

Hillsborough Township Public Schools

ENGLISH DEPARTMENT
ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

	NEW JERSEY STUDENT LEARNING STANDARDS	ESSENTIAL QUESTIONS	STUDENT LEARNING OBJECTIVES	ASSESSMENT - FORMATIVE AND SUMMATIVE	INTERDISCIPLINARY CONNECTIONS	21st CENTURY LIFE AND CAREERS
<p>UNIT 1: Rhetoric & Analysis</p> <p>Time Frame 10 Weeks</p>	<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g.,</p>	<p>What makes a writer’s prose unique?</p> <p>What are the components of an author’s style?</p> <p>What are the tools a writer has at his or her disposal to create meaning?</p> <p>What is the connection between a text’s purpose and style?</p> <p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>What are the characteristics of clear, coherent and concise writing?</p> <p>What do good readers do?</p> <p>When a word doesn’t make</p>	<p>Students will identify and employ elements of style such as syntax, diction, tone, tropes and schemes.</p> <p>Students will identify word economy and practice this in their writing.</p> <p>Students will identify the effects of subordination, coordination and parallelism.</p> <p>Students will use the SOAPSTONE strategy for reading non-fiction</p> <p>Students can create multiple drafts using revision and edits to strengthen the writing.</p> <p>Students will present information that allows the audience</p>	<p>Formative- Student response to summer essay prompts</p> <p>Formative - Students will engage in various revision activities involving word precision, syntax and diction.</p> <p>Formative: Students will revise two of their summer essays</p> <p>Formative: engage in daily Voice Lessons (Nancy Dean)</p> <p>Formative: rhetorical activity from <i>The Language of Composition</i></p> <p>Formative: create graphic organizers identifying tone, details, syntax and diction from <i>in Cold Blood</i></p> <p>Formative - Students will collaboratively score past AP analysis responses</p>	<p>SCI.9-12.5.1.12.B.c - Empirical evidence is used to construct and defend arguments.</p> <p>SCI.9-12.5.1.12.C.c - Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.</p> <p>SCI.9-12.5.4.12.G.f - Scientific, economic, and other data can assist in assessing environmental risks and benefits associated with societal activity.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world..</p>	<p>9.3.12.AC-DES.2 - Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p>

<p>how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate</p>	<p>sense, what can I do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>Why do authors' choices matter?</p>	<p>to follow a clear line of reasoning.</p> <p>Students will extend and refine their vocabulary knowledge through their reading, writing, speaking, and listening</p>	<p>3 Formative & 1 Summative - AP analysis simulations (in-class)</p> <p>Summative: rhetorical analysis of Truman Capote's <i>In Cold Blood</i> (out of class)</p> <p>Formative - AP multiple choice practice</p>			
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	<p>command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
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<p>UNIT 2: The Responsible Argument</p> <p>Time Frame 10 Weeks</p>	<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4. Produce clear and</p>	<p>How does process shape the writer's product?</p> <p>How do writers develop a well-written product?</p> <p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>What does it take to communicate clearly?</p> <p>How does peer revision provide students with stronger writing skills?</p> <p>Why do the rules of language matter?</p> <p>How does textual evidence support a position?</p>	<p>Students will extend and refine their vocabulary knowledge through their reading, writing, speaking, and listening</p> <p>Students will identify arguments of fact, value and policy</p> <p>Students will identify the logical, ethical, and emotional appeals used in rhetoric</p> <p>Students will identify logical fallacies</p> <p>Students will use syllogisms to prove conclusions</p> <p>Students will use the Toulmin model to identify the elements of an argument</p> <p>Students will evaluate and integrate sources into</p>	<p>Formative: AP argument simulation</p> <p>Formative - Research and present logical fallacies</p> <p>Formative: Logic exercises and class discussion</p> <p>Formative: analysis of Plato's recording of Sophocles comments to Simmias</p> <p>Formative - annotated bibliography of source for proposal papers</p> <p>Formative: thesis and outline of arguments for proposal paper</p> <p>Formative - rough draft of cons and pros for proposal paper</p> <p>Formative - AP multiple choice practice</p> <p>Summative -AP multiple choice questions</p> <p>Summative - AP simulation of argument questions</p>	<p>SCI.9-12.5.1.12.B.c - Empirical evidence is used to construct and defend arguments.</p> <p>SCI.9-12.5.1.12.C.c - Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.</p> <p>SCI.9-12.5.4.12.G.f - Scientific, economic, and other data can assist in assessing environmental risks and benefits associated with societal activity.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances has impacted the quality of life in different countries</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and the impact on traditional cultures and values</p> <p>6.2.12.C.6.a Evaluate efforts made by governmental, non-governmental, and international organizations to address economic imbalances and</p>	<p>9.3.12.AC-DES.2 - Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues</p> <p>9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12.C.4 - Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>

