

# UNIT 1 Unit of Study | 2024

## Pre-AP II, Unit 1 – Voice in Synthesis: Entering a Conversation Among Works of Nonfiction

### Unit Title:

**35 lessons and est. 50 minutes per lesson**

**Purpose:** When students are learning to perform the complex act of synthesis, to smoothly integrate other writers' perspectives into their own, they often get overwhelmed or lost in the process. In Unit 3, students are invited to join an ongoing conversation with experts, and they may not feel that they speak the same academic language or that their voices deserve to be heard in that arena. Therefore, the overarching goal of this unit is to build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity. We are not only inviting them into the conversation; we are preparing them to take part.

### Target Standards

**W 9-10.1:** Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

**W 9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**W 9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.

**W 9-10.9:** Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**W 9-10.1** Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

**SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Learning Objectives

### Content Resources

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- explain why academic dialogue about a topic can be viewed as an unending conversation
- extend the conversation around a topic by listening carefully and adding new ideas
- draft a written response that states and supports a claim
- collect evidence from peers' written opinions
- write a brief synthesis argument with cited evidence
- revise and edit writing based on peer and self-reviews
- use context clues to infer the meaning of multiple-meaning words
- read closely and analyze a complex text from Supreme Court opinion
- analyze the use of rhetorical strategies
- compare and contrast majority and dissenting opinions
- explain the relationship between a text and its historical context
- identify and explain counterarguments
- explain how authors present different perspectives on a common theme
- analyze the development of two arguments
- synthesize ideas from multiple texts
- write a well-developed synthesis argument.

## CORE TEXTS

- Excerpt from *The Philosophy of Literary Form* (nonfiction)
- The First Amendment
- Excerpts from *Tinker v. Des Moines*
- The Cow-Pock or the Wonderful Effects of the New Inoculation! (cartoon)
- Excerpt from "About Edward Jenner"
- Excerpt from *On Immunity: An Inoculation* (nonfiction)
- Infographic on herd immunity
- Excerpts from *Jacobson v. Massachusetts*
- "For the Herd's Sake, Vaccinate" (argument)
- "Vaccine Controversy Shows Why We Need Markets, Not Mandates" (argument)
- "Laws Are Not the Only Way to Boost Immunization" (argument)
- Graph of measles cases vs. vaccine coverage
- "Measles: A Dangerous Illness" (argument)
- "Mandatory Vaccination Is Not the Answer to Measles" (argument)

## RESOURCES

- [Pre-AP 2: Units 3 & 4 Teacher Resources](#) (Note: This unit is listed as Unit 3 in the resource guide)
- [Pre-AP 2 Instructional Planning Guide](#)
- [Literary and Nonfiction Techniques](#)
- [Purposes in Writing](#)
- [Tone Words](#)
- [Annotation Rubric](#)
- [Pre-AP Writing Rubric](#)
- [Pre-AP Writing Rubric Scale](#)
- [Pre-AP Learning Checkpoint Scale](#)
- [MC Group Consensus Slide](#)
- [MC Corrections Worksheet](#)
- Outside Reading See above summative)

## Essential Questions

How do you enter and contribute to an ending conversation? How do authors present different perspectives on a common theme?

## Target Vocabulary

Claim  
Purpose  
Rhetoric  
Ethos

Pathos  
Logos  
Descriptive Outline  
Tone  
Synthesis

## Instructional Planning and Delivery

### Beginning of Unit Teaching and Learning Strategies (10–14 days)

*The reading and writing exercises in this first learning cycle ground students in a firm understanding of synthesis as an ongoing academic conversation in which they will more formally engage throughout the rest of the unit. Students first experiment with synthesis in the context of a verbal conversation, and then they progress to using one another as sources in developing brief written arguments on the topic of school restrictions on student dress. Students also spend time reading and analyzing excerpts from a Supreme Court freedom-of-expression case as an act of synthesis in and of itself. The close-reading activities focusing on the Supreme Court case reveal how a justice advances the court's opinion while weaving together interpretations of the Constitution and references to legal precedents to further develop and support that opinion.*

1. [Lesson 3.1: Entering the Conversation](#) (1-2 days)
2. [Lesson 3.2: Generating a Conversation on Paper](#) (1-2 days)
3. [Lesson 3.3: Generating a Conversation on Paper. II](#) (1-2 days)
  - a. After this lesson, begin outside reading.
4. [Lesson 3.4: Understanding the First Amendment](#) (1 day)
5. [Lesson 3.5: Inferring Word Meaning from Context](#) (1 day)
6. [Lesson 3.6: Reading a Supreme Court Decision as an Act of Synthesis](#) (2 days)
7. [Lesson 3.7: Comparing and Contrasting Excerpts from the Majority and Dissenting Opinions](#) (2-3 days)

### Formative Assessments

- Learning Checkpoint #1 in AP Classroom (participation grade)
  - [Learning Checkpoint 1](#)-This may be different than AP Classroom. Must be completed in AP Classroom.
- After completing the learning checkpoint in AP Classroom, have students complete a [small group MC consensus](#) activity. Be sure to review any questions a group got wrong, as well as to review MC test-taking strategies.
- After, students should complete an individual [MC corrections worksheet](#) for any question they got wrong when they completed it individually. Average the correction worksheet score and original learning checkpoint score together and count that as a quiz grade.

## Middle of Unit Teaching and Learning Strategies

(8-9 days)

*This learning cycle builds on the experiences of the previous learning cycle, where students gained a foundation in the fundamental nature of synthesis and learned how a Supreme Court decision serves as a particular model of synthesis.*

*Learning Cycle 2 introduces students to a variety of sources on the subject of vaccination and the differing perspectives about how much influence the government should have over individuals' rights to make decisions about getting vaccinated. Many of these documents, including another Supreme Court decision, will continue the theme introduced in the first learning cycle: the societal tension between individual rights and the government's role in protecting the common welfare of the people.*

1. [Lesson 3.8: Understanding How Vaccinations Work](#) (1 day)
2. [Lesson 3.9: A Part-to-Whole Analysis of a Satirical Cartoon](#) (1-2 days)
3. [Lesson 3.10: Analyzing Textual and Visual Representations of Herd Immunity](#) (2 days)
4. [Lesson 3.11: The Supreme Court](#) (1 day)
5. [Lesson 3.12: Addressing a Counterargument](#) (2 days)

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## End of Unit Teaching and Learning Strategies

(8 days)

*This culminating learning cycle focuses on placing the various texts and images related to vaccination in conversation with one another—both literally, as students take on the personas of different writers or sources in the more discussion-oriented lessons, and figuratively, as they begin to organize and write their full synthesis arguments.*

1. [Lesson 3.13: Analyzing an Editorial](#) (1 day)
2. [Lesson 3.14: Analyzing a Graph](#) (1 day)
3. [Lesson 3.15: Creating a Dialogue Between Texts](#) (2 days)
4. [Lesson 3.16: Hosting a Parlor Conversation](#) (2 days)
5. [Lesson 3.17: Writing a Synthesis Argument, I](#) (1 day)
6. [Lesson 3.18: Writing a Synthesis Argument, II](#) (formative) (1 day)

## Formative Assessments

- **Synthesis Argument (see left)**

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## Outside Reading

- Outside Reading: [Are Gifted Classrooms Useful or Harmful?](#)
- In Class: [Generating a Conversation on Paper: Are Gifted Classrooms Useful or Harmful?](#)
- Outside Reading: [Has the Pressure to Succeed in School Gone Too Far?](#)
- In Class: [Generating a Conversation on Paper: Has the Pressure to Succeed in School Gone Too Far?](#)
- Outside Reading: [Should Public Schools Test Social-Emotional Skills?](#)
- In Class: [Generating a Conversation on Paper: Should Public Schools Test Social-Emotional Skills?](#)

## Summative Assessments

Performance Task: [Writing a Synthesis Argument](#)

The traditional American school year contains about 180 days, with a summer break of 10–12 weeks. Some school districts around the country have decided to alter that schedule by eliminating the big summer vacation—instead, having a year-round school schedule with vacation days evenly distributed throughout the calendar year.

Carefully read the following five sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on whether your school should maintain, adjust, or eliminate its current summer break.

- f Source A (Granderson)
- f Source B (Westneat)
- f Source C (chart)
- f Source D (Yglesias)
- f Source E (Balakrishnan)

In your response you should do the following:

f

- Respond to the prompt with a thesis that presents a defensible position.
- fSelect and use evidence from at least three of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- fExplain how the evidence supports your line of reasoning.
- fUse appropriate grammar and punctuation in communicating your argument.