



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Advanced Placement (AP) Language and Composition					
Grade Level(s):	11					
Duration:	Full Year:	x	Semester:		Marking Period:	
Course Description:	<p>Advanced Placement (AP) Language and Composition is designed to prepare students to read and write at the college level and to take the AP Language and Composition Exam. Students will read a variety of texts (both non-fiction and fiction) over the course of the year and will analyze the rhetorical purpose of each text. Students will be required to read and research independently and to write in a variety of formats throughout the course of the year. This is a very fast paced course, intended for self-motivated learners.</p> <p>This course is designed using the College Board Course Framework (2109). This Framework identifies the enduring understandings, skills, and essential knowledge that is expected of first year college students. AP Language and Composition is also eligible for dual credit from Camden County College.</p>					
Grading Procedures:	<ul style="list-style-type: none">• Summative- 50% Tests, Culminating essays, Timed writing prompts, Culminating test prep• Formative- 30% Quizzes, Socratic discussions, Process writing, Practice writing prompts, Practice test prep• Supportive- 20% Homework, Prep for Socratic discussions, Classwork, Abstracts, Reading checks, Quick writes, AP online self-check					
Primary Resources:	<ul style="list-style-type: none">• AP Classroom• The Language of Composition• LaunchPad• 50 Essays					

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:

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Under the Direction of:

Melissa Barnett

Written: _____ **Summer 2019** _____

Revised: _____

BOE Approval: _____

Unit 1 Title: Rhetorical Analysis/The Rhetorical Situation

Unit Description:

This unit consists of modules that help students build skills necessary to write a fully developed rhetorical analysis essay. Students will begin by developing claims, based on their close reading of non-fiction texts, that require defense with textual evidence in single paragraph responses. As they gain the skills necessary to organize claims and can proficiently incorporate textual evidence, students will gradually expand their analysis into full length essays. With the understanding that rhetorical analysis requires close reading of a text (or multiple texts), students will also read and annotate non-fiction texts extensively. The literature that is infused into this unit is meant to aide in the development of rhetorical analysis. Students will learn to read literature and analyze the underlying social and/or political motives of the writer. Students will also explore how writers use stylistic elements in their writing.

Unit Duration: 45-50 class periods

Desired Results

AP English Language and Composition Standard(s): RHS (Rhetorical Situations), CLE (Claims and Evidence), REO (Reasoning and Organization), STL (Style)

- RHS Reading: Explain how writers' choices reflect the components of the rhetorical situation.
- RHS Writing: Make strategic choices in a text to address a rhetorical situation.
- CLE Reading: Identify and describe the claims and evidence of an argument.
- CLE Writing: Analyze and select evidence to develop and refine a claim.
- REO Reading: Describe the reasoning, Organization, and development of an argument.
- REO Writing: Use organization and commentary to illuminate the line of reasoning in an argument.
- STL Reading: Explain how writers' stylistic choices contribute to the purpose of an argument.
- STL Writing: Select words and use elements of composition to advance an argument.

Module 1: RHS 1.A; CLE 3.A, 4.A

Module 2: RHS 1.A, 2.A; CLE 3.B, 4.B; REO 5.C, 6.C

Module 3: RHS 1.A, 2.A; CLE 3.C, 4.C; STL 7.B, 8.B, 7.C, 8.C

Learning Targets:

- Students will identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message. (Reading Skill RHS 1.A)
- Students will identify and explain claims and evidence within an argument. (Reading Skill CLE 3.A)
- Students will develop paragraphs comprised of a claim and evidence that supports the claim. (Writing Skill CLE 4.A)
- Students will write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. (Writing Skill RHS 2.A)
- Students will write a thesis statement that requires proof or defense and that may preview the structure of the argument. (Writing Skill CLE 4.B)
- Students will identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. (Reading Skill CLE 3.B)
- Students will recognize and explain the use of methods of development to accomplish a purpose. (Reading Skill REO 5.C)
- Students will use appropriate methods of development to advance argument. (Writing Skill REO 6.C)
- Students will explain ways claims are qualified through modifiers, counterarguments, and alternative perspective. (Reading CLE Skill 3.C)
- Students will qualify a claim using modifiers, counterarguments, or alternative perspectives. (Writing Skill CLE 4.C)
- Students will explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. (Reading Skill STL 7.B)
- Students will write sentences that clearly convey ideas and arguments. (Writing Skill STL 8.B)
- Students will explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. (Writing Skill STL 7.C)
- Students will use established conventions of grammar and mechanics to communicate clearly and effectively. (Writing Skill STL 8.C)

<p>Understandings:</p> <ul style="list-style-type: none"> Students will understand that individuals write within a particular situation and make strategic writing choices based on that situation. Students will understand that writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often respond to other, possibly opposing, arguments. Students will understand that writers guide understanding of a text's lines of reasoning and claims through the text's organization and integration of evidence. Students will understand that the rhetorical situation informs the strategic stylistic choices that writer's make. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What is the subject and occasion of this piece of writing? Who is the audience for this piece of writing? Who is the writer (speaker) of this piece? Does this writer (speaker) have authority to write (speak) for this subject and occasion and/or is there inherent bias? What is the writer's purpose in writing for this subject and occasion? What tone does the writer take toward the subject and occasion? How do we recognize the writer's tone? What is the writer trying to do to the reader?
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Students will prepare for and participate in Socratic seminars based on various materials. Students will write paragraphs that include a claim that demands proof or defense and the textual evidence that furnishes that proof or defense. Students will craft introductions and conclusions that demonstrate an understanding of the rhetorical situation. Students will revise claims to account for nuance, complexity, and contradictions in their sources. Students will write multiple rhetorical analysis essays, both timed and process pieces. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Teacher observation Formative assessment Student self-reflection Informal check for understanding Independent writing and conferences Quick-Writes Class discussion Collaboration with others Classwork Homework AP skills-based performance tasks and assessments Teacher-created tests and quizzes Teacher-created project-based learning experiences
<p>Benchmarks:</p> <ul style="list-style-type: none"> AP Classroom Personal Progress Check Units 1, 4 & 7 (multiple choice and free response questions aligned with skills spiral for rhetorical analysis units) Writing conferences- Rhetorical Analysis 	
<p>Learning Plan</p>	