<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence</p>		<p>an argument</p> <p>Students will identify standard format for citation to create a bibliography or Works Cited.</p> <p>Students will revise essays for clarity and structure</p>	<p>Summative - 8 - 10 page Proposal Paper</p> <p>Summative - 3 to 5 minute oral presentation of proposal argument</p> <p>Midterm - 2 essays (analysis and argument) and multiple questions</p>	<p>social inequalities</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances has impacted the quality of life in different countries</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world..</p> <p>6.3.12.D.1 - Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a</p>	
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	<p>from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>				<p>current case study that cites a violation of an individual's constitutional rights.</p> <p>6.3.A.12.2 Analyze current case studies of slavery, child labor, or other unfair labor practices in the United States and other nations and draw parallels to recognize the universalities of these problems</p> <p>6.3.D.12.1 Evaluate current laws involving individual rights and national security, and analyze how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.</p> <p>8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>	
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	<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
<p>UNIT 3: Social Proposals</p> <p><u>Time Frame</u> 8 Weeks</p>	<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing,</p>	<p>What tone should an author use in order to be persuasive?</p> <p>How is our environment immersed in rhetoric?</p> <p>What rhetorical devices does the writer have at his</p>	<p>Students will identify arguments of fact, value and policy</p> <p>Students will identify the logical, ethical, and emotional appeals used in persuasive writing</p> <p>Students will</p>	<p>Formative - draft and publish 2 blog posts on education, environment, sports, pop culture, gender, economy community, or politics using student-selections from <i>The Language of Composition</i></p> <p>Formative: student-led discussion groups on education, environment,</p>	<p>SCI.9-12.5.1.12.B.c - Empirical evidence is used to construct and defend arguments.</p> <p>SCI.9-12.5.1.12.C.c - Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.</p> <p>SCI.9-12.5.4.12.G.f - Scientific, economic, and other data can assist in assessing environmental</p>	<p>9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12.C.4 - Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.C.5 - Assume a leadership position by</p>

<p>rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>	<p>or her disposal when engaging in persuasion?</p> <p>What is the relationship between speaker, audience and message in the rhetorical triangle?</p> <p>How does empathy play a role in rhetoric?</p> <p>Why conduct research?</p> <p>How does process shape the writer's product?</p> <p>How do writers develop a well-written product?</p> <p>What do effective communicators do during a presentation?</p> <p>What is my purpose and how do I develop it?</p>	<p>evaluate and integrate sources into an argument</p> <p>Students will identify standard format for citation to create a bibliography or Works Cited.</p> <p>Students will identify precise, knowledgeable claims and establish their significance.</p> <p>Students will organize claims, reasons, and evidence into a logical sequence.</p> <p>Students will establish an objective and formal style while attending to the norms of the discipline in which they are writing.</p> <p>Students will provide a concluding statement that supports the thesis.</p> <p>Students will</p>	<p>sports, pop culture, gender, economy, community and politics using selections from <i>The Language of Composition</i></p> <p>Summative - 2- 4 page synthesis paper using prompts and selections from <i>The Language of Composition</i></p> <p>2 Formative & 1 Summative : AP simulation of synthesis question</p> <p>Summative - AP Language & Composition exam</p>	<p>risks and benefits associated with societal activity.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances has impacted the quality of life in different countries</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and the impact on traditional cultures and values</p> <p>6.2.12.C.6.a Evaluate efforts made by governmental, non-governmental, and international organizations to address economic imbalances and social inequalities</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances has impacted the quality of life in different countries</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p>	<p>guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.3.12.AC-DES.2 - Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues</p>
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<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully</p>	<p>How does a strong conclusion affect the oral presentation?</p> <p>What do good researchers do?</p> <p>Why is it important for students to utilize research when writing?</p> <p>What makes collaboration meaningful?</p> <p>What makes a presentation great?</p> <p>Why is it important for students to utilize research when writing?</p>	<p>compose clear and logical writing that demonstrates an understanding of a writing style.</p> <p>Students will analyze writing to determine purpose and audience and revise as necessary.</p> <p>Students will implement technology to produce and publish their writing products.</p> <p>Students will construct research papers to demonstrate understanding of a subject.</p> <p>Students will recognize that different writing tasks required varied time frames to complete.</p> <p>Students can analyze the information presented in diverse</p>		<p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>6.3.12.D.1 - Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.</p> <p>6.3.A.12.2 Analyze current case studies of slavery, child labor, or other unfair labor practices in the United States and other nations and draw parallels to recognize the universalities of these problems</p> <p>6.3.D.12.1 Evaluate current laws involving individual rights and national security, and analyze how</p>	
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	<p>when reading or listening.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>media and format.</p> <p>Students will extend and refine their vocabulary knowledge through their reading, writing, speaking, and listening</p>		<p>the laws might be applied to a current case study that cites a violation of an individual's constitutional rights</p> <p>8.1.8.B.1 -Synthesize and publish information about a local or global issue or event</p> <p>8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	
<p>UNIT 4: Developing Voice</p> <p>Time Frame 10 Weeks</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one</p>	<p>What makes a writer's prose unique?</p> <p>What are the components of an author's style?</p> <p>What are the tools a writer has at his or her disposal to create meaning?</p> <p>How does process shape the writer's</p>	<p>Students will explore and develop their own style as a writer.</p> <p>Students will identify the elements of point of view and explore their impact on the text.</p> <p>Students will organize complex ideas through the introduction of a</p>	<p>Formative - Students will create a journal for 14 consecutive days</p> <p>Formative - students will draft a vignette</p> <p>Formative - identify elements of a memoir using Elie Wiesel's <i>Night</i></p> <p>Summative- draft a college essay</p>	<p>6.1.12.A.8.a- Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p>6.1.12.A.9.a -Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.D.11.d - Compare the</p>	<p>9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12.C.4 - Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.C.5 - Assume a leadership position by</p>

