



Middletown Township School District

Curriculum & Instruction Department

Course: AP Seminar

Department: English

Term: Full year

Board Approval	Committee Members	Supervisor	Notes
May 2025	Donna Lang, Lisa Whitmore	Lana Cook	Born Date

Middletown Pacing Calendar

Marking Period 1		Marking Period 2	
Week # and Topic/Unit		Week # and Topic/Unit	
1	Unit 1: Summer Reading	11	Unit 3: Ethics
2			
3			
4	Unit 2: Introduction to Argument and the Quest Framework	14	
5			
6			
7			
8			
9			
10			
		17	Unit 4: Student Choice / Theme & Perspective
		18	
		19	
		20	

Marking Period 3		Marking Period 4	
Week # and Topic/Unit		Week # and Topic/Unit	
21	Unit 4: Student Choice / Theme & Perspective	31	Unit 6: Performance Task 2
22			
23	Unit 5: Performance Task 1	33	Unit 7: End of Course Exam
24			
25			
		34	
		35	

26		36	
27		37	
28	Unit 6: Performance Task 2	38	Unit 8: Student Selected Preparation
29		39	
30		40	

Core Instructional Resources and Materials (Including Varied Levels of Text)	
<ul style="list-style-type: none"> Advanced Language & Literature: Strong Roots for AP®, College, and Beyond, Second Edition ©2021, Renee H. Shea; John Golden; Carlos Escobar; Lance Balla (Class sets, online availability) PLEASE NOTE: Any resource or material that falls outside of the approved lists included within the curriculum document must have administrative approval prior to use. These resources or materials must also be noted in the teacher’s lesson plan after approval is granted. 	

Unit # 1	Duration (10-12 blocks)
<p>Topic: Summer Reading</p> <p>Unit Focus: In this unit, students will engage deeply with their selected summer reading book through dialectical journals and collaborative discussions. Building on this foundation, they will explore three additional texts that share a central theme connected to their original novel. Through comparative analysis and synthesis, students will evaluate the thematic significance and contemporary relevance of their summer reading book. As a culminating task, they will craft a presentation or essay in which they argue whether the book should be recommended—or required—for future students as a school-wide or grade-level read. Throughout the unit, students will receive structured feedback from peers and teachers, and will conclude with a reflective assessment of their learning and the decision-making process.</p>	<p>September</p>
Supplemental Materials	
<p>Readings / Resources:</p> <p>(All students) theRSAorg. “Brené Brown on Empathy.” YouTube, YouTube, 10 Dec. 2013, www.youtube.com/watch?v=1Evwgu369Jw. (animated speech - video)</p> <p><u>Supplemental Summer Reading Options:</u></p> <ol style="list-style-type: none"> American Born Chinese by Gene Luen Yang (foundational text) (Prejudice / Discrimination) <ul style="list-style-type: none"> Fuchs, Chris. “Behind the 'Model Minority' Myth: Why the 'Studious Asian' Stereotype Hurts.” NBCNews.com, NBCUniversal News Group, 22 Aug. 2017. (article) Yellow Peril Advertisement - 1882 (artistic work - advertisement) Long Way Down by Jason Reynolds (foundational text) (Gun Violence) <ul style="list-style-type: none"> Wan, William. “Tenacious New Gun Researchers Are Determined to Break Cycle of Mass Shootings.” The Washington Post, WP Company, 24 Mar. 2018. (article) “The Persistence of Memory” by Salvador Dali (artistic work - painting) Love Hate and Other Filters by Samira Ahmed (foundational text) (Islamophobia) <ul style="list-style-type: none"> Litchblau, Eric. “Hate Crimes Against American Muslims Since Post 9/11 Era.” The New York Times. 16 Sept. 2017 (article) “Greater Than Fear” by Shepard Fairey (artistic work - political poster) American Street by Ibi Zoboi (foundational text) (Immigration) 	

- Grinberg, Emanuella. "They treated us as though we were animals": Letters from inside an immigration detention facility." CNN. 4 July 2018. (article)
- "Self Portrait Between the Borderline of Mexico and the United States" by Frida Kahlo (artistic work - painting)

5. Scythe by Neal Shusterman (foundational text)

(Population Control)

- Sheehan, Matt. "The Five Biggest Questions about China's New Two-Child Policy." Huffington Post. 30 Oct. 2015. (article)
- "The Scream" by Edvard Munch (artistic work - painting)

6. Not if I See You First by Eric Lindstrom (foundational text)

(Disabled Rights)

- Stamberg, Susan. "Blind Art Lovers Make the Most of Museum Visit with 'Insight' Tours." National Public Radio. NPR. 5 Jan. 2017. (article)
- "The Butler" by Jack Vettriano (artistic work - painting)

Alignment to NJSLS

Reading:

- RL.CR.11-12.1: Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11-12.1: Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.IT.11-12.3: Analyze the impact of the author's choices regarding how complex literary texts are structured.
- RI.IT.11-12.3: Analyze the impact of the author's choices regarding how complex informational texts are structured.
- RL.PP.11-12.5: Analyze how an author's perspective or purpose shapes the content and style of a text.
- RI.PP.11-12.5: Analyze how an author's perspective or purpose shapes the content and style of a text.
- RL.MF.11-12.6: Analyze, synthesize, and evaluate the presentation of information or arguments in various media and formats (e.g., visually, quantitatively) to address a question or solve a problem.
- RI.AA.11-12.7: Evaluate the reasoning and evidence in an argument, assessing whether the reasoning is valid, the evidence is relevant and sufficient, and the claims are appropriate.

Writing:

- W.AW.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.RE.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening:

- SL.PE.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Language:

- L.KL.11-12.1: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.11-12.4: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Learning Objectives and Activities

- SWBAT answer the following questions:
 - What is the relationship between an argument, a thesis, and a claim in academic writing?
 - How does effective evidence strengthen a claim and enhance persuasion?
 - In what ways do characterization, plot, and theme contribute to shaping an argument about a literary text?
 - Why are strong introduction techniques and thoughtful conclusions essential for crafting compelling arguments?
 - How does adherence to MLA format contribute to the clarity, credibility, and professionalism of academic writing?
- SWBAT demonstrate understanding of the following:
 - Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.
 - Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.
 - The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.
 - The relevance and credibility of the source of information is determined by the context of its use.
 - There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.
 - An argument is built on a clear thesis and supported by claims, evidence, and sound reasoning to persuade an audience.
 - Effective persuasion relies on logical connections between claims and evidence, as well as consideration of the audience and purpose.
 - Themes, characterization, and plot serve as critical components for analyzing and interpreting texts within an argument.
 - Strong introduction techniques establish context and purpose, while conclusions synthesize ideas and leave a lasting impression.
 - Using MLA format ensures proper citation of sources, fosters academic integrity, and enhances the readability of a text.
- Learning Activities:
 - Reflection on Values
 - List, define and reflect on personal values
 - Discuss and develop classroom values: curiosity, connection, credibility and perseverance
 - Group discussions
 - Identify favorite passages
 - ABC chart detailing key events, characters, conflicts, ideas within foundational text

- Re-create the plot of the book with dominos. Each domino represents a plot point. Symbolically arrange dominos into a shape that represents something from the text
 - Use metaphorical thinking by comparing objects to characters, conflicts, themes, writing style, etc.
 - Create a thematic triangle comparing and contrasting the foundational text to others with common themes. Reflect on the worldly theme and its prevalence.
- Dialectical journal
 - Share and discuss 20 annotations made in dialectical journals
 - Reflect on similarities and differences among group members' entries
- Analysis of claims and evidence
 - Identify the foundational texts' and the article's main claim
 - Explain the line of reasoning within the foundational text and the article
 - Evaluate the effectiveness of the foundational text and the article
- Animated Video
 - How does literature create empathetic audiences?
 - What is the difference between empathy and sympathy
 - Which characters in our foundational texts do we feel sympathy and/or empathy for--why?
- Art Post-It Analysis
 - List the objects you see in the art / what colors are used the most / what words would you use to describe the painting / how would you describe the people and the places
 - What sounds would the painting make if it could / Rename the painting / If you could ask the artist any questions what would you ask?
 - What are possible messages of the painting / what connections can you make between the painting and your foundational text?
- Posters illustrating understanding and analysis of foundational and additional texts
 - Mind-mapping main ideas
- Sample Mentor Texts for Introduction Techniques
 - Look at different samples of introductions to essays and speeches
 - Teacher samples the thought process of a few techniques

Interdisciplinary Connections

- Visual Arts (NJSLS VPA.1.2.12.A.2): Analyze the visual and symbolic messages in artistic works.
- Media Studies (NJSLS 9.4.12.IML.6): Examine how media influences perception and empathy.
- Psychology (NJSLS 6.1.12.D.16.A): Explore psychological factors in emotional engagement with stories.

[Computer Science & Design Thinking \(NJSLS 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSLS 9\)](#)

- NJSLS 8 - Computer Science & Design Thinking:
 - 8.1.12.IC.1: Analyze ethical concerns in media representation and digital storytelling.
- NJSLS 9 - Career Readiness, Life Literacies & Key Skills:

- 9.4.12.IML.6: Evaluate how media influences perception and empathy.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- AAPI Mandate (NJSLS 6.1.12.D.16.A): Analyze narratives by AAPI authors, such as American Born Chinese by Gene Luen Yang, to explore Asian American identity and stereotypes.
- History of Disabled Persons (NJSLS 6.1.12.D.16.A): Examine Not If I See You First by Eric Lindstrom to discuss representation of disabilities in literature.

Benchmark, Formative, Summative and Alternative Assessments

- Alternative:
 - Kahoot
 - Quizizz
- Benchmark:
 - Unit Progress
 - Cumulative midterm exam with multiple choice, short answer, and extended constructed response questions.
- Summative:
 - Quizzes/Quests
 - Topic Tests
- Formative:
 - Classwork and Homework
 - Daily Practice Problems
 - Khan Academy or IXL Practice
 - Teacher Observation

Unit # 2	Duration (13~15 blocks)
<p>Topic: Introduction to Argument and the QUEST Framework</p> <p>Unit Focus: Over the next two weeks, students will be introduced to the core concepts and processes that underpin successful argumentation in AP Seminar. They will learn the fundamentals of rhetoric and argument, analyzing how authors use specific strategies to achieve their purpose. At the same time, students will begin practicing these techniques in their own writing, making intentional rhetorical choices. Reflection on the art and impact of persuasion will be woven throughout the unit.</p>	October
District Approved Materials & Resources	
<ol style="list-style-type: none"> 1. AP Capstone Descriptions of Big Ideas of Quest 2. “How to use Rhetoric to get What you Want” by Camille A. Langston (Ted Talk: broadcast) 3. Bedford Textbook - Chapter 3: Thinking about Rhetoric and Argument pg. 55-86 (foundational text) <ul style="list-style-type: none"> f Joseph-Nicolas Robert-Fleury, Galileo before the Holy Office 1847 (artistic work - painting) f Statue of Lincoln and Harriet Beecher Stowe and Rachel Carson testifying before Congress in 1963 (artistic work - photographs) f Pat Bagley / Cagie Cartoons, Malala Yousafzai 2012 (artistic work - political cartoon) f Excerpts from Nobel Prize Speech, by Elie Wiesel (speech) f American Academy of Pediatrics - Immunizations Ad (artistic work - advertisements) f Whole Foods Advertisement: Healthy Food Does Good (artistic work - advertisement) f 1911 Argument Against Senate Constitutional Amendment No. 8 / J.B. Sanford (informational flyer) 4. “Save the Northwest Tree Octopus” https://zapatopi.net/treeoctopus/ (false website) 5. Oprah Winfrey’s Acceptance Address for the Cecil B. DeMille Award (speech) 6. Excerpt from Thank You for Arguing by Jay Heinrichs (foundational text) 	
Alignment to NJSLS	
<p>Reading:</p> <ul style="list-style-type: none"> ● RI.CR.11-12.1: Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. ● RI.TS.11-12.4: Analyze and explain how an author organizes and develops an argument. 	

- RI.PP.11-12.5: Analyze how an author’s perspective or purpose shapes the content and style of a text.
- RI.AA.11-12.7: Evaluate the reasoning and evidence in an argument, assessing whether the reasoning is valid, the evidence is relevant and sufficient, and the claims are appropriate.

Writing:

- W.AW.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.SE.11-12.6: 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; synthesize information and evidence from sources into a coherent understanding; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RE.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening:

- SL.PE.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.AS.11-12.2: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Language:

- L.SS.11-12.1: Demonstrate command of the conventions of standard English when writing or speaking.
- L.KL.11-12.2: Demonstrate effective use of knowledge of language and its conventions in various communicative contexts.
- L.VL.11-12.4: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Learning Objectives and Activities

- SWBAT answer the following questions:
 - What are the fundamental components of rhetoric and how do they contribute to effective argumentation?
 - How can analyzing rhetorical strategies in a text help us understand a speaker’s purpose and audience?
 - What techniques do skilled writers and speakers use to craft persuasive arguments?
 - How do deliberate rhetorical choices impact the effectiveness of our own writing?
 - Why is the art of persuasion important in communication, and how does it shape the way we interpret and convey ideas?
- SWBAT demonstrate understanding of the following:
 - Rhetoric is the art of using language purposefully to communicate and persuade effectively.
 - Successful argumentation requires a clear understanding of audience, purpose, and context.
 - Analyzing rhetorical strategies in texts reveals how speakers achieve their goals and influence their audiences.
 - Writers make deliberate choices in language, structure, and style to enhance the persuasiveness of their arguments.

- Reflection on the art of persuasion deepens our understanding of its role in shaping communication and critical thinking.
- Learning Activities:
 - Class / group posters
 - Define each element of the course framework and present the idea to the class with an anchor chart for continuous reference.
 - Reflect on how we went through all of these steps in unit 1
 - Reflect on how these skills are useful for not only this class but future academic endeavors and being an active, engaged citizen
 - Zoom activities - emphasis on teamwork
 - Zoom by Istvan Banyai
 - Reflection: What did we learn about teamwork and communication?
 - Re-Zoom by Istvan Banyai
 - Reflection: How was this activity different / similar the second time around?
 - Journal responses
 - Whose rhetorical strategies / abilities do you admire? Discuss their reputations / credibility
 - How can we identify credible sources?
 - Watch “The Power of Words” <https://www.youtube.com/watch?v=QYcXTIGLUgE#action=share> - react with thoughts, questions, connections
 - Watch “Malala’s Story” (BBC Broadcast) and journal about the power of her words
 - What can strengthen an argument and what can weaken an argument?
 - Note-taking strategies
 - Cornell
 - Sketch Notes
 - Mind-Mapping
 - Reflect on which note-taking strategy works for each student
 - Breakout room (using rhetorical appeals)
 - Practice analyzing ethos, pathos and logos with a series of tasks that build towards one team “escaping” the room
 - Analysis of speeches, articles, cartoons, advertisements
 - Identify claims
 - Identify appeals
 - Effective?
 - Identify rhetorical techniques
 - What are the explicit and implicit messages? What perspective is missing?
 - Create two FlipGrids with groups to discuss allusions and repetition
 - Matching Game
 - Match examples of logical fallacies to their definitions with speed and accuracy
 - Fishbowl discussions
 - Read and discuss chapter from Thank You for Arguing
 - Which appeal is most persuasive for you? Does that change depending on the speaker and context?
 - How did Heinrich’s (the author) kid beat him in the argument of wearing shorts vs. pants (recount this event in the story and your reaction to it...) Why is “because I said so...” unsatisfying when it comes to persuasion?

- Define a “concession” in an argument...why is it so powerful? (The author calls concession a “Jedi knight” than Rambo--what does he mean by this?)
- What parts of the body does the author attribute to ethos, pathos and logos? Explain how the phrase “gut feeling” plays into this analysis? (examples of strong “gut feelings” in different situations)
- How do people lose credibility (ethos) in your eyes? (This can be anyone...from friends, to significant others, family, politicians, teachers, etc.)
- How and why is sympathy a powerful persuasive tool? Is there a danger / warning that comes with OVER sympathizing? What do understanding and sympathizing sound like in an argument?

Interdisciplinary Connections

[Computer Science & Design Thinking \(NJSLS 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSLS 9\)](#)

- History & Civics (NJSLS 6.3.12.A.1): Analyze historical speeches for rhetorical strategies.
- Psychology (NJSLS 6.1.12.A.10.A): Examine cognitive biases in persuasive communication.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- Diversity, Equity & Inclusion (DEI) (NJSLS 6.1.12.D.16.A): Examine how argumentation impacts equity and inclusion through speeches such as Malala Yousafzai’s Nobel Prize speech.
- History of LGBTQ+ Persons (NJSLS 6.1.12.D.16.A): Analyze LGBTQ+ activists’ rhetorical strategies in speeches such as Harvey Milk’s “Hope Speech.”

Benchmark, Formative, Summative and Alternative Assessments

- *f* Discussions
 - 1. Students will take a minute to think about their personal response, then we’ll take a few minutes to discuss in small groups; finally, students will share whole class on the following topics:
 - a. Is it considered stealing to take pens from a bank? What about extra napkins from a fast-food restaurant?
 - b. If someone tells an offensive joke, is it my responsibility to speak up about it?
 - c. Is it okay for parents to check in on their children’s email / social media / text messages, etc.?
 - 2. Reflect on what bias we bring to situations and how listening to others can help us see a bigger picture
 - 3. React to Ted-Ed trolley video and share interpretations and justifications for decisions
- *f* Journals
 - 1. Define ethics and list some ethical issues that you are passionate about? Why do you feel so strongly on these topics?
 - 2. “Imitation is the sincerest form of flattery” - In what context would you agree and disagree with this sentiment? How does it pertain to our topic of cheating?

- 3. Find a modern example of juxtaposition in a modern text (photography, movie, quote, etc.) and explain what two things are being compared and what effect it has
 - 4. Create a group FlipGrid video discussing the use of juxtaposition in the article “Is Human Enhancement Cheating?”
- *f* Close Readings
 - 1. Students will produce notes, written pieces and collaborative discussions, analyzing texts for allusions, claims, reactions, new vocabulary, tone, juxtaposition, ethical issues, credibility of author
 - 2. Reflect on how the topic of cheating can be seen from many perspectives (sports, education, video games, military, photo manipulation)
 - 3. Choose one of the altered photographs and write an argument about why it ought to be considered cheating. Who exactly is cheated and who benefits through the manipulation?
 - 4. Students will work in groups and discuss and analyze the text “Cheating is Good for you” – groups will have to present one of their questions and answers to the class
- *f* Synthesis Essay
 - 1. Work in groups to complete a chart detailing each text’s main claim, key issues and relevant quotes in order to put the texts in conversation with one another
 - 2. Take an individual stance on the pervasiveness of cheating in our culture and whether or not it could or should be eliminated
 - 3. Mini lessons on in-text citations, works cited, and analogies
 - 4. Students will conduct their own research that supports their stance
 - 5. Reflect on the new skills in this unit: in-text citations
- *f* Practice exam
 - 1. Give students a sample AP test (part 1)
 - 2. Grade Test with AP Rubric
 - 3. Reflect on the difficulty of the text and task and how each student executed it
 - Kahoot
 - Quizizz
- Benchmark:
 - Cumulative midterm exam with multiple choice, short answer, and extended constructed response questions.
- Summative:
 - Quizzes/Quests
 - Topic Tests
- Formative:
 - Classwork and Homework
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Unit # 3	Duration (13~15 blocks)
<p>Topic: Ethics</p> <p>Unit Focus: This unit aims to broaden students’ perspectives by exploring complex questions about ethics and morality, centered on the theme of "right" vs. "wrong." Students will consider how we determine what is right, and examine the extent to which factors such as age, culture, and personal experience shape our ethical decision-making. They will also grapple with questions like: Whose needs should take priority when making difficult moral choices?</p>	November-December
District Approved Materials & Resources	
<p>Bedford Textbook - Chapter 7 Ethics pg. 410-533 (foundational text)</p> <p><i>Ethics 101: From Altruism and Utilitarianism to Bioethics and political ethics, an exploration of the concepts of Right and Wrong</i>, by Brian Boone</p> <p>f “Would you sacrifice one person to save five” Trolley Problem by Eleanor Nelsen (Ted-Ed video) https://www.youtube.com/watch?v=yg16u_bzjPE#action=share</p> <p>f Lance Armstrong and Oprah Interview (ABC news broadcast) https://www.youtube.com/watch?v=ZxkULBtpF3s#action=share</p> <p>f “A Contribution to Statistics” by Wislaw Szymborska (literary text-poem)</p> <p>f “Cheating is Good for You” by Mia Consalvo (article)</p> <p>f Calvin and Hobbes (artistic work - cartoon)</p> <p>f “Cheaters Never Win” (article)</p> <p>f “Is Human Enhancement Cheating?” by Brad Allenby (article)</p> <p>f “Cheating Upwards” by Robert Kolker (article / research studies)</p> <p>f The Ethics of photo manipulation / analyzing originals vs altered (artistic work -photographs)</p> <p>f Altered portrait of Lincoln</p> <p>f 1917 Cottingley England - fairy photos</p> <p>f Joseph Stalin removing Leon Trotsky</p> <p>f Time Magazine - May 4 1970 John Filo at Kent State University</p> <p>f 1994 OJ Simpson Newsweek cover vs. Time Magazine cover</p> <p>f 09 11 01 photo hoax</p> <p>f 2002 George Bush visiting George Sanchez Charter School</p> <p>f 2008 Iranian missile photoshop</p> <p>f 2007 Redbook photo enhancement of Faith Hill</p> <p>f Paul Hansen, Gaza Burial - 2012 World Press Photo of the Year Award</p>	

Alignment to NJSLS

Reading:

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- RI.PP.11-12.5: Analyze how an author's perspective or purpose shapes the content and style of a text.
- RI.AA.11-12.7: Evaluate the reasoning and evidence in an argument, assessing whether the reasoning is valid, the evidence is relevant and sufficient, and the claims are appropriate.

Writing:

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- W.SE.11-12.6: 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; synthesize information and evidence from sources into a coherent understanding; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RE.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening:

- SL.PE.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.AS.11-12.2: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.AS.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language:

- L.SS.11-12.1: Demonstrate command of the conventions of standard English when writing or speaking.
- L.KL.11-12.2: Demonstrate effective use of knowledge of language and its conventions in various communicative contexts.
- L.VL.11-12.4: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Learning Objectives and Activities

- SWBAT answer the following questions:
 - How do we determine what is "right" or "wrong"?