Learning Activities:

- Students will identify argument structure and use to analyze claims.
- Students will practice explaining the use of dependent and independent clauses, as well as other rhetorical strategies and devices.
- Students will explain the importance of grammar and mechanics in developing arguments.
- Students will read essays and annotate using SOAPStone to focus annotations in order to practice finding elements of the rhetorical situation.
- Students will practice finding claims and evidence in a text.
- Students will identify the ways that claims are qualified.

Sample Activities:

- **Daily Quick Writes:** Students will complete daily quick writes in a journal at the start of class every day. Quick Write topics will be generated based on readings and class discussion. Students are expected to share their quick write(s) at least once a week. Students will also write a Free Write every Friday.
- **Non-Fiction Reading Abstracts:** Students read two 500-700-word articles a week (free choice- the only requirement is that there is an author attributed to the article). Students will write abstracts on both articles, with proper MLA citations for each article. As the year progresses, students will also use these readings for class discussion, specifically focusing on the author's use of argumentation and/or to spark discussion and debate. Students will also be asked to find examples of logical fallacies in their reading to share with the class at least once a month.
- **How to read rhetorically:** Students will explore the way that we read essays and literature to determine what the writer is trying to do to the reader. Students will explore the rhetorical triangle and various rhetorical strategies and devices. This first practice with this type of analysis will use various current newspaper and magazine articles (to be changed each year to maintain relevance.) Students will also begin to use the SOAPStone strategy to access the text and to write a summary of the claim made in each article. Students will read "Notes of a Native Son" and identify the claim that Baldwin is making and will attempt to identify the strategies that Baldwin uses. (Discussion of narrative in argument)
- **Academic Vocabulary:** Students will learn various terms to describe rhetorical strategies and devices. Students will use these terms in their rhetorical analysis essays.

Resources:

- AP Classroom
- *The Language of Composition*
- LaunchPad
- *50 Essays*
- Core texts
- Supplemental texts

Core Texts:

- "Notes of a Native Son" -James Baldwin
- "Just Walk on by: Black Men and Public Space" -Brent Staples
- "How it Feels to be Colored Me"- Zora Neal Hurston
- *The Language of Composition*: Chapter 1, pp 1-10; chapter 2, pp 38-59;

Types of Development: (Module 2)

- **Narrative:** David Sedaris, "Me Talk Pretty One Day" p. 236. J. D. Vance, "Why I'm Moving Home" p. 601. Gay Talese, "The Silent Seasons of a Hero" p. 649.
- **Description:** Lori Aviso Alford, "Walking the Path Between Worlds" p. 218. William Faulkner, "An Innocent at Rinkside" p. 680.
- **Exemplification:** Hua Hsu, "How to Listen to Music" p. 339. Robert Putnam, "Health and Happiness" p. 544.
- **Cause and Effect:** Francine Prose, "I Know Why the Caged Bird Cannot Read" p. 224. Emily Nussbaum, "The Price Is Right: What Advertising Does to TV" p. 330.
- **Comparison:** Barbara Oakley, "Why Virtual Classes Can Be Better Than Real Ones" p. 240. Rebecca Solnit, from "A Paradise Built in Hell" p. 561.
- **Classification and Division:** Danielle Allen, "What Is Education For?" p. 249. David Denby, "High School Confidential" p. 322

- **Definition:** Nikole Hannah-Jones, “Have We Lost Sight of the Promise of Public Schools?” p. 259. Judy Brady, “I Want a Wife” p. 902.

Selections from thematic chapters of *The Language of Composition*:

Module 1:

- Chapter 5: Fareed Zakaria, From In Defense of a Liberal Education. Suggestions for Writing, pp. 190: Q2, Q7.
- Chapter 6: Justin Peters, “The Ballad of Balloon Boy.” Exploring the Text, pp. 359: Q9, Q10.
- Chapter 7: Jon Mooallem, “Our Climate Future is Actually Our Climate Present.” Questions on Rhetoric and Style, p. 475: Q8.
- Chapter 8: Robert D. Putnam, “Health and Happiness.” Exploring the Text, p. 555: Q12, Q14.
- Chapter 9: Theodore Roosevelt, “The Proper Place for Sports.” Exploring the Text, pp. 679-680: Q1, Q9
- New York World, “The Twelfth Player in Every Football Game.” Exploring the Text, p. 726: Q5.
- Chapter 10: Jia Tolentino, “The Gig Economy Celebrates Working Yourself To Death.” Exploring the Text, p. 827: Q7, Q11.
- Chapter 11: Brent Staples, “Just Walk On By: A Black Man Ponders His Power to Alter Public Spaces.” Exploring the Text, p. 916: Q11.
- Chapter 12: Naomi Shihab Nye, “To Any Would-Be Terrorists.” Exploring the Text, p. 1064: Q8, Q9.

Module 2:

- Chapter 5: Barbara Oakley, “Why Virtual Classes Can Be Better Than Real Ones.” Exploring the Text, pp. 245-246: Q1, Q6, Q9.
- Chapter 6: Mark Twain, “Corn-Pone Opinions.” Questions on Rhetoric and Style, p. 316: Q1.
- Chapter 7: Ralph Waldo Emerson, from Nature. Questions on Rhetoric and Style, p. 415: Q1.
- Chapter 8: Rebecca Solnit, from A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster. Exploring the Text, p. 569: Q2, Q8.
- Chapter 9: Frances Willard, from How I Learned to Ride the Bicycle: Reflections of an Influential Nineteenth Century Woman. Questions on Rhetoric and Style, p. 675: Q1, Q2, Q4, Q7, Q10; Visual on p. 670.
- Chapter 10: Charles Murray, “A Guaranteed Income for Every American.” Exploring the Text, pp. 822-823: Q1, Q2, Q8.
- Chapter 11: Chimamanda Ngozi Adichie, “Why Can’t a Smart Woman Love Fashion?” Exploring the Text, p. 924: Q1, Q2.
- Chapter 12: Emmeline Pankhurst, from Freedom or Death. Exploring the Text, p. 1026: Q1, Q3, Q4, Q9; Visuals on pp. 1018, 1023

Module 3:

- Chapter 5: James Baldwin, “A Talk to Teachers.” Exploring the Text, p. 218: Q1, Q2, Q3, Q11; Visual on p. 213.
- Chapter 6: Hua Hsu, “How to Listen to Music.” Exploring the Text, p. 343: Q1, Q8.
- Chapter 7: E.O. Wilson, “A Biologist’s Manifesto for Preserving Life on Earth.” Exploring the Text, p. 470: Q1, Q2; Visual on p. 465.
- Chapter 8: Martin Luther King Jr., “Letter from Birmingham Jail.” Questions on Rhetoric and Style, p. 529: Q1, Q2, Q3; Seeing Connections p. 528
- Chapter 9: Kareem Abdul-Jabbar, from College Athletes of the World, Unite. Questions, p. 732: Q1, Q2, Q5.
- Chapter 10: Barbara Ehrenreich, from Serving in Florida. Questions on Rhetoric and Style, p. 769: Q1, Q2; Visual p. 764.
- Chapter 11: Charlotte Bronte, “Biographical Notice of Ellis and Acton Bell.” Exploring the Text, p. 901: Q1, Q2.
- Chapter 12: Henry David Thoreau, “On The Duty of Civil Disobedience.” Questions for Discussion, p. 1014: Q1; Questions on Rhetoric and Style, p. 1015: Q1.

Supplemental Texts:

- *March*- John Lewis & Andrew Aydin (graphic novel account of The Civil Rights Movement)
- *Beloved*- Toni Morrison
- Selected poetry from Harlem Renaissance poets- **How do poets use rhetoric to promote a cause? Select From:** Langston Hughes, Arna Bontemps, Countee Cullen, Jean Toomer, James Weldon Johnson, Claude McKay
- *The Grapes of Wrath*- John Steinbeck
- Various essays on migrant farm workers by John Steinbeck
- Excerpt from *The Communist Manifesto*

Unit 1 Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message. (Reading Skill RHS 1.A)

4.0	Students will be able to: <ul style="list-style-type: none"> Identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message and clearly articulate how these components establish efficacy in argumentation.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify the components of the rhetorical situation: the exigence, audience, purpose, context, and message.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): Explain ways claims are qualified through modifiers, counterarguments, and alternative perspective. (Reading CLE Skill 3.C)

4.0	Students will be able to: <ul style="list-style-type: none"> Explain ways claims are qualified through modifiers, counterarguments, and alternative perspective and clearly articulate how these types of claims establish efficacy in argumentation.
3.0	Students will be able to: <ul style="list-style-type: none"> Explain ways claims are qualified through modifiers, counterarguments, and alternative perspective.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain some of the ways claims are qualified through modifiers, counterarguments, and alternative perspective.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): Develop paragraphs comprised of a claim and evidence that supports the claim. (Writing Skill CLE 4.A)
Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. (Writing Skill RHS 2.A)

4.0	Students will be able to: <ul style="list-style-type: none"> Develop paragraphs comprised of a nuanced claim and relevant evidence that supports the claim. Write sophisticated introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
3.0	Students will be able to: <ul style="list-style-type: none"> Develop paragraphs comprised of a claim and evidence that supports the claim. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
2.0	Students will be able to: <ul style="list-style-type: none"> Develop paragraphs comprised of a claim and evidence that attempts to support the claim. Write introductions and conclusions that address the purpose and context of the rhetorical situation.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Independent study, preparation for mastery of essay forms.
Struggling Learners	Small group instruction, error correction, extra time to complete assignments.
English Language Learners	Small group instruction, error correction, extra time to complete assignments.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Interdisciplinary Connections	
Targets/ Indicators: <ul style="list-style-type: none"> • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. • Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. • Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. 	
Integration of 21 st Century Skills	
Indicators: CREATIVITY AND INNOVATION <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming). • Create new and worthwhile ideas (both incremental and radical concepts). • Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts. • Develop, implement and communicate new ideas to others effectively. • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work. • Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes. SOCIAL AND CROSS-CULTURAL SKILLS <ul style="list-style-type: none"> • Know when it is appropriate to listen and when to speak. 	

- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
Work positively and ethically.
Manage time and projects effectively.
Participate actively, as well as be reliable and punctual.
Collaborate and cooperate effectively with groups.
Respect and appreciate group diversity.
Be accountable for results.

Unit 2 Title: Argument/The Art of Discourse

Unit Description:

This unit consists of modules that will support students as they build skills necessary to write a fully developed argumentative essay. Students will begin by emulating argumentative models in argumentative paragraph development. As they gain the skills necessary to organize claims and can proficiently organize evidence, students will gradually expand their paragraphs into full length essays. With the understanding that developing skills in argumentative writing requires examining model texts, students will also read and annotate non-fiction texts extensively. The literature that is infused into this unit is meant to aide in the development of rhetorical analysis and argumentative writing. Students will learn to read literature and analyze the underlying social and/or political motives of the writer. One key aspect of this analysis is understanding the arguments that are inherent in some literary texts. Students will also practice using stylistic elements in their writing.

