



AP Language and Composition

Course Number 0014

Credits 5

2020

I. Course Description:

The AP Language and Composition course is a college-level program that introduces students to a wide range of expository prose in order to broaden their scope of rhetorical ideas and deepen their awareness of the power of language. The course is designed to meet the rigorous requirements of a college level writing class and includes expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. These works provide examples of prose writings that students can emulate in their own writing experiences as they discover and create their own style and voice.

This course provides students with the information necessary to read analytically, formulate theories and arguments based on the readings, and respond by composing articulate essays that utilize advanced elements of sentence structure, syntax, style, purpose, and tone. The purpose of the AP English Language course is to help students “write effectively and confidently in their college courses across the curriculum and in their Professional and personal lives. Using rhetorical principles, students will learn how to become critical thinkers, and apply that knowledge to their writing by revising and improving their essays, as well as critiquing and editing peer essays. In addition, students will be required to thoroughly research relevant topics, synthesize information from a variety of sources, and document their knowledge in a cogent well written report using proper cite notations such as MLA.

II. Unit Planners

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 1: Essential Concepts		
NJSLS Standard(s) Addressed in this unit:			
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLS.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>NJSLS.RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS.RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>NJSLS.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>NJSLS.RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>NJSLS.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>NJSLS.RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>NJSLS.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>NJSLS.RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>			

NJSLS.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLS.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

What is the Rhetorical situation?
What evidence drives claims?
How does exigence and purpose affect text?

Anchor Text

Excerpts from:

Language of Composition Reading, Writing, and Rhetoric by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin

Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*

Informational Texts/Speeches

Emma Gonzalez *March for Our Lives*, Malala Yousafzai *UN Speech*, Steve Jobs' *Commencement Address at Stanford*, President Obama Responds to Sandy Hook,
How to Say Nothing in 500 Words – Paul McHenry Roberts
Friends - Joey's Letter Clip (YouTube)

Formative Assessments		Summative Assessments	
Baseline Assessments: AP Multiple Choice, Rhetorical Analysis Essay, Synthesis Essay, Argumentative Prompt		Rhetorical Situation Project Summer Reading Test	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)			
<i>Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works</i> by: Grudzina, Douglas <i>NoRedInk</i> <i>5 Steps to a 5: AP English Language 2017- 2018</i> by Barbara L. Murphy and Estelle M. Rankin Teacher selected Canvas or Google Classroom			
Suggested Time Frame:	2 weeks		

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 2: The Importance of Audience: Foundations of a Nation		
NJSL Standard(s) Addressed in this unit			
<p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSL.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>NJSL.RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSL.RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>NJSL.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>			

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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).

NJSLS.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

In what ways does task, purpose, audience affect an author's style?

How do common beliefs and the spreading of these common beliefs ensure the survival of an emerging society?

How does understanding a text's structure help to better comprehend the meaning?

Anchor Text	
Excerpts from: <i>Language of Composition Reading, Writing, and Rhetoric</i> by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin Jay Heinrichs <i>Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion</i>	
Informational Texts (3-5)	
Washington's Final Address <i>Excerpts from Common Sense</i> - