

Black Horse Pike Regional School District Curriculum Template

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

Course Name: Senior Advanced Placement Language and Curriculum

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

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| <p>Course/Unit Title: Intro to Rhetoric and Rhetorical Analysis</p> | <p>Unit Summary: The primary focus of this course is on the written, visual, and spoken word and the emphasis on how writers communicate their ideas and purposes. In this unit, students review and/or are introduced to rhetorical terms and methods, appeals, and the Aristotelean triangle. Students will work with the SOAPStone method to analyze how speakers address their subject and achieve purpose by considering the occasion and audience. Students will also analyze how the speaker's choices regarding diction, syntax, and structure affect his or her message and tone. Using mentor texts, students will practice imitating use of rhetorical devices in their own writing. Students will connect ideas and author choices in independent reading texts, and support their ideas with appropriate and varied text examples.</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 is an understanding of rhetoric and rhetorical appeals important for critical and analytical reading? • How do we read critically? • How does knowledge of the use of rhetorical devices help readers understand a speaker's intended audience and purpose? • Why is text structure important? • What is the relationship between reading analytically and writing? • What is the relationship between a written work and the time period in which it was written? • What is the role of literature in understanding others' cultures or experiences? | <p>Enduring Understanding(s): <i>Reading Informational and Literature Texts</i></p> <ul style="list-style-type: none"> • Understanding rhetoric and rhetorical appeals helps students make meaning of an author's purpose and audience which are implicit in making meaning for a reader in any point in any time period. • Development of methods and strategies for understanding and analyzing text such as annotation, inner voice, rhetorical triangle, and SOAPStone can help a reader to gain insight into increasingly difficult text. • 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. • The organizational structure of a text can influence its purpose. • Engaging in texts that model various patterns of writing and rhetorical elements will allow students to apply the same techniques in their own writing. • Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges in society. • Literature provides an essential tool in understanding issues of global importance, and themes in literature are universal and, generally, transcend culture and time. |

Writing

- Why is writing important?
- How does good writing occur?
- What role do others play in shaping our writing?
- Why should we imitate mentor texts?
- Why are annotations essential to writing literary analyses?
- How do writers establish persona(s) and/or character(s) in narrative writing?
- How does a writer best communicate personal experiences?
- What are the choices a writer can make to create meaning and effect?

Language – grammar and vocabulary

- What is role of word choice and sentence structure in reading, writing, and speaking?
- Why is grammar essential to communicate effectively?
- How can sustained acquisition of vocabulary increase academic performance?
- Why is connotation important?

Speaking and Listening

- Why are listening and speaking important skills?
- 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?

Writing-

- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for developing ideas and details, and revising and editing a variety of texts.
- 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.
- Annotating a literary work can aid in written analysis.
- Persona(s) and character(s) are established and developed through the use of imagery and diction.
- Our willingness to draw from the various influences in our lives is the key to developing as a writer.
- Use of vivid and specific details, appropriate diction, and a variety of sentence structures help to convey a writer's position and purpose in a piece of writing.

Language – grammar and vocabulary

- Tone is created through use of diction and syntax and is important in helping to understand an author/speaker's purpose.
- Effective communication relies on common rules and conventions.
 - Reference to literary works are in the present tense
 - Tense must be consistent in writing.
- Comprehension is increased by acquisition of a rich and varied vocabulary.
- Emotional associations of words help to convey a particular tone.

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 thought 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.

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 or CCS</u> |
|---|---|
| <i>Reading- Informational and Literature texts</i> | |
| 1. Identify the features and the rhetorical devices used in a variety of literature and informational texts. | 1. RL.12.4, RI.12.4, L.12.3, L.12.5 |
| 2. Critically read, analyze, and interpret texts in terms of purpose, audience, context, cultural connections, and rhetorical devices. | 2. RL.12.6, RI.12.6 |
| 3. Cite textual details to support claims in speaking and writing. | 3. RL.12.1, RI.12.1 |
| 4. Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context sharpens each author's point of view. | 4. RL.12.2, RL.12.6, RI.12.2, RI.12.6 |
| 5. Compare and contrast texts in terms of tone, theme, diction, structure, and rhetorical devices and discuss the effects of those choices on the text. | 5. RL.12.4, RI.12.4 |
| 6. Analyze how the text structure is used to convey an author's position and evaluate its effectiveness. | 6. RL.12.5, RI.12.5, 7. RL.12.1, RL.12.6, RI.12.1, RI.12.6, SL.12.1a-d, SL.12.4 |
| 7. Use class small group discussion to share text annotations and notes to synthesize ideas and themes in two texts and create essential questions. | 8. W.12.2a-f, W.12.9a,b, RL.12.1 |
| <i>Writing -</i> | 9. W.12.4, W.2b, W.12.10 |
| 8. Write a literary analysis on a self-generated topic using thorough and specific textual evidence and proper citations. | 10. W.12.2a-f, W.12.4, W.12.9b, L.12.5a,b |
| 9. Write responses to literature that demonstrate an awareness and explanation of author's stylistic and rhetorical choices. | 11. W.12.3a-e, W.12.4, W.12.3a |
| 10. Compose organized and thorough rhetorical analyses that discuss the use of diction, syntax, imagery, figurative language in conveying author's tone and purpose. | 12. W.12.1, W.12.2 |
| 11. Utilize specific details, connotative language, and sentence variety when writing to achieve a specific purpose and tone in narratives. | 13. W.12.5, W.12.6, SL.12.1 |
| 12. Write thesis statements which clearly articulate the speaker's position. | 14. L.12.5a,b |
| 13. Use the writing process to generate ideas, draft, and revise and edit papers. | 15. L.12.1 |
| <i>Language – vocabulary and grammar</i> | 16. L.12.1, L.12.3a |
| 14. Analyze and evaluate the impact of word choice in text. | 17. L.12.4a-d |
| 15. Use consistent verb tense in writing. | 18. L.12.2, W.12.5, SL.12.1 |
| 16. Evaluate and analyze grammar components of Standard English sentences. | 19. L.12.6 |
| 17. Define new words in context and use acquired vocabulary in own writing. | 20. SL.12.2, SL.12.5 |
| 18. Edit and revise their own and other students' writing. | 21. SL.12.1a |
| 19. Identify, analyze, and apply new vocabulary to a specific purpose. | 22. SL.12.1c,d, SL.12.3 |
| <i>Speaking and Listening</i> | 23. SL.12.1c,d |
| 20. Identify the context that shapes a work of literature or piece of writing. | 24. SL.12.3, L.12.1 |
| 21. Express personal responses to literature in small group setting. | 25. SL.12.5, SL.12.5, SL.12.6 |
| 22. Use personal responses or previous knowledge to create text connections. | |
| 23. Ask questions to clarify others' interpretations and/or opinions regarding | |

ideas, themes, or topics during discussion.

24. Provide thoughtful feedback on peer writing, including content and mechanics.

25. Use technology to present rhetorical or literary analyses of a work or works.

Inter-Disciplinary Connections:

History, current events, religion, sports

Students will engage with the following text:

Textbooks:

The Language of Composition, 2nd Edition (Ch.1 p. 1-20; 23-37 and Ch. 2 p. 39-63)

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

Suggested Mentor and Supplemental Texts:

The Longman Writer

Models For Writers: Short Essays for Composition, 11th edition (Bedford/St. Martin's)

Patterns for College Writing: A Rhetorical Reader and Guide

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,"

Historical letters (Abraham Lincoln to Thurlow Weed, Charles Dickens to his future wife, Elly Hillsum's "Letter from a Nazi Concentration Camp")

Other Resources:

Purdue Online Writing Lab

Collegeboard.com articles and quizzes

College Board Professional Development Resources (Rhetoric)

Teacher's Manual for Course in English Language and Composition (1995 Duke University Talent Identification Program)

AP from A-Z (Language Edition)

Advanced Placement Writing I (Center for Learning)

Fast Track to a 5 (Olsen and Bailey)

Independent Reading:

The Kite Runner (Khaled Hosseini)

I am Malala (Malala Yousafzai)

Angela's Ashes (Frank McCourt)

The Glass Castle (Jeannette Walls)

An American Childhood (Annie Dillard)

My Losing Season (Pat Conroy)

The Other Wes Moore (Wes Moore)

Students will write:

1. Text annotations for author purpose, diction, rhetorical and stylistic devices
2. Writer's Notebook: idea generating for personal narrative & college essay topics; narrative modeling text with revisions; experiments with style and syntax, practice with using effective grammar, new techniques
3. Reader's Response: logs and annotations of texts studied in unit, independent reading, reflections on author's purpose and craft
4. Analytical essay in response to student-generated question on summer reading book(s).
5. Writing Workshop: Rhetorical Analysis essay which identifies author's purpose and devices used to achieve that purpose. Includes pre-assessment, modeling, peer and self-revision, and culminating in timed, AP style essay.

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 and annotation on texts for style, rhetorical devices, SOAPStone, characteristics of narrative writing
- Mini-lessons applying and experimenting with strategies from mentor texts such as use of imagery, dialogue, word choice
- Teacher modeling of think-aloud strategies when analyzing author choices, tone, determining answers on multiple-choice AP test questions
- Lecture on rhetorical terms, appeals, strategies
- Socratic Seminars on selected texts to reinforce/practice use of support, clarification of ideas, questioning

Small Group Collaboration:

- Lit circles/jigsaw on summer reading texts to generate essential questions, independent reading texts
- Vocabulary activities such as creation of word walls, word associations and groupings
- Tone analysis including identification of words to convey particular tones; ordering of words according to degree of connotation; creation of visuals that represent tone words
- Peer-conferencing of essays for ideas, conventions, and editing

Individual Assignments:

- Writing Workshop: development of style and voice; applying and experimenting with strategies from mentor texts; topic selection for college essays; revision exercises for clarity and concision; thesis writing
- Reader's Response to Literature: annotations of texts for author purpose and rhetorical strategies,

identification of main ideas and support; questioning, personal responses to text, quick writes

- Personal narrative (college essay)
- Rhetorical analysis essay
- Grammar: verb tense consistency; subject-verb and pronoun-antecedent agreement
- Vocabulary in context: maintain a vocabulary list in notebooks of words found in independent reading and in context of instructional lessons
- Independent reading: student choice and annotation of text, connections to class readings, themes

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:

- Quizzes – vocabulary definitions, reading checks, notebook checks on vocabulary in context, rhetorical devices
- AP style multiple-choice assessments
- Warm-ups and exit tickets for understanding of vocabulary/rhetorical terms, concepts covered in class
- Homework: responses to readings, questions
- Individual and small group conferences on writing and independent reading
- Socratic Seminar: reflection, peer evaluation, exit slips
- Class discussion, observations, and questioning

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Summative Assessments:

- **Writing:** Analysis essay based on self-generated question in response to summer reading assignment; rhetorical analysis (in-class timed essay)
- **Reading:** Test on rhetorical terms, techniques, independent and whole-class reading

Accommodations/Modifications:

Allow for extra time and help; peer mentoring

Performance Assessments:

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

- Independent reading – connecting ideas, themes, characters in two works in essay, PowerPoint, Prezi, or other visual
- Writing Workshop - Personal narrative/college application essay
- Prezi or PowerPoint presentation analyzing famous speeches

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

Course Name:

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|---|
| <p>Course/Unit Title: AP Lang & Comp 4 Unit 2: Argument</p> <p>Grade Level(s): 12th Grade – AP Language & Composition</p> | <p>Unit Summary: This unit will utilize a variety of resources and media in order to prepare AP Language & Composition 4 students for future college level argument writing, as well as the AP test. Students will analyze satirical and argument texts from a variety of time periods to identify and evaluate the authors' use of structural, organizational, and rhetorical strategies. They will prepare various practice arguments throughout the unit as they use a number of model texts to mimic and edit during this process. Students will improve their skills through writing conferences, peer-editing and self-editing periods. Grammatical conventions, rhetorical strategies and devices learned in unit 1 will be applied to these editing and revision processes. Students will eventually be evaluated on an in-class, timed, AP-style argument essay. Annotation skills established in unit 1 will be continue to be employed heavily. Students will continue to develop speaking and listening skills in Socratic Seminars, with a focus on student generated topics for discussion, and building and responding to peers' ideas and statements in discussion. Students will continue the independent reading process, with a culminating performance assessment focused on the independent reading texts.</p> |
| <p>Essential Question(s):</p> <p><u>Reading Literature & Informational Text</u></p> <ul style="list-style-type: none"> • How does an author use satire as criticism? • How do authors effectively structure argument? • How do rhetorical devices impact a text? • How does diction affect a text and why is it important? • How does a writer effectively use evidence? • How do logical fallacies weaken an argument? <p><u>Writing</u></p> <ul style="list-style-type: none"> • What effective writing and rhetorical techniques should be used in persuasive writing? • How does diction affect tone? • How do purpose and audience influence format and style? • How does structure affect the effectiveness of an argument? • How does a writer create a strong claim? | <p>Enduring Understanding(s):</p> <p><u>Reading Literature & Informational Text:</u></p> <ul style="list-style-type: none"> • Authors use writing style to influence the opinions of others and reflect the world around them. • Powerful writing can influence public opinion, and political activity. • An author will use different styles, genre, and word choice depending on his or her status, political affiliation, and/or personal goals. • Strong arguments are well-researched, have a clear claim that is well supported by evidence, and acknowledges and refutes a counter-claim. • Writers craft successful arguments by fully developing and elaborating details. • Arguments must be logical and avoid fallacies in order to be effective. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Using rhetorical techniques such as logos, ethos, pathos, understatement, exaggeration, hyperbole, or sarcasm can improve the effectiveness of argument writing. • Using rhetorical techniques such as logos, ethos, and pathos can improve argument writing. • Effective word choice that considers shades of meaning helps improve writing and create voice and tone. • Successful writers employ time management, goal-setting, and organization throughout the writing process. • Fully understanding the task and audience can improve the effectiveness of one's argument. • The writing task can dictate the organization of an argument. • Strong claims, counter-claims, and use of transition words and phrases in between body paragraphs improves the quality of a paper. • Writing workshops, peer, and self-editing will not only improve one piece of writing, but enhance a student's overall writing ability. |

Speaking & Listening

- What makes a good presentation?
- How does a presenter effectively convey ideas to an audience?

Language

- How does grammar and word choice impact the effectiveness of writing?
- Why is varying sentence structure important?
- Why is editing and revision important? |

Speaking & Listening

- Using media and computer programs can improve the quality of a presentation.
- Organization, good public speaking, and visual aids enhance a presentation and facilitate understanding.

Language

- Using formal, academic language and word choice improves the quality of the writing.
- Using appropriate and varied sentence structures creates more cohesive and interesting writing.
- Editing and revision can enhance the quality of one's writing.

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 or CCS</u> |
|---|--|
| <u>Reading Literature & Informational Text</u> | |
| <ol style="list-style-type: none"> 1. Infer the topic and purpose of informational text through close reading and annotation. 2. Identify and explain how the writer of an argument organizes information through use of facts (i.e. statistics, case studies, interviews, etc). 3. Identify and explain how the writer of a satire uses understatement, exaggeration, hyperbole, or sarcasm to present and criticize aspects of society. 4. Identify and explain how the writer of an argument organizes and develops an argument, through persuasive appeals and rhetorical strategies. 5. Analyze an author’s word choice and explain how the diction supports the text’s purpose. 6. Identify and explain logical fallacy in order to expose the weaknesses of an argument. | <ol style="list-style-type: none"> 1. RI.11-12.12.1,2,3,8,9 2. RI.11-12.12.1,2,3 3. RI.11-12.12.3,4,5,6 4. RI.11-12.12.2,5,6 5. RI.11-12.12.4 6. RI.11-12.12.5 |
| <u>Writing</u> | |
| <ol style="list-style-type: none"> 7. Establish a claim that is clearly supported with evidence from research and anticipate counterclaims by acknowledging and responding to them. 8. Create an organized framework of ideas through pre-writing and planning, utilizing graphic organizers or outlining. 9. Compose and revise practice arguments, using peer editing and writing conferences to edit, expand, and enhance writing. 10. Analyze and self-edit one’s writing with a focus on diction, transitions, syntax, rhetorical devices, and organization in order to enhance cohesion and effectiveness. 11. Create opening and closings to present, clarify, and complete an argument. 12. Demonstrate competency in argument writing with an in-class, timed, AP style argument essay prompt. | <ol style="list-style-type: none"> 7. W.11-12.12.1a,b 8. W.11-12.12.5 9. W.11-12.12.4,5 10. W.11-12.12.1c,d 11. W.11-12.12.1e 12. W.11-12.12.10 |
| <u>Speaking & Listening</u> | |
| <ol style="list-style-type: none"> 13. Develop deeper understanding of texts through group analysis in Socratic Seminar, large and small group discussion. 14. Improve one’s own writing by considering feedback offered during small group peer editing. 15. Consider classmates’ statements and ideas and propel the discussion by asking for clarification when needed, as well as other questions. | <ol style="list-style-type: none"> 13. SL.11-12.12.1a,b,c,d; SL.11-12.12.3; SL.11-12.12.4 14. SL.11-12.12.1; SL.11-12.12.3 15. SL.11-12.12.1c,d |
| <u>Language</u> | |
| <ol style="list-style-type: none"> 16. Identify and define words (using context clues and reference materials) from argument and satire to determine meaning of important vocabulary and their connotations/denotations. 17. Identify and define key rhetorical and literary terms. 18. Revise writing for sentence variety, punctuation, spelling, diction, and syntax. | <ol style="list-style-type: none"> 16. L.11-12.12.1a,b; L.11-12.12.4a,b,c,d; L.11-12.12.5; L.11-12.12.5a,b; L.11-12.12.6 17. L.11-12.12.3; L.11-12.12.6 18. L.11-12.12.1; L.11-12.12.2; L.11-12.12.2a,b |