Unit Duration: 45-50 class periods

Desired Results

AP English Language and Composition Standard(s): RHS (Rhetorical Situations), CLE (Claims and Evidence), REO (Reasoning and Organization), STL (Style)

- RHS Reading: Explain how writers' choices reflect the components of the rhetorical situation.
- RHS Writing: Make strategic choices in a text to address a rhetorical situation.
- CLE Reading: Identify and describe the claims and evidence of an argument.
- CLE Writing: Analyze and select evidence to develop and refine a claim.
- REO Reading: Describe the reasoning, Organization, and development of an argument.
- REO Writing: Use organization and commentary to illuminate the line of reasoning in an argument.
- STL Reading: Explain how writers' stylistic choices contribute to the purpose of an argument.
- STL Writing: Select words and use elements of composition to advance an argument.

Module 1: RHS 1.B, 2.B; CLE 3.A, 4.A, 3.B, 4.B

Module 2: REO 5.A, 6.A, 5.B, 6.B; STL 7.A, 8.A

Module 3: RHS 1.B, 2.B; STL 7.A, 8.A, 7.B, 8.B

Learning Targets:

- Students will explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. (Reading Skill RHS 1.B)
- Students will demonstrate an understanding of an audience's beliefs, values, or needs (Writing Skill RHS 2.B)
- Students will identify and explain claims and evidence within an argument. (Reading Skill CLE 3.A)
- Students will identify and describe the overarching thesis of an argument and any indication it provides of the argument's structure. (Reading Skill CLE 3.B)
- Students will write a thesis statement that requires proof or defense and that may preview the structure of the argument. (Writing Skill CLE 4.B)
- Students will describe the line of reasoning and explain whether it supports an argument's overarching thesis (Reading Skill REO 5.A)
- Students will explain how the organization of a text creates unity and coherence and reflects a line of reasoning. (Reading Skill REO 5.B)
- Students will develop a line of reasoning and commentary that explains it throughout an argument. (Writing Skill REO 6.A)
- Students will use transitional elements to guide the reader through the line of reasoning of an argument. (Writing Skill REO 6.B)
- Students will explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. (Reading Skill RHS 1.B)
- Students will demonstrate an understanding of an audience's beliefs, values, or needs. (Writing Skill RHS 2.B)
- Students will strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. (Writing Skill STL 8.A)
- Students will explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. (Reading Skill STL 7.A)
- Students will explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. (Reading Skill STL 7.B)
- Students will write sentences that clearly convey ideas and arguments. (Writing Skill STL 8.B)

Understandings:

- Students will understand that individuals write within a particular situation and make strategic writing choices based on that situation.
- Students will understand that writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often respond to other, possibly opposing, arguments.
- Students will understand that writers guide understanding of a text's lines of reasoning and claims through the text's organization and integration of evidence.
- Students will understand that the rhetorical situation informs the strategic stylistic choices that writer's make.

Essential Questions:

- What is the subject and occasion of this piece of writing?
- Who is the audience for this piece of writing?
- Do I have authority to write for this subject and occasion? Do I have inherent bias?
- How can I establish authority on a subject and avoid bias?
- What is my purpose in writing for this subject and occasion?
- What tone do I want to take toward the subject and occasion? How can I establish this tone?
- How can I best organize my argument so that it has logical development?
- How can I avoid logical fallacies?
- What am I trying to do to the reader?

Assessment Evidence

Performance Tasks:

- Students will write multiple argumentative essays, both timed and process pieces.
- Students will prepare for and participate in Socratic seminars based on various materials.
- Students will write paragraphs that make strategic choices to address the rhetorical situation.
- Students will craft introductions and conclusions that demonstrate an understanding of the rhetorical situation.

Other Evidence:

- Teacher observation
- Formative assessment
- Student self-reflection
- Informal check for understanding
- Independent writing and conferences
- Quick-Writes
- Class discussion
- Collaboration with others
- Classwork

<ul style="list-style-type: none"> Students will qualify a claim using modifiers, counterarguments, or alternative perspectives. 	<ul style="list-style-type: none"> Homework AP skills-based performance tasks and assessments Teacher-created tests and quizzes Teacher-created project-based learning experiences
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Benchmarks:

- AP Classroom Personal Progress Check Units 2, 5 & 8 (multiple choice and free response questions aligned with skills spiral for argument units)
- Writing conferences- Argument

Learning Plan

Learning Activities:

- Students will analyze rhetorical appeals.
- Students will write about audience's beliefs, values, or needs.
- Students will analyze thesis, evidence and structure.
- Students will write paragraphs using a claim(thesis) and evidence.
- Students will trace reasoning and explain how it supports the claim (thesis).
- Students will develop a line of reasoning in an essay.
- Students will explain the effect of diction, comparison, and syntax on tone and style.
- Students will use diction, comparison and syntax to convey a particular tone and/or style.
- Students will analyze how language impacts an audience and write showing an understanding of audience.
- Students will recognize and practice the use of irony in argumentation.
- Students will practice using appositives and modifiers.

Sample Activities:

- Daily Quick Writes: Students will complete daily quick writes in a journal at the start of class every day. Quick Write topics will be generated based on readings and class discussion. Students are expected to share their quick write(s) at least once a week. Students will also write a Free Write every Friday.
- Non-Fiction Reading Abstracts: Students read two 500-700-word articles a week (free choice- the only requirement is that there is an author attributed to the article). Students will write abstracts on both articles, with proper MLA citations for each article. As the year progresses, students will also use these readings for class discussion, specifically focusing on the author's use of argumentation and/or to spark discussion and debate. Students will also be asked to find examples of logical fallacies in their reading to share with the class at least once a month.
- Academic Vocabulary: Students will learn the definitions of various logical fallacies. Students will **provide** examples of these fallacies in their non-fiction reading abstracts.
- Types & Style of Argument: Students will explore both classical and Toulmin argument structure by reading exemplar texts. Students will then read various current opinion pieces with their teams to determine the structure the writer chooses for each. They will then share their analysis with the class.
- Writing Argument: Students will write an argument based on their personal reading. They will write a reaction to one of their non-fiction articles (an opinion piece). This will be a process essay in which students will write a first draft and share it with their team. Students will use their rhetorical analysis skills to help each other revise their essays. Students will also proofread and edit, focusing on trying to vary sentence structure and more complex sentences where appropriate.
- The Great Gatsby*: Students will read *The Great Gatsby* and related non-fiction essays. Students will also explore the rhetorical function of the novel, specifically focusing on the historical relevance of the novel. Students will complete independent research on the 1920s, specifically the influence of prohibition on the culture of the time. Students will then write an essay in which they use their research to analyze the rhetorical purpose of the novel (specifically related to the American Dream) and connect the assigned non-fiction readings (see above) to the overall claim of the essay.
- The Catcher in the Rye*: Students will read *The Catcher in the Rye* and related non-fiction essays. Students will also explore the rhetorical function of the novel, specifically focusing on the historical relevance of the novel. Students will complete independent research on the history of mental health care in America. How might J.D. Salinger's experiences in WWII influenced the creation of the character of Holden Caulfield? You may use any theme you choose to explore this question, but you should make direct connections between your interpretation of the novel and the background you read in "Holden Caulfield's Goddam War". Students will then write an essay in which they use their research to analyze the rhetorical purpose of the novel.

- Practice Prompts: Students will complete various question 3 (argument) practice prompts. Essays will be scored in team evaluations and in teacher/student conferences. Teacher feedback will focus on the clarity of the writing (students will be instructed to use varied sentence structures and precise vocabulary) and organization of the essay (students will be instructed to allow the topic to guide the organization of the essay). Students will attempt to raise their individual essay scores on point for each new essay until they are able to score at least a 6 on the essay.

Resources:

- AP Classroom
- *The Language of Composition*
- LaunchPad
- *50 Essays*
- Core texts
- Supplemental texts

Core Texts:

- *The Great Gatsby*- F. Scott Fitzgerald
"View from the Western Front"- Captain Eugene Curtin
"The Fallacy of Success"- G.K Chesterton
The Epic of America (excerpts) -James Truslow Adams
- "Self-Made Men"- Frederick Douglass
- "Brown Vs. Board of Education"
- *The Language of Composition*: Chapter 1, pp 11-24

Selections from thematic chapters of *The Language of Composition*:

Module 1:

- Chapter 5: Nicole Hannah-Jones. "Have We Lost Sight of the Promise of Public Schools?" Exploring the Text, 263: Q1, Q4.
- Chapter 6: Ray Bradbury. "The Affluence of Despair." Exploring the Text, 321: Q1, Q10.
- Chapter 7: Wangari Maathai. "Nobel Prize Lecture." Exploring the Text, 441: Q1, Q8.
- Chapter 8: Amy Tan. "Mother Tongue." Exploring the Text, 560: Q1, Q4.
- Chapter 9: Malcolm Gladwell. "Man and Superman." Exploring the Text, 703: Q1, Q5.
- Chapter 10: Booker T. Washington. "The Atlanta Exposition Address." Exploring the Text, 786: Q1, Q2, Q10.
- Chapter 11: Jimmy Carter. "Losing My Religion for Equality." Exploring the Text, 919: Q1, Q2.
- Chapter 12: George Orwell. "Politics and the English Language." Exploring the Text, 1037: Q10, Q12.

Module 2:

- Chapter 5: Danielle Allen, "What is Education For?" Exploring the Text, pp. 258-259: Q1, Q6, Q7, Q8, Q14.
- Chapter 6: James McBride, "Hip-Hop Planet." Questions for Discussion, p. 311: Q1, Q2, Q4, Q6, Q7.
- Chapter 7: Barry Yeoman, "From Billions to None." Exploring the Text, p. 453: Q5, Q6, Q9, Q10.
- Chapter 8: Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted." Exploring the Text, p. 579; Q2, Q4, Q13, Q14.
- Chapter 9: Claudia Rankine, "The Meaning of Serena Williams: On Tennis and Black Excellence." Exploring the Text, p. 712: Q3, Q6, Q8.
- Chapter 10: Jonathan Swift, "A Modest Proposal." Questions for Discussion, p. 777-778: Q2, Q6, Q8.
- Chapter 11: Virginia Woolf, "Professions for Women." Questions for Discussion, p. 889: Q1, Q2, Q3, Q6. Suggestions for Writing, p. 890: Q5.
- Chapter 12: Barack Obama, "Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches." Exploring the Text, pp. 1087-1088: Q17.

Module 3:

- Chapter 5: Ralph Waldo Emerson, from "Education." Exploring the Text, p. 211: Q9, Q10, Q11, Q12.
- Chapter 6: David Denby, "High School Confidential: Notes on Teen Movies." Exploring the Text, p. 327: Q2; Seeing Connections p. 323, 326.
- Chapter 7: Aldo Leopold, from *The Land Epic*. Exploring the Text, p. 424: Q3, Q6, Q7, Q9, Q10, Q12.
- Chapter 8: Oliver Goldsmith, "National Prejudices." p. 543-544: Q7.
- Chapter 9: Jane Smiley, "Barbaro." Visual on p. 695.

