

**BUTLER SCHOOL DISTRICT**

**Grade 11 AP English Language and Composition  
English Language Arts Curriculum**

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Adapted from:  
College Board AP English Language and Composition Unit Guides  
New Jersey Student Learning Standards

Reviewed by:  
Dr. Daniel R. Johnson, Superintendent

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## **VISION**

The Butler School District's English Language Arts Department believes the future belongs to those who can think critically and communicate effectively. Our teachers are determined to provide students with the skills to analyze, adapt, collaborate, innovate, persevere and thrive in an ever-changing world. The English Language Arts curriculum provides students with quality, rigorous instruction to help them become better readers, writers, speakers, and listeners. The rich, educational experience provided within the Butler School District will produce young adults with the foundation and preparation they need for the future.

***As a result of a Butler English Language Arts education, students will be able to...***

- Synthesize language skills across disciplines
- Articulate clearly in all domains (reading, writing, speaking and listening, and language) with diverse groups of people and in diverse settings
- Appreciate and understand all genres of literature and writing that span across a range of topics and complexity
- Appreciate and understand the viewpoints of others and respond thoughtfully
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Demonstrate awareness of global issues and a duty to society
- Use language to thoughtfully build and contribute to communities
- Persevere through difficult situations and tasks
- Maintain a growth mindset despite adversity
- Manage time when completing larger tasks
- Utilize self-reflection as a tool for growth and development

## **COURSE OVERVIEW**

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in this course will deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

### **GOALS**

The goals of this course are the Grade 11/12 New Jersey Student Learning Standards Progress Indicators and to achieve success on the College Board AP Language and Composition Test.

### **ASSESSMENT**

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments including the AP Exam in the Spring.

### **SCOPE AND SEQUENCE** *(Pacing Guide)*

<b>Unit of Study</b>	<b>Estimated Time</b>
Unit I: Rhetorical Analysis	4-6 weeks
Unit II: Synthesis and Research	10 weeks
Unit III: Argumentative Writing	10 weeks
Unit IV: Craft and Structure of Rhetorical Writing	10 weeks
Unit V: Narrative Writing	4-6 weeks

## **AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

## **INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

## **21ST CENTURY THEMES & SKILLS**

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### **CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

### **CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

### **STATEMENT ON DIVERSE TEXTS IN CURRICULA, CLASSROOMS, and LIBRARIES**

In the Butler Public School District, we offer diverse texts to students in book clubs, classroom libraries, and the school library, as well as encouraging diverse text choices from home and the public library collections. We always welcome the opportunity to partner with and assist parents as they guide their child's learning and reading experiences. We hope to cultivate lifelong readers who read broadly and think critically about what they read.

Teachers and staff members of the Butler Public School District are committed to creating a community learning experience that is safe, welcoming, and inclusive for all students regardless of race or ethnicity, sexual orientations and gender identities, mental and physical abilities, and religious beliefs. We recognize that learning the experiences, perspectives, and contributions of a diverse population broadens a student's education, empathy, and understanding of their world. It sets them up for success not only in high school but in all college and career experiences as a well-informed citizen in a participatory democracy.

**Diverse texts and choices create:**

- A safe and welcoming learning environment for all of our students
- An enriched critical thinking experience that understands different perspectives when exploring complex themes and topics
- Empathy and agency for positive change in support of and service to communities near and far
- Students prepared for success in diverse college, career, and life pursuits

In addition to the many benefits of including diverse texts in the classroom, it is also now a requirement in New Jersey to provide equitable access to a high-quality education that is inclusive and reflective of the rich diversity of our state. See [NJ law and NJ Department of Education mandates](#).

UNIT
<b>Unit I: Rhetorical Analysis</b>
UNIT SUMMARY
In this unit, students will focus on rhetorical analysis. They will read a variety of short texts by different authors in different contexts and examine the choices authors make and tools they use to convey their message. Students will begin to see common approaches authors use to make their writing or speech more effective and impactful. After repeatedly analyzing the rhetoric of other authors, students will begin crafting their own writing by making strategic choices and using rhetorical tools to convey their message.

## NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

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.

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.

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., how Madison defines faction in Federalist No. 10).

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.

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.

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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.

## INTERDISCIPLINARY CONNECTIONS

Students will read a variety of historical speeches and will learn about the context of the speech in order to analyze rhetoric. Students will need to understand the historical context, audience, and purpose in order to analyze the author's choices in craft and style. Some examples of the speeches and historical connections can be found in the "Instructional Resources" Section.

## 21st CENTURY LIFE AND CAREER STANDARDS

**The 12 Career Ready Practices:** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP2. Apply appropriate academic and technical skills.  
 CRP3. Attend to personal health and financial well-being.  
**CRP4. Communicate clearly and effectively and with reason.**  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP6. Demonstrate creativity and innovation.  
 CRP7. Employ valid and reliable research strategies.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP9. Model integrity, ethical leadership and effective management.  
 CRP10. Plan education and career paths aligned to personal goals.  
**CRP11. Use technology to enhance productivity.**  
 CRP12. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	<b>9.2: Career Awareness, Exploration &amp; Preparation</b> A. Career Awareness (K-4) B. Career Exploration (5-8) C. <b>Career Preparation (9-12)</b>	<b>9.3: Career and Technical Education</b> A. Agriculture B. Architecture C. Arts,A/V, Technology D. Business Management <b>E. Education</b> F. Finance <b>G. Government</b> H. Health Science I. Hospital & Tourism J. Human Services K. Information Tech. L. Law and Public Safety M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Trans./Logistics
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## TECHNOLOGY STANDARDS

<b>8.1: Educational Technology</b> A. Technology Operations and Concepts <b>B. Creativity and Innovation</b> C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	<b>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</b> A. The Nature of Technology: Creativity and Innovation B. Technology and Society <b>C. Design</b> D. Abilities for a Technological World E. Computational Thinking: Programming
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ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Individuals write within a particular situation and make strategic writing choices based on that situation.</li> <li>• The rhetorical situation informs the strategic stylistic choices that writers make.</li> <li>• Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• What choices do authors have when crafting a piece of writing?</li> <li>• What impacts the decisions authors make?</li> <li>• Why do writers need to understand their audience before writing?</li> </ul>
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<p><i>Students are learning to/that...</i></p> <ul style="list-style-type: none"> <li>• The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message</li> <li>• The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text.</li> <li>• The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text.</li> <li>• An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds</li> <li>• Writers create texts within a particular context that includes the time, place, and occasion.</li> </ul>	
SUGGESTED ACTIVITIES	
<p><i>Teachers will...</i></p> <ul style="list-style-type: none"> <li>• Read aloud a variety of short nonfiction texts to help students understand how to think through a text</li> <li>• Identify and describe components of the rhetorical situation</li> <li>• Create anchor charts and visual aids depicting rhetorical tools that will help students with analysis</li> <li>• Model how to annotate a text and pull evidence to support a position</li> <li>• Demonstrate how to craft a rhetorical analysis essay</li> <li>• Provide consistent feedback to students to help them improve their rhetorical analysis essay</li> </ul> <p><i>The students will...</i></p> <ul style="list-style-type: none"> <li>• Read a variety of short nonfiction texts and annotate the texts</li> </ul>	

<ul style="list-style-type: none"> <li>● Identify and describe components of the rhetorical situation</li> <li>● Draft and publish a rhetorical analysis essay</li> <li>● Work in groups to discuss the decisions authors make in a piece of writing</li> <li>● Respond to teacher feedback on writing and make the necessary changes</li> <li>● Use evidence from a piece of writing to support a claim about the author's rhetoric.</li> </ul>	
<b>EVIDENCE OF LEARNING</b>	
<b>Formative Assessments:</b> Classroom Discussion Personal Progress Checks through AP Central Anecdotal Notes Exit Slips Checklists Peer Assessment Rubrics	<b>Summative Assessment:</b> Rhetorical Analysis Test (Practice AP Exam questions) Rhetorical Analysis Essay
<b>Benchmark Assessment:</b> Rhetorical analysis practice	<b>Alternative Assessments:</b> Writing Portfolio Speech analysis assessments Group text analysis
<b>INSTRUCTIONAL RESOURCES</b>	
See Appendix A for a list of instructional resources for this course.	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
See Appendix B for a list of integrated accommodations and modifications.	

<b>UNIT</b>
<b>Unit II: Synthesis and Research</b>
<b>UNIT SUMMARY</b>
<p>In Unit I, students focused on rhetorical analysis by focusing on short texts individually. In this unit, students will build on this skill by integrating multiple texts on the same topic. Students will learn how to synthesize information from a variety of authors and viewpoints in order to craft a research paper. The synthesis process is beneficial for students because it helps them to see a variety of perspectives and factors surrounding an issue or topic and ultimately helps them develop a more critical and informed understanding of the controversy or issue. Students</p>

will then write and share an explanatory research essay which articulates the information they have collected, analyzed, and synthesized.

## **NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS**

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.

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.

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.

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.

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.

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., The Federalist, presidential addresses).

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.

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

## INTERDISCIPLINARY CONNECTIONS

There are a variety of interdisciplinary connections that students will make during this unit. Research topics will include connections to government, politics, science, history, pop culture, technology, and media.

## 21st CENTURY LIFE AND CAREER STANDARDS

**The 12 Career Ready Practices:** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

**CRP4. Communicate clearly and effectively and with reason.**

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

**CRP11. Use technology to enhance productivity.**

CRP12. Work productively in teams while using cultural global competence.

### 9.1: Personal Financial Literacy

- A. Income and Careers
- B. Money Management
- C. Credit and Debt Management
- D. Planning, Saving, and

### 9.2: Career Awareness, Exploration & Preparation

- A. Career Awareness (K-4)
- B. Career Exploration (5-8)
- C. Career Preparation**

### 9.3: Career and Technical Education

- A. Agriculture
- B. Architecture
- C. Arts,A/V, Technology
- D. Business Management
- E. Education**

Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	<b>(9-12)</b>	F. Finance <b>G. Government</b> H. Health Science I. Hospital & Tourism J. Human Services K. Information Tech. L. Law and Public Safety M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Trans./Logistics
<b>TECHNOLOGY STANDARDS</b>		
<b>8.1: Educational Technology</b> A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship <b>E. Research and Information Fluency</b> F. Critical thinking, problem solving, and decision making	<b>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</b> <b>A. The Nature of Technology: Creativity and Innovation</b> B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming	
<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• The synthesis process can lead to a more comprehensive understanding of a question or problem.</li> <li>• By attending to a variety of viewpoints and arguments, readers may develop a more critical and informed understanding of the world around them.</li> <li>• The synthesis process begins with authentic inquiry motivated by questions that readers are genuinely curious about.</li> </ul>		<ul style="list-style-type: none"> <li>• Why is it important to synthesize information?</li> <li>• What perspectives might exist for a particular issue or topic?</li> <li>• Why is it important to consider a variety of viewpoints and positions on a topic?</li> <li>• What is the value of exploring a topic through multiple lenses?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>		
<i>Students are learning to/that...</i> <ul style="list-style-type: none"> <li>• Identify author's claims and evidence in a passage</li> </ul>		

- Evaluate the effectiveness of evidence presented and determine which evidence will be relevant to use in the research essay
- Delineate an author's line of reasoning
- Link arguments from different authors surrounding the same topic
- Examine the broader implications of arguments or positions
- Effective writing depends on the careful selection of sources and evidence
- Using transitional words and phrases helps the writing become more clear and unified

## SUGGESTED ACTIVITIES

*Teachers will...*

- Guide students through the synthesis process
  - Authentic inquiry
  - Transformative research
  - Linking the sources
- Assist students in reading and annotating short texts in order to glean important arguments or points about the topic
- Guide students through the research essay writing process
- Provide consistent and regular feedback to students during the writing process

*The students will...*

- Engage in the synthesis process by reading and analyzing a variety of texts from diverse authors representing diverse viewpoints on the same topic
- Consider the different viewpoints and arguments from authors and carefully “track” themes and patterns that emerge.
- Draft and publish an explanatory research essay which ties their synthesis together.
- Respond thoughtfully to teacher feedback throughout the writing process

## EVIDENCE OF LEARNING

### **Formative Assessments:**

Classroom Discussion  
Research notes  
Anecdotal Notes  
Exit Slips  
Checklists  
Peer Assessment  
Rubrics

### **Summative Assessment:**

Final research essay

### **Benchmark Assessment:**

Synthesis/Research Progress checks

### **Alternative Assessments:**

Writing Portfolio  
Research presentations

## **INSTRUCTIONAL RESOURCES**

### **Suggested Instructional Resources for this Unit are:**

Students should use a variety of essays, articles, and informational text from peer-reviewed sources (such as through online databases and historical archives) in order to inform their research. Because students' research topics are all different, there are no common instructional resources for this unit.

## **INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**See Appendix B for a list of integrated accommodations and modifications**

## **UNIT**

### **Unit III: Argumentation**

## **UNIT SUMMARY**

In this unit, students are going to focus on the art of argumentation. They are going to read and analyze different kinds of arguments, examine the different structures of argumentative writing that help move an argument forward, analyze the unique rhetorical features of argument (including appeals, structural choices, and argumentative moves), examine the appropriateness of using different kinds of evidence to support a claim, assess the critical role of the audience in writing an effective argument. They will then synthesize information and perspectives from their research to develop their own position on a topic and support their position using evidence and reasoning in a well-developed argument essay.

## **NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS**

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.

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.

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.

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.

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., The Federalist, presidential addresses).

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.11-12.6. Acquire and accurately use 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.

## INTERDISCIPLINARY CONNECTIONS

There are a variety of interdisciplinary connections that students will make during this unit. Students will read many famous historical speeches and documents to delineate author arguments. See "instructional resources" section for specific examples.

## 21st CENTURY LIFE AND CAREER STANDARDS

**The 12 Career Ready Practices:** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

**CRP4. Communicate clearly and effectively and with reason.**

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.



**CRP11. Use technology to enhance productivity.**

CRP12. Work productively in teams while using cultural global competence.

**9.1: Personal Financial Literacy**

- A. Income and Careers
- B. Money Management
- C. Credit and Debt Management
- D. Planning, Saving, and Investing
- E. Becoming a Critical Consumer
- F. Civic Financial Responsibility
- G. Insuring and Protecting

**9.2: Career Awareness, Exploration & Preparation**

- A. Career Awareness (K-4)
- B. Career Exploration (5-8)
- C. Career Preparation (9-12)**

**9.3: Career and Technical Education**

- A. Agriculture
- B. Architecture
- C. Arts, A/V, Technology
- D. Business Management
- E. Education**
- F. Finance
- G. Government**
- H. Health Science
- I. Hospital & Tourism
- J. Human Services
- K. Information Tech.
- L. Law and Public Safety
- M. Manufacturing
- N. Marketing
- O. Science, Technology, Engineering & Math
- P. Trans./Logistics

**TECHNOLOGY STANDARDS**

**8.1: Educational Technology**

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Fluency**
- F. Critical thinking, problem solving, and decision making

**8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming**

- A. The Nature of Technology: Creativity and Innovation**
- B. Technology and Society
- C. Design
- D. Abilities for a Technological World
- E. Computational Thinking: Programming

**ENDURING UNDERSTANDINGS**

- Writers make claims about subjects, relying on evidence that supports the reasoning and justifies the claim, and often acknowledges or responds to other, possibly opposing, arguments.
- By anticipating an audience's values, beliefs, needs, and background, a

**ESSENTIAL QUESTIONS**

- How can a writer anticipate and address the audience's values, beliefs, needs, and background, particularly as they relate to the subject of the argument?
- How do the writer's rhetorical choices achieve their purpose?

<p>writer can compose a more effective and impactful argument.</p> <ul style="list-style-type: none"> <li>• Writers make deliberate stylistic and structural choices to achieve a given purpose.</li> <li>• A strong argument is supported by relevant evidence and articulate and sound reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• In an argument, how does a writer seek to persuade or motivate action through appeals?</li> <li>• How does the writer's choices in diction and syntax influence how the audience perceives the writer?</li> <li>• How does a writer's word choices reflect their bias and perhaps credibility with regard to a particular audience?</li> <li>• How does the writer tailor the evidence, organization, and language of his/her argument in consideration of the context of the rhetorical situation?</li> </ul>
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### **STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)**

*Students are learning to/that...*

- Read and analyze different kinds of arguments
- Examine different structures of argumentative writing
- Analyze the unique rhetorical features of arguments
- Examine the appropriateness of using different kinds of evidence to support a claim
- Assess the critical role of the audience in writing an effective argument
- Effectively synthesize information and perspectives from research to develop one's own position on the issue
- An author's style, content and use of effective rhetoric can contribute to the power, persuasiveness, and beauty of the text
- Determine the author's point of view and purpose in particularly effective text
- Evaluate a writer or speaker's point of view, reasoning, and use of evidence and rhetoric
- Assess a writer or speaker's stance, premises, links among ideas, word choice, points of emphasis, and tone

### **SUGGESTED ACTIVITIES**

*Teachers will...*

- Guide students through the process of close reading a text and outlining an author's argument including claims, evidence, and reasoning
- Provide direct instruction on key parts of an argument and strategies for evaluating the effectiveness of evidence
- Provide opportunities for students to work in groups discuss different approaches to argumentation
- Model how to annotate an argumentative passage
- Provide examples of well-written argument essays for students to analyze
- Provide regular and consistent feedback to students during the writing process

*The students will...*

- Read a variety of short texts and delineate author's arguments
- Identify key parts of an argument, types of arguments, and tools/moves for developing stronger arguments
- Work in groups to discuss different approaches to argumentation
- Compare different types of arguments
- Draft and publish an argumentative essay
- Respond to teacher feedback

## EVIDENCE OF LEARNING

### **Formative Assessments:**

Classroom Discussion  
Research notes  
Anecdotal Notes  
Exit Slips  
Checklists  
Peer Assessment  
Rubrics

### **Summative Assessment:**

Final argument essay

### **Benchmark Assessment:**

Argument Progress checks on AP Central

### **Alternative Assessments:**

Writing Portfolio  
Peer assessment

## INSTRUCTIONAL RESOURCES

See Appendix A for a list of instructional resources for this course

## INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix B for integrated accommodations and modifications in this course

## UNIT

### **Unit IV: Analyzing Craft and Structure**

## UNIT SUMMARY

This unit examines ways to strengthen the coherence of writing and should also help students become much more attuned to the effects of specific words and phrases in others' writing and their own. Students will pay close attention to the craft, structure, and style of arguments and pay attention to and learn about the subtle and significant impact of specific words and phrases and how connotations of particular words convey an author's attitude or feeling about a subject.

## **NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS**

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., how Madison defines faction in Federalist No. 10).

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.

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.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

## **INTERDISCIPLINARY CONNECTIONS**

There are a variety of interdisciplinary connections that students will make during this unit. Students will read many famous historical speeches and documents to analyze the craft and structure of speeches, essays, and other short non-fiction texts. See “instructional resources” section for more connections.

## 21st CENTURY LIFE AND CAREER STANDARDS

**The 12 Career Ready Practices:** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

**CRP4. Communicate clearly and effectively and with reason.**

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

**CRP11. Use technology to enhance productivity.**

CRP12. Work productively in teams while using cultural global competence.

### 9.1: Personal Financial Literacy

- A. Income and Careers
- B. Money Management
- C. Credit and Debt Management
- D. Planning, Saving, and Investing
- E. Becoming a Critical Consumer
- F. Civic Financial Responsibility
- G. Insuring and Protecting

### 9.2: Career Awareness, Exploration & Preparation

- A. Career Awareness (K-4)
- B. Career Exploration (5-8)
- C. Career Preparation (9-12)**

### 9.3: Career and Technical Education

- A. Agriculture
- B. Architecture
- C. Arts, A/V, Technology
- D. Business Management
- E. Education**
- F. Finance
- G. Government**
- H. Health Science
- I. Hospital & Tourism
- J. Human Services
- K. Information Tech.
- L. Law and Public Safety
- M. Manufacturing
- N. Marketing
- O. Science, Technology, Engineering & Math
- P. Trans./Logistics

## TECHNOLOGY STANDARDS

### 8.1: Educational Technology

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration**

### 8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming

- A. The Nature of Technology: Creativity and

D. Digital Citizenship E. Research and Information Fluency <b>F. Critical thinking, problem solving, and decision making</b>	Innovation B. Technology and Society <b>C. Design</b> D. Abilities for a Technological World E. Computational Thinking: Programming
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>Writers guide a reader's understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.</li> <li>The rhetorical situation informs the strategic stylistic choices that writers make</li> <li>Writers make choices about craft and structure in order to convey a message or an attitude/belief.</li> </ul>	<ul style="list-style-type: none"> <li>How do a writer's stylistic choices contribute to the meaning and effect of argument writing?</li> <li>How can writers use words, comparisons, syntax, and structures to convey a message?</li> <li>How do writers show relationships between and among ideas through the use of style and structure?</li> <li>How does the organization of a text give coherence and clarity to the writing?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<p><i>Students are learning to/that...</i></p> <ul style="list-style-type: none"> <li>Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</li> <li>Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</li> <li>Words have both connotative and denotative meanings.</li> <li>Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.</li> <li>Precise word choice reduces confusion and may help the audience perceive the writer's perspective.</li> <li>Describe the line of reasoning and explain whether it supports an argument's overarching thesis</li> <li>Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</li> <li>Use transitional elements to guide the reader through the line of reasoning of an argument.</li> <li>Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.</li> </ul>	

- Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.
- Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole

## SUGGESTED ACTIVITIES

*Teachers will...*

- Read aloud selected short non-fiction texts
- Model how to identify stylistic choices an author uses to convey a message
- Provide a list of specific stylistic choices and organizational frameworks to help guide students through their own analysis
- Provide strategies for students to use for answering questions regarding craft and structure on the AP Test
- Provide timely and specific feedback to students on their analysis of an author's craft and structure
- Provide opportunities for students to discuss written works, speeches, and videos with their peers

*The students will...*

- Read and annotated selected short non-fiction texts
- Identify and analyze stylistic choices an author uses to convey a message
- Utilize strategies for responding to AP Questions about craft and structure on the AP test.
- Discuss the organization and style of writing with peers
- Write an essay analyzing the stylistic choices of an author or multiple authors

## EVIDENCE OF LEARNING

### **Formative Assessments:**

Classroom Discussion  
Personal Progress Checks through AP Central  
Anecdotal Notes  
Exit Slips  
Checklists  
Peer Assessment  
Rubrics

### **Summative Assessment:**

Craft and Structure analysis essay  
AP Test

### **Benchmark Assessment:**

Practice AP Test questions  
Short writing assignments

### **Alternative Assessments:**

Virtual discussion thread responses  
Speech analysis assignments

## INSTRUCTIONAL RESOURCES

**See Appendix A for a list of instructional resources for this course.**

## **INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**See Appendix B for a list of integrated accommodations and modifications.**

## **UNIT**

### **Unit V: Narrative Writing**

## **UNIT SUMMARY**

This unit will provide a framework for narrative writing that can be altered to suit the varying purposes and student populations of districts statewide. For example, this unit would most easily work as a college essay unit, but can also be used to create cover letters, letters to/from characters from literature, scholarship essays, and written pieces that ask the writer to adopt multiple points of view. To inform the writing, students will read and analyze models in the genre in which they are writing, read informational texts, and discuss their questions/findings to inform their writing.