- How do ethical dilemmas shape societal rules and personal decisions?
- SWBAT demonstrate understanding of the following:
 - Ethics are shaped by personal values, societal norms, and historical context.
 - Ethical dilemmas require weighing multiple perspectives and consequences.
 - Arguments about ethics rely on logical reasoning and credible sources.
 - Big Idea 1: Question and Explore
 - LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent or contradictory perspectives (EK1.1B2)
 - LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic (EK1.2A1+3)
 - LO 1.4A: Evaluating the relevance and credibility of the source of information and date in relation to the inquiry (EK 1.4A3)
 - Big Idea 2: Understanding and Analyze
 - LO 2.2A1: Explaining and analyzing the logic and line of reasoning of an argument (EK2.2A1+2)
 - LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration (EK2.2B5)
 - Big Idea 3: Evaluate Multiple Perspectives
 - LO 3.2A: Evaluating objections, implications, and limitations of alternate opposing, or competing perspectives or arguments (EK 3.2A2)
 - Big Idea 4: Synthesize Ideas
 - LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration (EK 4.1A1,2+6)
 - LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources to develop and support an argument (EK 4.2A4)
 - LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style (EK 4.3A3 + 5)
 - Big Idea 5: Team, Transform, Transmit
 - LO 5.1A: Planning, producing, and presenting cohesive argument considering audience, context and purpose (EK 5.1A1+2)
 - LO 5.1B: Adhering to established conventions of grammar, usage, style and mechanics (EK 5.1B1+4)
- Learning Activities:
 - *f* Discussions
 - 1. Students will take a minute to think about their personal response, then we'll take a few minutes to discuss in small groups; finally, students will share whole class on the following topics:
 - a. Is it considered stealing to take pens from a bank? What about extra napkins from a fast-food restaurant?
 - b. If someone tells an offensive joke, is it my responsibility to speak up about it?
 - c. Is it okay for parents to check in on their children's email / social media / text messages, etc.?
 - 2. Reflect on what bias we bring to situations and how listening to others can help us see a bigger picture
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 - *f* Journals
 - 1. Define ethics and list some ethical issues that you are passionate about? Why do you feel so strongly on these topics?
 - 2. "Imitation is the sincerest form of flattery" - In what context would you agree and disagree with this sentiment? How does it pertain to our topic of cheating?
 - 3. Find a modern example of juxtaposition in a modern text (photography, movie, quote, etc.) and explain what two things are being compared and what effect it has
 - 4. Create a group FlipGrid video discussing the use of juxtaposition in the article "Is Human Enhancement Cheating?"
 - *f* Close Readings

- 1. Students will produce notes, written pieces and collaborative discussions, analyzing texts for allusions, claims, reactions, new vocabulary, tone, juxtaposition, ethical issues, credibility of author
- 2. Reflect on how the topic of cheating can be seen from many perspectives (sports, education, video games, military, photo manipulation)
- 3. Choose one of the altered photographs and write an argument about why it out to be considered cheating. Who exactly is cheated and who benefits through the manipulation?
- 4. Students will work in groups and discuss and analyze the text “Cheating is Good for you” – groups will have to present one of their questions and answers to the class

Interdisciplinary Connections

- Social Studies (NJSLS 6.1.12.D.16.A): Explore ethical dilemmas in law, government, and philosophy.
- Science (NJSLS HS-LS3-3): Analyze bioethics in genetic engineering and medical advancements.
- Media Studies (NJSLS 9.4.12.IML.9): Examine the ethics of photo manipulation and misinformation.

[Computer Science & Design Thinking \(NJSLS 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSLS 9\)](#)

- NJSLS 8 - Computer Science & Design Thinking:
 - 8.1.12.IC.1: Discuss ethical issues in AI bias, digital privacy, and misinformation.
- NJSLS 9 - Career Readiness, Life Literacies & Key Skills:
 - 9.1.12.FP.1: Identify how personal beliefs and biases influence ethical decision-making.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- Diversity, Equity & Inclusion (DEI) (NJSLS 6.1.12.D.16.A): Discuss ethical implications of discrimination and bias in media representation.

Benchmark, Formative, Summative and Alternative Assessments

- Synthesis Essay
 - 1. Work in groups to complete a chart detailing each text’s main claim, key issues and relevant quotes in order to put the texts in conversation with one another
 - 2. Take an individual stance on the pervasiveness of cheating in our culture and whether or not it could or should be eliminated
 - 3. Mini lessons on in-text citations, works cited, and analogies
 - 4. Students will conduct their own research that supports their stance
 - 5. Reflect on the new skills in this unit: in-text citations
- *f* Practice exam
 - 1. Give students a sample AP test (part 1), grade test with AP Rubric, reflect on the difficulty of the text and task and how each student executed
- Create and present a lesson on ethics, informed by topics in the Student Handbook, to Freshman Seminar students or peer groups
- Alternative:
 - Kahoot

- Quizizz
- Benchmark:
 - Cumulative midterm exam with multiple choice, short answer, and extended constructed response questions.
- Summative:
 - Quizzes/Quests
 - Topic Tests
- Formative:
 - Classwork and Homework
 - Daily Practice Problems
 - Khan Academy or IXL Practice
 - Teacher Observation

Unit # 4	Duration (13~15 blocks)
<p>Topic: Student Choice/Theme and Perspectives</p> <p>Unit Focus: Building on the previous unit's exploration of ethics and persuasion, this unit challenges students to further examine how individuals and societies determine what is "right" or "wrong." Students will analyze how ethical decisions are influenced by factors such as age, culture, context, and power dynamics. They will also evaluate competing perspectives on moral responsibility, considering questions like: Who should matter most in an ethical dilemma? How do personal and societal values come into conflict? Through analysis, discussion, and written argument, students will deepen their understanding of how ethical reasoning shapes real-world decisions.</p>	January
District Approved Materials & Resources	
<p>Varied based on students' topics. The group must analyze a text in each category: (1. article / research study 2. literary / 3. foundational text / 4. speech broadcast, personal account / 5. artistic work) Students must use at least two of these sources in each aspect of their presentation</p>	
Alignment to NJSLs	
<p>Reading:</p> <ul style="list-style-type: none"> ● RL.CR.11-12.1 & RI.CR.11-12.1: (as above, for close reading and evidence) ● RL.IT.11-12.3 & RI.IT.11-12.3: (as above, for structural analysis) ● RL.PP.11-12.5 & RI.PP.11-12.5: (as above, for perspective and purpose) ● RL.CT.11-12.8 & RI.CT.11-12.8: Analyze and reflect on how two or more texts address similar themes or topics. <p>Writing:</p> <ul style="list-style-type: none"> ● W.AW.11-12.1: (as above, for argumentation) ● W.IW.11-12.7: Conduct research and investigation of topics, and to synthesize information. ● W.RE.11-12.9: (as above, for evidence-based writing) 	

Speaking and Listening:

- SL.PE.11-12.1: (as above, for collaborative discussion)
- SL.AS.11-12.2 & SL.AS.11-12.3: (as above, for source evaluation and speaker analysis)

Language:

- L.SS.11-12.1 & L.KL.11-12.2: (as above, for conventions and language use)
- L.VL.11-12.4: (as above, for nuanced language)

Learning Objectives and Activities

- SWBAT answer the following questions:
 - How do we determine what is “right” or “wrong,” and who gets to decide?
 - In what ways do age, culture, and personal experience shape our ethical decision-making?
 - How do societal norms and historical events influence what is considered ethical or unethical?
 - When faced with an ethical dilemma, whose needs should take priority—the individual or the community?
 - How do literature, media, and historical texts reflect and challenge our perceptions of morality?
- SWBAT demonstrate understanding of the following:
 - Ethical decision-making is influenced by cultural, historical, and personal perspectives.
 - Different societies and time periods define “right” and “wrong” in varying ways, often based on power, values, and context.
 - Literature, media, and historical documents serve as tools for questioning and exploring ethical dilemmas.
 - Ethical reasoning requires critical thinking, evaluation of evidence, and understanding of multiple perspectives.
 - Engaging in discussions about ethics helps us refine our own beliefs while fostering empathy for others’ viewpoints.
- Learning Activities:
 - Debate
 - 1. Practice with bringing in contrasting points of view by pairing students and giving them a point of view (affirmative / negative) and giving them a short period of time to research and argue against each other in front of the class
 - 2. Reflect on how research and support is essential to argument and persuasion
 - 3. Reflect on the necessity of addressing a counter argument
 - f Brainstorm (themes and lenses)
 - 1. Questions for each lens
 - 2. Each student in the group will choose a perspective to research
 - f Develop Research Questions
 - 1. Group narrows research questions
 - f Research
 - 1. Each student in the group gathers information on at least 4 different types of sources
 - 2. Mini lessons on google search and EBSCOhost (academic and scholarly articles)

- *f* Note-taking
 - 1. Students can choose between cornell, mind-mapping, sketchnotes or combination of them
 - 2. Students must include a thorough analysis of texts (appeals, devices, tone, claims, line of reasoning, etc.)

Interdisciplinary Connections

- History (NJSLS 6.2.12.D.2.C): Compare historical and modern interpretations of themes.
- Science (NJSLS HS-ESS3-1): Research climate change solutions and policies.

[Computer Science & Design Thinking \(NJSLS 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSLS 9\)](#)

- Diversity, Equity & Inclusion (DEI) (NJSLS 6.1.12.D.16.A): Discuss ethical implications of discrimination and bias in media representation.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- Climate Change Mandate (NJSLS HS-ESS3-5): Research environmental rhetoric and policies on climate change.

Benchmark, Formative, Summative and Alternative Assessments

- Synthesize Evidence with Individual Perspective
 - 1. Group sessions will involve a sharing findings, comparing and contrasting the different points of view within their topic and reflecting on the topic as a whole
- *f* Presentation [8-10 minutes]
 - 1. Create a storyboard
 - 2. Mini lessons on selective points on slides, keywords, images (pathos), consistent design, clear fonts
- Alternative:
 - Kahoot
 - Quizizz
- Benchmark:
 - Cumulative midterm exam with multiple choice, short answer, and extended constructed response questions.
- Summative:
 - Quizzes/Quests
 - Topic Tests
- Formative:
 - Classwork and Homework
 - Daily Practice Problems
 - Khan Academy or IXL Practice
 - Teacher Observation

Unit # 5	Duration (13~15 blocks)
<p>Topic: Performance Task 1</p> <p>Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides a defense to questions posed by the teacher. This task consists of two components: (1) Individual research report; (2) Team multimedia presentation and defense.</p>	February
Alignment to NJSLS	
<p>This unit focuses on performance tasks and exam preparation. The standards from Units 1-4 will continue to apply, with an increasing emphasis on:</p> <ul style="list-style-type: none"> ● Synthesis of information from various sources. ● Argumentation and evidence-based writing. ● Effective communication and presentation skills. ● Critical evaluation of sources and arguments. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> ● SWBAT answer the following questions: <ul style="list-style-type: none"> ○ How can we determine which sources are credible and relevant for research? ○ What strategies can we use to gather comprehensive and diverse information on a topic? ○ What makes an argument effective, and how can evidence be used to strengthen it? ○ How can we anticipate and address counterarguments to create a more persuasive case? ○ How can different perspectives or lenses alter our understanding of a topic or issue? ○ How can we effectively connect evidence to reasoning to support an argument? ○ How do we develop a clear and logical line of reasoning that supports a thesis? ○ How do we synthesize research findings to create a cohesive and well-supported research report? ● SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> ○ Clear and focused questions help to guide research. ○ Identifying key issues or gaps in the material and formulating good questions helps us deepen understanding. ○ Credible, varied sources and relevant data and evidence from those sources strengthens an argument. 	