- Chapter 10: Peter Singer, "The Singer Solution to World Poverty." Exploring the Text, p. 812-813: Q12, Q13, Q14.
- Chapter 11: Stephen Jay Gould, "Women's Brains." Exploring the Text, p. 911-912: Q13, Q14.
- Chapter 12: Ta-Nehisi Coates, from *Between the World and Me*. Questions on Rhetoric and Style, p. 996-997: Q10; Suggestions for Writing, pp. 997- 998: Q1, Q2, Q3, Q4, Q5

Supplemental Texts:

- *Hiroshima*- John Hersey
- *Catcher in the Rye*- J. D. Salinger
 - "Holden Caulfield's Goddam War"- Kenneth Slawinski
 - Literary analysis essays that focus on censorship of the novel
 - Various current articles and essays that connect to the theme, specifically current policy on mental health care in America.
- "Me Talk Pretty One Day"- David Sedaris
- "I Just Wanna Be Average"- Mike Rose

Unit 2 Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Identify and describe the overarching thesis of an argument and any indication it provides of the argument's structure. (Reading Skill CLE 3.B)
Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. (Reading Skill REO 5.B)

4.0	Students will be able to: <ul style="list-style-type: none"> • Identify and describe the overarching thesis of an argument and any indication it provides of the argument's structure and clearly articulate how this structure establishes efficacy in argumentation. • Explain how the organization of a text creates unity and coherence (or lack of unity and coherence) and reflects a line of reasoning.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify and describe the overarching thesis of an argument and any indication it provides of the argument's structure. • Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify the thesis of an argument and any indication it provides of the argument's structure. • Explain the organization of a text.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): Write a thesis statement that requires proof or defense and that may preview the structure of the argument. (Writing Skill CLE 4.B)
Develop a line of reasoning and commentary that explains it throughout an argument. (Writing Skill REO 6.A)

4.0	Students will be able to: <ul style="list-style-type: none"> • Write a sophisticated thesis statement that requires proof or defense and that may preview the structure of the argument. • Develop a sophisticated line of reasoning and commentary that explains it throughout an argument.
3.0	Students will be able to: <ul style="list-style-type: none"> • Write a thesis statement that requires proof or defense and that may preview the structure of the argument. • Develop a line of reasoning and commentary that explains it throughout an argument.
2.0	Students will be able to: <ul style="list-style-type: none"> • Write a thesis statement that may preview the structure of the argument. • Develop a line of reasoning and commentary.

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. (Writing Skill STL 8.A)
Write sentences that clearly convey ideas and arguments. (Writing Skill STL 8.B)

4.0	Students will be able to: <ul style="list-style-type: none"> Strategically use precise words, complex comparisons, and sophisticated syntax to convey a specific tone or style in an argument. Write sentences that clearly convey ideas and arguments.
3.0	Students will be able to: <ul style="list-style-type: none"> Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. Write sentences that clearly convey ideas and arguments.
2.0	Students will be able to: <ul style="list-style-type: none"> Use words, comparisons, and syntax to convey a tone or style in an argument. Write sentences that convey ideas and arguments.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Independent study, preparation for mastery of essay forms.
Struggling Learners	Small group instruction, error correction, extra time to complete assignments.
English Language Learners	Small group instruction, error correction, extra time to complete assignments.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Targets/ Indicators:

- Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Integration of 21st Century Skills**Indicators:****CREATIVITY AND INNOVATION**

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically.
 - Manage time and projects effectively.
 - Participate actively, as well as be reliable and punctual.
 - Collaborate and cooperate effectively with groups.
 - Respect and appreciate group diversity.
 - Be accountable for results.

Unit Title: Synthesis/Research**Unit Description:**

This unit consists of modules that help students build skills necessary to write a fully developed synthesis essay and a college research paper. Students will begin by developing claims, based on their close reading of multiple non-fiction texts, that require defense with textual evidence. As they gain the skills necessary to organize claims based on multiple sources and can proficiently incorporate textual evidence, students will gradually expand their analysis into full length essays. With the understanding that research and synthesis require close reading of a text (or multiple texts), students will also read and annotate non-fiction texts extensively. The literature that is infused into this unit is meant to aide in the development of research-based analysis. Students will learn to read literature and analyze the underlying social and/or political motives of the writer. One key aspect of this analysis is understanding the arguments that are inherent in some literary texts and understanding the context in which the writer created the text. Students will also practice and refine using stylistic elements in their writing.

Unit Duration: 40-45 class periods**Desired Results**

AP English Language and Composition Standard(s): RHS (Rhetorical Situations), CLE (Claims and Evidence), REO (Reasoning and Organization), STL (Style)

- RHS Reading: Explain how writers' choices reflect the components of the rhetorical situation.
- RHS Writing: Make strategic choices in a text to address a rhetorical situation.
- CLE Reading: Identify and describe the claims and evidence of an argument.
- CLE Writing: Analyze and select evidence to develop and refine a claim.
- REO Reading: Describe the reasoning, organization, and development of an argument.
- REO Writing: Use organization and commentary to illuminate the line of reasoning in an argument.
- STL Reading: Explain how writers' stylistic choices contribute to the purpose of an argument.
- STL Writing: Select words and use elements of composition to advance an argument.

Module 1: CLE 3.A, 4.A; REO 5.A, 6.A, 5.C, 6.C

Module 2: CLE 3.A, 4.A, 3.B, 4.B; STL 7.A, 8.A

Module 3: CLE 3.C, 4.C

Learning Targets:

- Students will identify and explain claims and evidence within an argument. (Reading Skill CLE 3.A)
- Students will develop paragraphs comprised of a claim and evidence that supports the claim. (Writing Skill CLE 4.A)
- Students will write a thesis statement that requires proof or defense and that may preview the structure of the argument. (Writing Skill CLE 4.B)
- Students will identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. (Reading Skill CLE 3.B)
- Students will describe the line of reasoning and explain whether it supports an argument's overarching thesis (Reading Skill REO 5.A)
- Students will develop a line of reasoning and commentary that explains it throughout an argument. (Writing Skill REO 6.A)