Inter-Disciplinary Connections:

- Students will have the opportunity to explore topics for argument in other disciplines, such as history and science.
- Students will study texts from American history, as well as the background on the historical text and political events that influenced writing.

Students will engage with the following text:

The Language of Composition, 1st or 2nd edition

Suggested texts, can also be used as Socratic Seminar texts and mentor texts:

Why Investing in Fast Food May Be a Bad Thing by Amy Domini
Star Wars (review) by Roger Ebert
from The C Word in the Hallways by Anna Quindlen
Felons and the Right to Vote from the New York Times Editorial Board
Why Can't Environmentalism Be Blind? by Jennifer Oladipo
In College, These American Citizens Are Not Created Equal
Terror's Purse Strings by Dana Thomas
Not By Math Alone by Sandra Day O'Connor and Roy Romer
from Outliers by Malcolm Gladwell
The Declaration of Independence by Thomas Jefferson
The Declaration of Sentiments by Elizabeth Cady Stanton
Comment: Absurd Decision on Obama Makes a Mockery of the Nobel Peace Prize by Michael Binyon
Letter from Birmingham Jail by Martin Luther King
A Modest Proposal by Jonathan Swift
Offensive Play: How Different are Dogfighting and Football? by Malcolm Gladwell
Celebrity Bodies by Daniel Harris

Supplemental Texts:

Independent reading: Students will be provided with a list of titles from the teacher. They will choose one book off this list per marking period. Students will also read a class novel, assigned by the teacher. Students will be required to read independently throughout the school year.

Suggested Class Novels: The Kite Runner; The Things They Carried; The Book Thief

Provide students with scored AP style argument essays from College Board AP website

Students will write:

- **Reader's Response to Literature:** Entries in reader's/writer's notebook to class texts and independent reading selections
- **Independent Reading Project Options:** open-ended test, in-class essay, book review
- **Two In-Class Timed (40 minutes) , AP Style Practice Essays** with:
 - Clear claim that supports, refutes, or qualifies the topic
 - Support with evidence
 - Refuted counterclaim, when necessary
 - Persuasive appeals (logos, pathos, ethos)
 - Persuasive techniques (rhetorical and literary devices)

Accomodations/Modifications: assign specific topics based on ability, give checklists or step-by-step directions in writing, provide graphic organizers for brainstorming, provide examples of AP style argument essays, extend time on practice essays, provide a concise rubric prior to assignment.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Warm-ups:** quick-writes; identify and analyze various argument and rhetorical strategies in short passages; grammar and usage mini-lessons
- **Mini-lessons, Teacher Modeling, and Lecture:** Annotation of text for diction, syntax, elements of argument, and rhetorical devices
- **Cornell Notes:** On lectures and readings
- **Socratic Seminar:** Using suggested texts to generate discussion on the impact of author's use of style, diction, syntax, and the argument's effectiveness
- **Closure Activities:** exit tickets; share one aspect of lesson learned and one aspect still unclear

Accommodations/Modifications: break lessons and information into smaller portions, provide and assist with graphic organizers, provide model outlines

Small Group Instruction:

- **Text analysis, annotations, and citations:** Work together to complete detailed annotations to use in Socratic Seminars
- **Vocabulary In Context:** Locating content specific words and describing why and how each is used in a specific piece
- **Writing Workshop Conferences:** Students will routinely share and edit each other's writing
- **Book Talks/Literature Circles:** Discussion on class novel
- **Peer Editing:** Students will evaluate each other's writing and provide constructive feedback