- Addressing counter arguments helps to strengthen an argument.
- Establishing a line of reasoning helps to strengthen an argument.
- Learning Activities:
 - Individual work on team project
 - questioning
 - research
 - arguments
 - lens
 - remaining research
 - connecting evidence to reason
 - developing line of reasoning
 - connecting evidence to reason
 - finalizing format: spelling, citations, Works Cited
 - Individual research report due
 - Teamwork on project
 - share team report
 - developing a group line of reasoning
 - connecting arguments to each other
 - Group presentation due

Interdisciplinary Connection

History: 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Science: HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

[Computer Science & Design Thinking \(NJSL 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSL 9\)](#)

Computer Science & Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Career Readiness, Life Literacies & Key Skills: 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- 6.1.12.CivicsPI.3.a - Evaluate how political ideas have shaped the development of the United States.
- 6.1.12.HistoryCC.5.b - Analyze how historical events influence contemporary political issues.

Benchmark, Formative, Summative and Alternative Assessments

- Synthesize Evidence with Group and Individual Perspective
 - Group sessions will involve sharing findings, comparing and contrasting the different points of view within their topic and reflecting on the topic as a whole.
 - Individual work sessions will involve researching independently, drafting, conferencing, revising, and editing individual research reports.
- Presentation [8-10 minutes]
 - Create a storyboard
 - Investigate appropriate multimedia options
 - Mini lessons on selective points on slides, keywords, images, consistent design, clear fonts
 - Plan and collaborate with peers to create and deliver presentation
- The Individual Research Report
 - Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that:
 - identifies the area of investigation and its relationship to the overall problem or issue;
 - summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources;
 - identifies, compares, and interprets a range of perspectives about the problem or issue; and
 - cites all sources used and includes a list of works cited or bibliography.
 - Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography or works cited (see the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information). Students should check their work for plagiarism prior to final submission.
- Alternative:
 - Kahoot
 - Quizizz
- Benchmark:
 - Group multimedia presentation
 - Individual research report
- Summative:
 - Quizzes/Quests
 - Topic Tests
- Formative:
 - Classwork and Homework
 - Daily Practice Problems
 - Khan Academy or IXL Practice
 - Teacher Observation

Unit # 6	Duration (13~15 blocks)
<p>Topic: Performance Task 2</p> <p>The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify a research question or their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources. This task consists of three components: (1) Individual written argument, (2) Individual multimedia presentation, (3) Individual oral defense.</p>	<p>March</p>
Alignment to NJSLS	
<p>This units focus on performance tasks and exam preparation. The standards from Units 1-4 will continue to apply, with an increasing emphasis on:</p> <ul style="list-style-type: none"> • Synthesis of information from various sources. • Argumentation and evidence-based writing. • Effective communication and presentation skills. • Critical evaluation of sources and arguments. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> • SWBAT answer the following questions: <ul style="list-style-type: none"> ○ How can we determine which sources are credible and relevant for research? ○ What strategies can we use to gather comprehensive and diverse information on a topic? ○ What makes an argument effective, and how can evidence be used to strengthen it? ○ How can we anticipate and address counterarguments to create a more persuasive case? ○ How can different perspectives or lenses alter our understanding of a topic or issue? ○ How can we effectively connect evidence to reasoning to support an argument? ○ How do we develop a clear and logical line of reasoning that supports a thesis? ○ How do we synthesize research findings to create a cohesive and well-supported research report? ○ How do we effectively present research findings using multiple media forms? • SWBAT demonstrate understanding of the following: 	

- Clear and focused questions help to guide research.
- Identifying key issues or gaps in the material and formulating good questions helps us deepen understanding.
- Credible, varied sources and relevant data and evidence from those sources strengthens an argument.
- Addressing counter arguments helps to strengthen an argument.
- Establishing a line of reasoning helps to strengthen an argument.
- Learning Activities:
 - Individual Work on Individual Research-Based Essay
 - Questioning
 - Research
 - Arguments
 - Lenses
 - Refining Research
 - Connecting Evidence to Reason
 - Developing a Line of Reasoning
 - Finalizing Format: Spelling, Citations, Works Cited
 - Individual Multimedia Presentation with Oral Defense

Interdisciplinary Connections

- History: 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.1.12.CivicsDP.2.a - Examine how the US expanded democratic principles over time.
- 6.1.12.GeoHE.16.A - Analyze the impact of globalization on cultural and social interactions.
- NJSLS World Languages Standards:
 - 7.1.AL.IPRET.5 - Identify and explain cultural perspectives in authentic texts and media.

[Computer Science & Design Thinking \(NJSLS 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSLS 9\)](#)

- Computer Science & Design Thinking: • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- Career Readiness, Life Literacies & Key Skills: • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- 6.1.12.CivicsPI.3.a - Evaluate how political ideas have shaped the development of the United States.

- 6.1.12.HistoryCC.5.b - Analyze how historical events influence contemporary political issues.

Benchmark, Formative, Summative and Alternative Assessments

- Synthesize Evidence with Individual Perspective
 - Use provided and self-selected sources to create an argument
- Presentation [8-10 minutes]
 - 1. Create a storyboard and explore multiple media outlets for presentation
 - 2. Mini lessons on selective points on slides, keywords, images, consistent design, clear fonts
 - 3. Viewing mentor presentations, including TED talks
- The Team Multimedia Presentation
 - Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:
 - collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue;
 - considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and
 - proposes one or more solutions or resolutions and prepares an argument to support their proposal.
- Alternative:
 - Kahoot
 - Quizizz
- Benchmark:
 - Individual written argument
 - Individual multimedia presentation
 - Individual oral defense
- Summative:
 - Quizzes/Quests
 - Topic Tests
- Formative:
 - Socratic seminar
 - Debate
 - Jigsaw
 - Fishbowl
 - Shared Inquiry
 - Discussion group
 - Debriefing
 - Classwork and Homework
 - Daily Practice Problems

- Khan Academy or IXL Practice
- Teacher Observation

Unit # 7	Duration (13~15 blocks)
<p>Topic: End-of-Course Exam</p> <p>During the AP exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components: (1) Part A-Students are asked to analyze an argument using evidence; (2) Part B-Students are asked to build their own argument using at least two of four sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach a topic.</p>	<p>April-May</p>
Alignment to NJSLS	
<p>This units focus on performance tasks and exam preparation. The standards from Units 1-4 will continue to apply, with an increasing emphasis on:</p> <ul style="list-style-type: none"> ● Synthesis of information from various sources. ● Argumentation and evidence-based writing. ● Effective communication and presentation skills. ● Critical evaluation of sources and arguments. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> ● SWBAT answer the following questions: <ul style="list-style-type: none"> ○ What are the expectations for the AP Seminar performance tasks? ○ How do I demonstrate mastery of argumentation and research skills? ● SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> ○ AP Seminar skills prepare students for academic research and critical thinking beyond high school. ● Learning Activities: <ul style="list-style-type: none"> ○ Complete a Team Multimedia Presentation and Defense (LO 5.2A). ○ Develop an Individual Research-Based Essay (LO 4.5A). ○ Prepare for the End-of-Course Exam (LO 5.1A). 	

Interdisciplinary Connections
<ul style="list-style-type: none"> History: 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
Computer Science & Design Thinking (NJSL 8) and Career Readiness, Life Literacies & Key Skills (NJSL 9)
<ul style="list-style-type: none"> Computer Science & Design Thinking: • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. Career Readiness, Life Literacies & Key Skills: • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)
<p>Climate Change Mandate: 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p>
Benchmark, Formative, Summative and Alternative Assessments
<ul style="list-style-type: none"> Complete a Team Multimedia Presentation and Defense (LO 5.2A). Develop an Individual Research-Based Essay (LO 4.5A). Prepare for the End-of-Course Exam (LO 5.1A). Alternative: <ul style="list-style-type: none"> Kahoot Quizizz Benchmark: <ul style="list-style-type: none"> Cumulative midterm exam with multiple choice, short answer, and extended constructed response questions. Summative: <ul style="list-style-type: none"> Quizzes/Quests Topic Tests Written responses Formative: <ul style="list-style-type: none"> Socratic seminar Debate Jigsaw Fishbowl Shared Inquiry Discussion group Debriefing

- Classwork and Homework
- Daily Practice Problems
- Khan Academy or IXL Practice
- Teacher Observation

Unit # 8	Duration (TBD)
<p>Topic: AP Choice Unit</p> <p>This unit follows the AP Seminar Final Performance Task. Unit 8 will be composed of AP English Language and Literature content, diving deeply into analyzing texts.</p>	<p>June</p>
Alignment to NJSLS	
<p>This units focus on performance tasks and exam preparation. The standards from Units 1-4 will continue to apply, with an increasing emphasis on:</p> <ul style="list-style-type: none"> ● Synthesis of information from various sources. ● Argumentation and evidence-based writing. ● Effective communication and presentation skills. ● Critical evaluation of sources and arguments. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> ● SWBAT answer the following questions: <ul style="list-style-type: none"> ○ How can I use textual evidence to support my analysis and interpretations of a text? ○ How do central ideas develop over the course of a text, and how can I effectively summarize them? ○ How does an author’s point of view or purpose influence the content and style of a text? ○ What makes an argument valid, and how can I assess the strength of reasoning and evidence in a text or speech? ○ How can I construct a well-supported argument that effectively conveys my perspective? ● SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> ○ Develop analytical and argumentative writing skills applicable to both AP Language and AP Literature. ○ Engage in rhetorical and literary analysis of texts from different genres. ○ Strengthen their ability to synthesize multiple sources into a cohesive argument. ○ Improve research, presentation, and discussion skills through collaborative inquiry. ● Learning Activities: <ul style="list-style-type: none"> ○ Read closely to determine explicit and implicit meanings in a text, making logical inferences and citing strong textual evidence to support their conclusions. (NJSLSA.R1) ○ Short analytical writings (rhetorical and literary). ○ Synthesis essay. ○ Debate performance and participation. 	

- Final thematic research presentation.

Interdisciplinary Connections

- History Standard – AP U.S. History CED Theme 8.1: Analyze how movements for equality shaped American society.
- Psychology Standard – AP Psychology CED Unit 9: Understand how societal and cultural factors shape identity and perception.
- Government & Civics Standard – AP Government CED Unit 3: Analyze Supreme Court decisions on free speech.
- Media Studies Standard – Journalism Ethics Standard J.1.2: Examine how media influences public perception of censorship.
- Environmental Science Standard – AP Environmental Science CED Topic 9.3: Evaluate policies addressing climate change.
- Sociology Standard – AP Sociology Theme 5.4: Examine how narratives influence public policy.
- Political Science Standard – AP Comparative Government Unit 5: Analyze how governments balance security and individual freedoms.
- Cultural Studies Standard – AP Human Geography Theme 6: Examine how literature reflects shifting societal norms.

[Computer Science & Design Thinking \(NJSL 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSL 9\)](#)

- Computer Science & Design Thinking: • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- Career Readiness, Life Literacies & Key Skills: • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- 6.1.12.CivicsPI.3.a - Evaluate how political ideas have shaped the development of the United States.
- 6.1.12.HistoryCC.5.b - Analyze how historical events influence contemporary political issues.

Benchmark, Formative, Summative and Alternative Assessments

- Short Analytical Writings
- Synthesis Essay
- Debate & Participation
- Final Thematic Research Presentation
- Reflection Essay
- Alternative:
 - Kahoot
 - Quizizz
- Benchmark:
 - Cumulative midterm exam with multiple choice, short answer, and extended constructed response questions.
- Summative:
 - Quizzes/Quests

- Topic Tests
- Formative:
 - Classwork and Homework
 - Daily Practice Problems
 - Khan Academy or IXL Practice
 - Teacher Observation

Modifications (ML, Special Education, Not at Grade Level Proficiency, Gifted & Talented, & 504 Plans)

ML

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

Students Not at Grade Level Proficiency:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Provide anchor charts with high frequency words and phonemic patterns