<ul style="list-style-type: none"> Students will recognize and explain the use of methods of development to accomplish a purpose. (Reading Skill REO 5.C) Students will use appropriate methods of development to advance argument. (Writing Skill REO 6.C) Students will explain ways claims are qualified through modifiers, counterarguments, and alternative perspective. (Reading CLE Skill 3.C) Students will qualify a claim using modifiers, counterarguments, or alternative perspectives. (Writing Skill CLE 4.C) Students will strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. (Writing Skill STL 8.A) Students will explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. (Reading Skill STL 7.A) 	
<p>Understandings:</p> <ul style="list-style-type: none"> Students will understand that individuals write within a particular situation and make strategic writing choices based on that situation. Students will understand that writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often respond to other, possibly opposing, arguments. Students will understand that writers guide understanding of a text's lines of reasoning and claims through the text's organization and integration of evidence. Students will understand that the rhetorical situation informs the strategic stylistic choices that writer's make. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How can I refine research terms to find the most relevant information? How do I decide if a source is valid? How do I find the most trustworthy information when using internet search engines? What is the concept, idea, or position that connects multiple texts? What claim can I make based on the information in my readings? What personal or historical context informs the choices that writers make? How can I use seemingly conflicting information to develop a unified and coherent argument? How should I organize text in my research?
<p align="center">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Students will prepare for and participate in Socratic seminars based on various materials. Students will write paragraphs that examine perspectives from multiple texts. Students will craft introductions and conclusions that demonstrate an understanding of the relationships between multiple texts. Students will revise claims to account for nuance, complexity, and contradictions in their sources. Students will write multiple research or synthesis essays, both timed and process pieces. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Teacher observation Formative assessment Student self-reflection Informal check for understanding Independent writing and conferences Quick-Writes Class discussion Collaboration with others Classwork Homework AP skills-based performance tasks and assessments Teacher-created tests and quizzes Teacher-created project-based learning experiences

Benchmarks:

- AP Classroom Personal Progress Check Units 3, 6 & 9 (multiple choice and free response questions aligned with skills spiral for synthesis units)
- Writing conferences- Synthesis and Research essay

Learning Plan**Learning Activities:**

- Students will read sources and identify the purpose for each source.
- Students will practice writing a synthesis using a claim and evidence.
- Students will identify a line of reasoning in sources and sample essays.
- Students will identify thesis and indications of structure.
- Students will analyze the treatment of counterarguments.
- Students will focus on counterarguments when synthesizing.
- Students will use abstracts collected throughout the year to create synthesis tasks that reflect the style of the AP exam.

Sample Activities:

- Daily Quick Writes: Students will complete daily quick writes in a journal at the start of class every day. Quick Write topics will be generated based on readings and class discussion. Students are expected to share their quick write(s) at least once a week. Students will also write a Free Write every Friday.
- Non-Fiction Reading Abstracts: Students read two 500-700-word articles a week (free choice- the only requirement is that there is an author attributed to the article). Students will write abstracts on both articles, with proper MLA citations for each article. Students will use these abstracts to write a synthesis task for another student.
- Research Paper: Students will spend this semester researching the impact of World War II on Modern literature. They will read primary documents that connect to each literary reading to develop a solid knowledge base. Then, students will choose an aspect of modern literature that interests them and choose a writer that connects to that aspect. Then, each student will research that writer's experience with WWII. Some students will research the war itself, while others will research the impact of the war at home. Students will then find a contemporary essay that explores the same ideas that the modern author explored in his/her work. Students will then explore the current events that influence the contemporary writer's perspective. Students will attempt to synthesize their research to develop an argument that explores how views have changed in America since WWII in a 6-8-page, MLA style research paper.
- Practice Prompts: Students will complete various question 1 (synthesis) practice prompts. Essays will be scored in team evaluations and in teacher/student conferences. Teacher feedback will focus on the clarity of the writing (students will be instructed to use varied sentence structures and precise vocabulary) and organization of the essay (students will be instructed to allow the topic to guide the organization of the essay). Students will attempt to raise their individual essay scores on point for each new essay until they are able to score at least a 6 on the essay. ***First practice, students will receive the documents without a prompt. Students will be asked to make a connection between the documents and write an argument referencing three of the documents.

Resources:

- AP Classroom
- *The Language of Composition*
- LaunchPad
- *50 Essays*
- Core texts
- Supplemental texts

Core Texts:

- *Slaughterhouse Five*- Kurt Vonnegut
- "On War- James Boswell
- "The Allegory of the Cave"- Plato
- "Two Ways to Belong on America"- Bharati Mukherjee
- "Aria: A Memoir of a Bilingual Childhood"- Richard Rodriguez
- *The Language of Composition*: Chapter 1, pp 1-10; chapter 2, pp 38-59;

Selections from thematic chapters of *The Language of Composition*:**Module 1:**

- Chapter 5: Frederick Douglass, "The Blessings of Liberty and Education." Questions on Rhetoric and Style, p. 207: Q6.
- Chapter 6: Emily Nussbaum, "The Price is Right: What Advertising Does to TV." Exploring the Text, p. 335: Q2, Q3, Q10.
- Chapter 7: Terry Tempest Williams, "The Clan of One-Breasted Women." Exploring the Text, p. 435: Q5, Q6.
- Chapter 8: Henry David Thoreau, "Where I Lived, and What I Lived For." Questions for Discussion, p. 538: Q2; Questions on Rhetoric and Style, p. 539: Q8; Suggestions for Writing, p. 539: Q4; Seeing Connections p. 534.
- Chapter 9: Joyce Carol Oates, "The Cruellest Sport." Exploring the Text, p. 692: Q4, Q7.
- Chapter 10: Lars Eighner, "On Dumpster Diving." Exploring the Text, p. 796: Q12.
- Chapter 11: Alice Walker, "In Search of Our Mothers' Gardens." Questions for Discussion, p. 880: Q3; Seeing Connections p. 879.
- Chapter 12: Robert C. Solomon, from *Justice and the Passion for Vengeance*. Questions on Rhetoric and Style, p. 1059: Q2, Q7, Q8.

Module 2:**Synthesis Practice**

- Chapter 5: The Future of High School, p. 289
- Chapter 6: The Value of Celebrity Activism, p. 385
- Chapter 7: Sustainable Eating, p. 502
- Chapter 8: Building Online Communities, p. 639
- Chapter 9: Paying College Athletes, p. 749
- Chapter 10: The Cost of College, p. 858
- Chapter 11: Redefining Masculinity, p. 970
- Chapter 12: The Limits of Free Speech. P. 1135

Argument Structure

- Chapter 5: Francine Prose, "I Know Why the Caged Bird Cannot Read" Exploring the Text, pp. 235-236: Q2, Q12.
- Chapter 6: Troy Patterson, "How the Motorcycle Jacket Lost Its Cool and Found It Again." Exploring the Text, p. 339: Q8.
- Chapter 7: Rachel Carson, from *Silent Spring*. Questions for Discussion, p. 405: Q3; Suggestions for Writing, p. 406: Q3, Q4.
- Chapter 8: Lee Smith, "Raised to Leave: Some Thoughts on 'Culture.'" Exploring the Text, p. 585: Q5.
- Chapter 9: Rawaha Haile, "How Black Books Lit My Way Along the Appalachian Trail." Seeing Connections p. 723; Visual on p. 721.
- Chapter 10: Eric Schlosser, from *In the Strawberry Fields*. Exploring the Text, p. 806; Q9; Visual on p. 801.
- Chapter 11: Judy Brady, "I Want a Wife." Seeing Connections p. 904; Visual on p. 903.
- Chapter 12: Atul Gawande, from *Hellhole*. Exploring the Text, p. 1077: Q7, Q10; Seeing Connections p. 1074.

Module 3:

- Chapter 5: Leon Botstein, "Let Teenagers Try Adulthood." Questions, p. 275: Q5.
- Chapter 6: Angelica Jade Bastien, "Have Superheroes Killed the Movie Star?" Exploring the Text, p. 348-349: Q3, Q7
- Chapter 7: Lewis Thomas, "Natural Man." Exploring the Text, pp. 427-428: Q8, Q9.
- Chapter 8: J. D. Vance, "Why I'm Moving Home." Exploring the Text, p. 603: Q5.
- Chapter 9: Kareem Abdul Jabbar, "College Athletes of the World: Unite!" Questions, p. 732: Q3.
- Chapter 10: Matthew Desmon, "House Rules." Exploring the Text, p. 837: Q5, Q7.
- Chapter 11: Zoe Williams, "Why Wonder Woman Is a Masterpiece of Subversive Feminism." Exploring the Text, p. 943: Q4, Q6.
- Chapter 12: Mitch Landrieu, "Truth." Exploring the Text, p. 1101: Q7

Supplemental Texts:

- "The Snow of Kilimanjaro"- Ernest Hemingway
- "A Clean, Well-Lighted Place"- Ernest Hemingway
- Selected Modern poetry: Robert Frost, E.E. Cummings, Matyenne Moore, Edna St. Vincent Millay, Edwin Arlington Robinson, Edgar Lee Masters, Carl Sandburg, T.S. Eliot, Ezra Pound, William Carlos Williams, Sylvia Plath, Robert Hayden, Gwendolyn Brooks, Rita Dove, Billy Collins

Unit 2 Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

Standard(s):

Describe the line of reasoning and explain whether it supports an argument's overarching thesis. (Reading Skill REO 5.A)

Recognize and explain the use of methods of development to accomplish a purpose. (Reading Skill REO 5.C)

4.0	Students will be able to: <ul style="list-style-type: none"> • Evaluate the line of reasoning and explain whether it supports an argument's overarching thesis. • Recognize and evaluate the use of methods of development to accomplish a purpose.
3.0	Students will be able to: <ul style="list-style-type: none"> • Describe the line of reasoning and explain whether it supports an argument's overarching thesis. • Recognize and explain the use of methods of development to accomplish a purpose.
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe the line of reasoning and state whether it supports an argument's overarching thesis. • Recognize the use of methods of development to accomplish a purpose.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

Develop a line of reasoning and commentary that explains it throughout an argument. (Writing Skill REO 6.A)

Use appropriate methods of development to advance argument. (Writing Skill REO 6.C)

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop a nuanced line of reasoning and commentary that explains it throughout an argument. • Use sophisticated methods of development to advance argument.
3.0	Students will be able to: <ul style="list-style-type: none"> • Develop a line of reasoning and commentary that explains it throughout an argument. • Use appropriate methods of development to advance argument.
2.0	Students will be able to: <ul style="list-style-type: none"> • Develop a line of reasoning and commentary. • Use methods of development to advance argument.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): Qualify a claim using modifiers, counterarguments, or alternative perspectives. (Writing Skill CLE 4.C)	
4.0	Students will be able to: <ul style="list-style-type: none"> Qualify a claim using advanced modifiers, nuanced counterarguments, or multiple alternative perspectives.
3.0	Students will be able to: <ul style="list-style-type: none"> Qualify a claim using modifiers, counterarguments, or alternative perspectives.
2.0	Students will be able to: <ul style="list-style-type: none"> Qualify a claim.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Independent study, preparation for mastery of essay forms.
Struggling Learners	Small group instruction, error correction, extra time to complete assignments.
English Language Learners	Small group instruction, error correction, extra time to complete assignments.
Special Needs Learners	Small group instruction, error correction, extra time to complete assignments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Targets/ Indicators:

- Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Integration of 21st Century Skills

Indicators:

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically.
 - Manage time and projects effectively.
 - Participate actively, as well as be reliable and punctual.
 - Collaborate and cooperate effectively with groups.
 - Respect and appreciate group diversity.
 - Be accountable for results.