Accommodations/Modifications: assign cooperative learning groups and editing pairs/groups to ensure effective work and socialization, provide editing checklists, provide examples and lists of proper editing symbols, provide detailed and concise rubrics, model proper editing techniques

Individual Assignments:

- **Reader's/Writer's Notebook:** Routine writing on non-fiction and editorial writing, using vivid details, concise diction, including domain specific vocabulary to suit author's intended purpose.
- **Writing Workshop:** Argument Writing; Satire
- **Vocabulary-In-Context:** Students regularly record and define words found in context of various readings across content areas and in independent reading
- **Performance Assessment:** Using mentor texts, students will model an original satire after them. Students are to choose one social issue and create a satire in the style of one of the mentor texts. Students must display all the elements of argument, with the added element of satire. The satire can be written in essay format or can be an original visual with written elements. Students may also record a "Public Service Announcement", but must submit the "script." Assignment can be done in groups, per teacher discretion.
- **Independent Reading:** Students selected novels; class novel
- **Socratic Seminar:** Reading and annotating non-fiction works in preparation to discuss them with peers

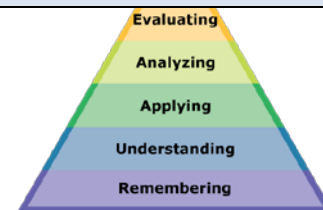
Accommodations/Modifications: allow for extra time; peer mentoring

Technology:

- Use of SmartBoard to project PowerPoints, various pictures, texts, etc.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate

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
- Practice AP style questions
- 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
- Peer editing of writing in small groups
- Class discussion, observations and questioning

Accommodations/Modifications:

Allow for extra time; 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:** timed AP style Argument Essay
- **AP style final benchmark** – reading and multiple choice questions
- **Reading:** Argument Analysis and Elements of Argument, 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; peer mentoring

Performance Assessments:

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

- Independent reading and annotations
- Performance Assessment: original satire
- AP-style argument essay

Accommodations/Modifications:

Allow for extra time; 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 3: Synthesis 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 units one and two, 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 . . .

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| <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 |

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| <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.12.1; LA.11-12.W.12.4; LA.11-12.W.4; LA.11-12.W.5; LA.11-12.W.12.6LA. 11-12. W. 12.2</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>16. LA. 11-12. W. 12.1</p> |
| <p>17. Create a literary character analysis argument.</p> | <p>17. LA. 11-12. W. 12.1;</p> |
| <p>18. Model argument essays in order to understand different structures and writing strategies (i.e. use of logos, ethos, pathos)</p> | <p>LA.11-12.W.4; LA.11-12.W.5; LA.11-12.W.6 18. LA 11-12. W. 12.9</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</p> |
| <p>20. Evaluate the impact of word choice on tone and argument in text.</p> | <p>20. LA. 11-12. L. 12.3</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>21. LA. 11-12. L. 12.1a, b; 3a</p> |
| <p>22. Edit and revise their own and other’s writing for proper grammar, usage, diction, syntax, and style.</p> | <p>22. LA. 11-12. W. 12.4,5,6</p> |
| <p>23. Evaluate and utilize syntactical variation including corresponding punctuation, including clauses, phrases, active and passive verbs, and parallel structure.</p> | <p>23. L.11-12.1,3a</p> |
| <p>24. Identify, analyze, and apply new vocabulary to a specific purpose.</p> | <p>24. L.11-12.3 a</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</p> |
| <p>26. Discuss multiple sides of an issue.</p> | <p>26. LA. 11-12. SL.12.2</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>27. LA. 11-12. SL. 12.4</p> |
| <p>28. Clarify values and points of view through preparing for, articulating, and justifying opinions in Socratic Seminars.</p> | <p>28. LA. 11-12. SL. 12.3</p> |
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Inter-Disciplinary Connections:

Connections to history and current events

Students will engage with the following texts:

Textbooks:

The Language of Composition, 2nd edition

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, 2nd edition:** Chapter 4, "Synthesizing Sources: Entering the Conversation" including the "Culminating Conversation" and teacher selected articles; 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

The Things They Carried

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 [optional] 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
- **Warm-Up Suggestion:** "Term of the Day" – keep a running list of rhetorical and literary terms – choose an example that students will come across in that days' reading, show students an example before revealing what it is; ask them to explain "what they think is happening" in the example provided – what does its purpose seem to be, what is the structure, etc. Then, attach the term to it and have students create their own, original example. This can also be done with punctuation and grammar constructions.