## **NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS**

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.

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 another to produce a complex account; provide an objective summary of the text.

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).

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.)

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.

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).

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 grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.11-12.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## INTERDISCIPLINARY CONNECTIONS

As part of this unit, students will examine multiple and diverse narratives from history. This part of the unit will connect with many eras of history that students will be studying during their high school Social Studies courses.

## 21st CENTURY LIFE AND CAREER STANDARDS

**The 12 Career Ready Practices:** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

**CRP4. Communicate clearly and effectively and with reason.**

CRP5. Consider the environmental, social and economic impacts of decisions.

**CRP6. Demonstrate creativity and innovation.**

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

**CRP11. Use technology to enhance productivity.**

CRP12. Work productively in teams while using cultural global competence.

### 9.1: Personal Financial Literacy

- A. Income and Careers
- B. Money Management
- C. Credit and Debt Management
- D. Planning, Saving, and Investing
- E. Becoming a Critical Consumer
- F. Civic Financial Responsibility
- G. Insuring and Protecting

### 9.2: Career Awareness, Exploration & Preparation

- A. Career Awareness (K-4)
- B. Career Exploration (5-8)
- C. Career Preparation (9-12)**

### 9.3: Career and Technical Education

- A. Agriculture
- B. Architecture
- C. Arts, A/V, Technology
- D. Business Management
- E. Education**
- F. Finance
- G. Government**
- H. Health Science
- I. Hospital & Tourism
- J. Human Services
- K. Information Tech.
- L. Law and Public Safety
- M. Manufacturing

		N. Marketing O. Science, Technology, Engineering & Math P. Trans./Logistics
<b>TECHNOLOGY STANDARDS</b>		
<b>8.1: Educational Technology</b> A. Technology Operations and Concepts <b>B. Creativity and Innovation</b> C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	<b>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</b> A. The Nature of Technology: Creativity and Innovation B. Technology and Society <b>C. Design</b> D. Abilities for a Technological World E. Computational Thinking: Programming	
<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Elements such as dialogue, pacing, and flashback are elements of narrative writing.</li> <li>• Narrative writing can be written from a first person point-of-view.</li> <li>• Authors use literary elements and specific word choice to help convey their claim.</li> <li>• An author's claim can be inferred from the theme of the narrative</li> </ul>		<ul style="list-style-type: none"> <li>• How is narrative writing different from informative and argumentative writing?</li> <li>• How does an author develop his or her claim within narrative writing?</li> <li>• Why do authors structure their writing in a strategic manner?</li> <li>• Why is it beneficial for a writer to know his/her audience before composing a piece of writing?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>		
<i>Students are learning to/that...</i> <ul style="list-style-type: none"> <li>• Make relevant connections to support analysis of what the text says implicitly or explicitly</li> <li>• Authors make specific choices to impact the development of a story or drama</li> <li>• Evaluate the impact of the author's choices</li> <li>• Analyze the interaction of the elements of a story or drama</li> <li>• Authors use multiple literary elements to establish their point of view</li> <li>• Analyze point of view</li> <li>• Distinguish what is directly stated in a text from what is really meant</li> <li>• Apply knowledge of language to understand how language functions in</li> <li>• Different contexts, to make effective choices for meaning or style</li> </ul>		

- Narratives, either real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

## SUGGESTED ACTIVITIES

*Teachers will...*

- Provide individualized feedback for each student in regards to his or her writing
- Facilitate small group differentiated instruction in writing strategies
- Provide and review a rubric for narrative writing assignments
- Create anchor charts/posted reminders which review the elements of narrative writing and MLA format
- Create and execute mini-lessons on topics such as: dialogue, theme, character development