<p>another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>product?</p> <p>How do writers develop a well-written product?</p> <p>How do good writers express themselves?</p> <p>Why is it important to write routinely for periods of time?</p> <p>How does peer revision increase students’ ability to write effectively?</p> <p>In what ways does creative choice impact audience?</p> <p>How do students develop and maintain a purpose while writing?</p> <p>How does revising a peer’s essay improve a student’s writing?</p>	<p>topic</p> <p>Students will introduce characters and engage the readers through development of plot</p> <p>Students will incorporate varied dialogue tags to develop characters and experiences</p> <p>Students will draft a vignette</p> <p>Students will draft a college essay</p> <p>Students will research and draft a nonfiction narrative (modeled after a literary journalism piece)</p> <p>Students will revise essays for clarity and structure</p> <p>Students will work with peers to strengthen writing and discuss revisions</p>	<p>Summative - draft an abbreviated model of a literary journalism paper</p> <p>Formative - quiz on <i>The Catcher in the Rye</i></p> <p>Formative: quiz on <i>The Great Gatsby</i></p> <p>Summative - literary analysis of J.D. Salinger’s <i>The Catcher in the Rye</i> (out of class)</p> <p>Summative - assessment F. Scott Fitzgerald’s <i>The Great Gatsby</i> (on exam)</p> <p>Final Exam - 3 essays: analysis, argument, expository</p>	<p>varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p>	<p>guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.3.12.AC-DES.2 - Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p>
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<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and</p>		<p>Students will gain understanding of various literary criticisms (i.e. feminist, psychological, intrinsic, extrinsic, historical, social, etc.)</p>			
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<p>persuasively.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when</p>					
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	considering a word or phrase important to comprehension or expression.					
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Resources for AP Language and Composition

Fiction

The Catcher in The Rye - J.D .Salinger

The Great Gatsby - F. Scott Fitzgerald

Non-Fiction

“The American Man at Age Ten” - Susan Orlean

Blink - Malcolm Gladwell

David and Goliath - Malcolm Gladwell

Drive - Daniel Pink

Freakonomics - Steven Levitt & Stephen Dubner

“The Greatest Nature Essay Ever” - Brian Doyle

Grit - Angela Duckworth

“How to Write a Letter” - Garrison Keillor (*The Norton Reader*)

I Know Why the Caged Bird Sings- Maya Angelou

In Cold Blood - Truman Capote

“Is Google Making Us Stupid?” - Nicholas Carr

Journal of a Solitude - May Sarton

“Letter from a Birmingham Jail” - Martin Luther King, Jr.

“Letter to President Pierce” - Chief Seattle (*The Norton Reader*)

Mindset - Carol S. Dweck

A Modest Proposal - Jonathan Swift

Mother Tongue - Bill Bryson

Night- Elie Wiesel

Notes from a Big Country - Selected Newspaper Columns - Bill Bryson

“Once More to the Lake” - E.B. White (*The Norton Reader*)

“Offensive Play” - Malcolm Gladwell (*The Language of Composition*)

Outliers - Malcolm Gladwell

Peak Performance - Brad Stulberg and Steve Magness

“Philosophy - Who Needs It?” - Ayn Rand

“Politics and the English Language” - George Orwell (*The Norton Reader*)

The Power of Habit - Charles Duhigg

Quiet - Susan Cain

Selected Essays by Bacon, Donne, Clemens, and Lord Chesterfield (*The Norton Reader*)

“Shooting an Elephant” - George Orwell (*The Norton Reader*)

The Tipping Point - Malcolm Gladwell

“The Ugly Tourist” - Jamaica Kincaid (*The Norton Reader*)

“Who’s In Charge of the English Language, Anyway” - Casey Miller and Kate Swift (*The Norton Reader*)

student-chosen essays from *The Language of Composition*

selected columns - George Will

visual arguments - *The Language of Composition*

Non-Fiction Anthologies

Literary Journalism

The Norton Reader - Ninth Edition

Style Manuals & Writing Texts

Everything’s an Argument - Lunsford, Ruskiewicz and Walters

The Elements of Style - William Strunk Jr. and E.B. White

The Oxford Dictionary of American Usage and Style - Bryan A. Garner

The MLA Handbook for Writers of Research Papers - Joseph Gibaldi

On Writing - Stephen King

On Writing Well - William Zinsser

Thank you for Arguing - Jay Heinrichs

They Say, I Say - Gerald Graff and Cathy Birkenstein

Voice Lessons - Nancy Dean

Suggested Text

The Language of Composition - Reading, Writing and Rhetoric - Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses, 2nd Edition, Bedford St. Martin