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:

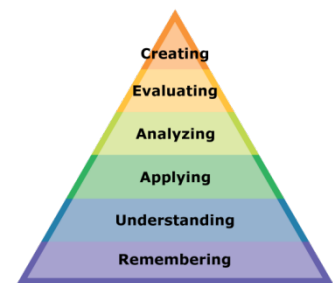
- **Writing Workshop** continued development of style and voice; applying and experimenting with strategies from mentor texts culminating is a timed AP style synthesis essay
- **Reader's Response to Literature:** Students use reading notebooks – annotations of above listed texts, identification of main 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

- **AP-Style Synthesis Essay – Research paper:** Students will compile articles, choosing appropriate excerpts in order to create a synthesis binder to mimic the synthesis portion of the AP test; they will 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
- **Suggested Performance Assessment:** to align with independent reading and class reading: students can either choose one character and create an argument to challenge, defend, or qualify that character's actions, decisions, motives, etc., or students can choose two characters from the same or different stories to "pit against each other" arguing the merit of one character's actions, decisions, motives, etc. against the other. Students must provide textual evidence to support their reasoning, as well as other research to strengthen their argument. The assessment should include a written portion and can be presented however the teacher or student chooses. For example, a student could create a PowerPoint or Prezi, including visual aids, a physical poster, or a traditional argument essay. Sources should all be documented in MLA style, with appropriate reference information.

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
- Practice AP style questions
- 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
- Peer editing of writing in small groups
- 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:** timed AP style Synthesis Essay
- **AP style final benchmark** – reading and multiple choice questions
- **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
- Performance Assessment challenging, defending, or qualifying a character's actions, decisions, motives, etc.
- 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: The Craft of Reading and Writing</p> | <p>Unit Summary: This unit is a 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, style, and context. They will apply these skills when they take the AP Language and Composition exam, in their continued reading of narrative, expository, and argument texts, and to the writing of their own original pieces. They will continue to hone their personal writing styles, utilizing conventions of language and structure to achieve their purposes. The year will culminate in a final performance assessment in which they analyze stylistic and rhetorical strategies used in graduation speeches, and then create their own speech utilizing a variety of devices to achieve their purpose and establish tone.</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 | <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. |

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?
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Language- grammar and vocabulary

- Why is grammar essential to communicate effectively?
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- 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

- Utilizing rhetorical appeals can enhance argument.
- Written communication and proper grammar mechanics promotes fluency of communication.
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- 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

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| <p>speaking?</p> <ul style="list-style-type: none"> • 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>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.</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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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><i>Reading- Informational and Literature texts</i></p> | |
| <p>1. Demonstrate mastery of creative, critical thinking, collaboration, and problem-solving skills.</p> | <p>1.LA. 11-12. RL. 12.1</p> |
| <p>2. Read and analyze historical documents, novels, and modern texts to evaluate effective argumentation and narration strategies.</p> | <p>2. LA. 11-12. RI.</p> |
| <p>3. Evaluate the effectiveness of narrative, dramatic, and argument structures.</p> | <p>3. LA. 11-12.RL.11-12</p> |
| <p>4. Differentiate and evaluate strategies used in narrative and argumentative texts.</p> | <p>4. LA. 11-12. RL . 12.2</p> |
| <p>5. Compare multiple (two or more) visual, written, or spoken texts, according to purpose-audience-context and justify which is more effective.</p> | <p>5. LA. 11-12. RL.7, RI.2,7</p> |
| <p>6. Collect and evaluate scholarly articles and current event articles from databases.</p> | <p>6. LA. 11-12. RL. 12.2</p> |
| <p>7. Evaluate whether an author reaches his/her desired purpose.</p> | <p>7. LA. 11-12. SL. 12.5</p> |
| <p>8. Apply understanding of the elements of argument (claim/data/warrant) to argument essays and texts.</p> | <p>8. LA. 11-12. RI.8-10</p> |
| <p>9. Evaluate argument texts in terms of claim, data, warrant, and rhetorical devices.</p> | <p>9. LA. 11-12. SL. 12.2</p> |
| <p>10. Justify author choices in style and organization in relation to purpose-audience-context.</p> | <p>LA. 11-12. RI. 12.3</p> |
| <p>11. Assess why genres have different structures and conventions.</p> | <p>10. LA. 11-12. SL. 12.1</p> |
| <p>12. Analyze and evaluate an author’s choices for a specific purpose, audience, and context.</p> | <p>LA. 11-12. SL. 12.3</p> |
| <p>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.</p> | <p>11. LA. 11-12. SL. 12.3</p> |
| <p>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.</p> | <p>12. LA. 11-12. SL. 12.3</p> |
| <p><i>Writing</i></p> | <p>LA. 11-12. RI. 12.6</p> |
| <p>15. Construct an argument essay with a clear claim that employs relevant data, addresses multiple sides of the issues, and includes the persuasive appeals.</p> | <p>13. LA.11-12.RL.11-12.10a, .RI.11-12.1, RI. 11-12.5, RI.11-12.8</p> |
| <p>16. Compose a personal narrative that utilizes a specific organizational structure, includes</p> | <p>14. LA. 11-12. RL. 12.1</p> |
| <p></p> | <p>LA. 11-12. RL. 12.2</p> |
| <p></p> | <p>LA. 11-12. RL. 12.5</p> |
| <p></p> | <p>LA. 11-12. RL. 12.6</p> |
| <p></p> | <p>15. LA. 11-12. W. 12.2</p> |
| <p></p> | <p>16. LA. 11-12. W. 12.1</p> |
| <p></p> | <p>17. LA. 11-12. W. 12.5</p> |
| <p></p> | <p>18. LA 11-12. W. 12.9</p> |