*The students will...*

- Read and analyze narrative writing by selected authors
- Compose a narrative writing piece which includes elements such as dialogue and/or multiple plot lines
- Participate in class discussions and group work
- Draw connections between texts in regards to theme or characters
- Determine the theme or two or more texts and analyze how the theme is developed over the course of the texts
- Engage in the multi-step writing process
- Draw conclusions about character development and author's purpose while reading

## EVIDENCE OF LEARNING

### Formative Assessments:

Classroom Discussion  
Personal Progress Checks through AP Central  
Anecdotal Notes  
Exit Slips  
Checklists  
Peer Assessment  
Rubrics

### Summative Assessment:

Narrative essay

### Benchmark Assessment:

### Alternative Assessments:

Narrative writing progress checks	Writing Portfolio Narrative writing analysis assessments Group text analysis Peer review assignments
<b>INSTRUCTIONAL RESOURCES</b>	
See Appendix A for a list of instructional resources for this course.	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
See Appendix B for a list of integrated accommodations and modifications.	

### **Appendix A: Instructional Resources**

The AP English Language and Composition course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' rhetorical choices.

The course focuses on effective reading and writing practices, emphasizing depth of knowledge over breadth. This is not a content-driven course, so the curriculum need not cover every work on a long reading list; rather, students should come away from the course with intensive practice of literacy skills that they can apply to further reading. Furthermore, although the course should

provide students some practice in sustained reading of complex arguments, the inclusion of many lengthy texts throughout the course may be antithetical to achieving the goals of the course, as students may focus on the content of a text while overlooking its rhetorical structure or techniques. A focus on flexibility in applying language skills in multiple contexts to accomplish multiple purposes, along with an emphasis on depth of rhetorical understanding, permits the inclusion of multiple shorter works that students can read and respond to in a narrow timeframe.

**Trade books** (Authors may include: Nicholas Carr, Dave Eggers, Jonathan Safran Foer, Jane Goodall, Malcolm Gladwell, Peter Singer, Rebecca Skloot, and E.O. Wilson)

**Extended texts** (Authors may include Mary Wollstonecraft, Henry David Thoreau, Charles Darwin, and Rachel Carson)

**Speeches** (Speakers may include Abraham Lincoln, Sojourner Truth, Chief Joseph, King George IV of England, Franklin D. Roosevelt, Martin Luther King Jr., Robert Kennedy, Ronald Reagan, Margaret Thatcher, Donald Trump, Indira Gandhi, Hillary Clinton, and Barack Obama)

**Essays** (Authors may include Samuel Johnson, Thomas Paine, Ralph Waldo Emerson, John Muir, Virginia Woolf, Martin Luther King Jr., Annie Dillard, John McPhee, Susan Sontag, Charles Lamb, Thomas De Quincey, Richard Rodriguez, Oscar Wilde, Scott Russell Sanders, Joyce Carol Oates, Alice Walker, David Sedaris, and Wendell Barry)

**Pop culture texts** (Advertisements, propaganda, advice columns, television and radio talk shows and interviews, newspaper columns, cartoons, political commentaries, documentary films, TED Talks, and YouTube videos)

**Imaginative literature** (George Herbert's carpe diem poetry, George Orwell's *Animal Farm*, Upton Sinclair's *The Jungle*) or are excerpts that enact particular rhetorical functions within literary texts (e.g., Marc Antony's "I Come to Bury Caesar" speech in *Julius Caesar*)

## **Novels**

Unit 1: 1984

Unit 2: *Huckleberry Finn* and *The Prince*

Unit 3: *All the King's Men* and *A History of New York*

Unit 4: *The House of the Seven Gables* and *Army of the Potomac* (historical fiction)

Unit 5: *I Know Why the Caged Bird Sings* (will align with narrative writing)

## **Appendix B: Integrated Accommodations and Modifications**

### **Special Education:**

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

**English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

**At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers

