.</p>	<p>19. LA. 11-12. L. 12.4a, b</p> <p>20. LA. 11-12. L. 12.3</p> <p>21. LA. 11-12. L. 12.1a, b; 3a</p> <p>22. LA. 11-12. W. 12.4,5,6</p> <p>23. L.11-12.1,3a</p> <p>24. L.11-12.3 a</p> <p>25. LA. 11-12. SL. 12.1c</p> <p>26. LA. 11-12. SL.12.2</p> <p>27. LA. 11-12. SL. 12.4</p> <p>28. LA. 11-12. SL. 12.3</p>

Inter-Disciplinary Connections:

<p>History- background for selected novel/drama</p>

Students will engage with the following texts:

<p>Textbooks:</p> <p><i>World Literature</i></p> <p><i>The Language of Composition</i></p> <p><i>Vocabulary Workshop (Shostak), Level G: Units 10-12</i></p> <p>Suggested Mentor and Supplemental Texts:</p> <ul style="list-style-type: none"> • World Literature: Henrik Ibsen’s “A Doll’s House,” Sophocles’ “Oedipus Rex,” Nadine Gordimer’s “The Train from Rhodesia,” Isabel Allende’s “And of Clay Are We Created,” Pablo Neruda’s sonnets • The Language of Composition: Lori Arviso, “Walking the Path Between Worlds,” Lan Cao, from <i>Monkey Bridge</i>, Zora Neale

Hurston, "Sweat," Tim O'Brien, "On the Rainy River;" Peter Berkowitz and Michael McFaul's "Studying Islam, Strengthening the Nation," Naomi Shihab Nye's "For Mohammed Zeid of Gaza" and "Why I Could Not Accept Your Invitation," Courtland Milloy, "Pride to One is Prejudice to Another"

- **Models For Writers: Short Essays for Composition**, Thematic Clusters: "Personal Dilemmas," "Peer Pressure," "Writing about Writing," "Life's Decisions," "Sense of Place," "Sense of Self"
- **Patterns for College Writing: A Rhetorical Reader and Guide**, Thematic Guide: "Family Relationships," "Ethics"
- **The Longman Writer**: Chapter 23, "Writing Exam Essays"
- **Other supplemental texts**: selections from Machiavelli's *The Prince*
- **AP-style practice tests**

Suggested Novels/Plays:

Cry, Beloved Country

The Kite Runner

The Book Thief

Angela's Ashes

Brighton Beach Memoirs

Oedipus

Streetcar Named Desire

A Doll's House

Various news and media:

(e.g., CNN, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner's World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, NPR, etc.)

OTHER RESOURCES:

Purdue Online Writing Lab

Collegeboard.com articles and quizzes

Independent Reading:

(see suggested novels; student choice based on teacher preference) |

Students will write:

Text annotations: Students will read actively for author's purpose, diction, rhetorical and stylistic devices, rhetorical appeals (logos, ethos, pathos) and elements of argument (claim, data, and warrant), students will include higher-level questions

Writer's Notebook: narrative essay writing workshop; argument modeling text with revisions; author studies; experiments with style, syntax, rhetorical appeals, argu-writes, practice with using effective and purposeful grammar, idea generating for writing pieces, practice with new techniques, craft honing, and reflections on progress as writers

Reader's Response to literature: reading logs and annotations of texts studied in this unit, reflections on author's purpose and craft, claim-data-warrant

Narrative: memoir

Argumentation: consider multiple sides, choose the most effective |

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Suggested list of specific activities:

Whole-Class Instruction:

- **Note-taking (Cornell and annotation)** on texts for style, rhetorical devices, purpose-audience-context, rhetorical appeals; on argument (claim-data-warrant); on rhetorical devices (examples and effects of use), on author's style; historical background for novels
- **Socratic Seminars-** style and diction; redemption; coming-of-age; fate; family
- **Mini-lessons, Teacher Modeling, and Lecture:** Writing and revising argument and narrative essays, Annotation and analysis of argument and narration, Identifying logos, ethos, pathos and claim-data-warrant; Analyzing the use of rhetorical devices, applying and experimenting with strategies from mentor text; background information on selected-novel

Small Group Collaboration:

Students will explore the following topics through collaborative activities such as *Think, Pair, Share; Placemat, and Jigsaw:*

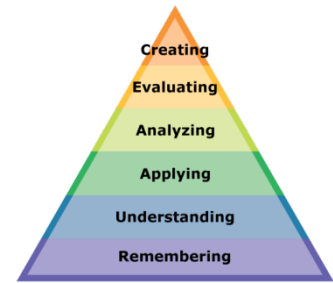
- small group discussions on essays and novels; text analysis and annotations; characteristics of personal narrative; elements of fiction
- small group analysis of argument, specifically with analyzing author's choices in relation to claim-data-warrant and purpose-audience-context
- peer editing essays
- discussions of relevance of a work to the individual
- annotations of individual and mentor texts

Individual Assignments:

- **Writing Workshop** continued development of style and voice; applying and experimenting with strategies from mentor texts
- **Reader's Response to Literature:** Students use reading notebooks – annotations of above listed texts, identification of main ideas, questioning, mentor texts, reader's/writer's notebook- text responses narrative modeling text, writer's craft, drafts, revisions, quick writes; developing questions and reinforcing comprehension; annotation of text for author's purpose and rhetorical/stylistic strategies
- **Personal Narrative Essay (Writing Workshop)**
- **Argument Essay:** compose and support a position after considering the pros and cons of each argument
- **Grammar:** grammar and punctuation analysis
- **Vocabulary (Shostak) and in context:** Units 10-12 (Shostak,) vocabulary log of words found in context of reading and used in context of instructional lessons.
- **Independent Reading:** student choice and annotation of text

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- Quizzes and tests-vocabulary (Shostak), reading checks on individual works, grammar lessons , assessment of Cornell notes , rhetorical devices, rhetorical appeals, elements of argument
- Class discussion, observation, and questioning
- Individual and small-group conferences
- Socratic Seminars—written reflections, annotations (original and post-seminar), and participation
- Writing Workshop conferences; Writer's Notebooks
- Class discussion, observations and questioning

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Writing:** Argument Essay, Personal Narrative Memoir
- **Reading:** Argument Analysis, Narrative Structures and styles; Novel and/or Drama
- **Vocabulary:** Cumulative vocabulary 10-12
- **Independent reading assessment:** Based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

- Independent reading and annotations
- Narrative Essay
- Argument Essay (research paper)

Accommodations/Modifications:

Allow for extra time and help; peer mentoring