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| <p>the elements of fiction, and demonstrates the student’s individual style.</p> <p>17. Compose short responses to evaluate text.</p> <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:

| History- background for selected novel/drama |

Students will engage with the following texts:

Textbooks:
The Language of Composition
Vocabulary Workshop (Shostak), Level G: Units 10-12

Suggested Mentor and Supplemental Texts:

- **World Literature:** Sophocles’ *Oedipus Rex, Hamlet* (Shakespeare)
- **The Language of Composition:** Lori Arviso, “Walking the Path Between Worlds,” Lan Cao, from *Monkey Bridge*, 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"
- **Other supplemental texts:** selections from Machiavelli's *The Prince*, "This is Water" and other selected commencement speeches
- **AP-style practice tests**

Suggested Novels/Plays:

Hamlet

Things Fall Apart

Cry, Beloved Country

The Kite Runner

The Book Thief

Angela's Ashes

Oedipus

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, 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

Timed Writing: rhetorical analyses, argument, synthesis in preparation for AP exam in early May

Narrative: memoir

Persuasive: Commencement speech |

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, character motivation(s); emphasis on challenging ideas and questioning
- **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 focusing on personal style and voice; 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:

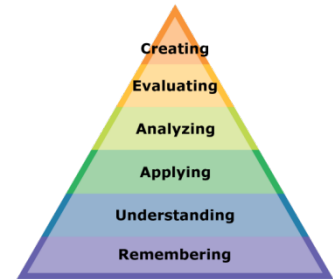
- Lit circles/jigsaw on independent reading texts; connecting themes and big ideas; archetypal themes, characters, and symbols in synthesizing informational, literature, and visual sources
- Peer-conferencing of essays for ideas, conventions, and editing
- small group discussions on essays and novels; text analysis and annotations; characteristics of memoir
- small group analysis of argument, specifically with analyzing author's choices in relation to claim-data-warrant and purpose-audience-context
- peer editing essays
- holistic grading / evaluation of essays

Individual Assignments:

- **Writing Workshop** continued development of style and voice; applying and experimenting with strategies from mentor texts, incorporation of appeals and tropes and schemes in memoir and commencement speech
- **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
- **Memoir and commencement speeches (Writing Workshop)**
- **Grammar:** grammar and punctuation analysis; experimentation with syntax
- **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, word walls
- **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 , 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:** Commencement speech, Personal Narrative Memoir, timed AP essays
- **Reading:** Argument Analysis, Narrative Structures and styles; Novel and/or Drama
- **Vocabulary:** Cumulative vocabulary 1-12
- **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.

- Commencement Project: Annotation and rhetorical analysis of commencement speeches, creation of essential question answered in original commencement speech and audio-visual presentation directed at classmates and utilizing quotes from the year's readings. |

Accommodations/Modifications:

Allow for extra time and help; peer mentoring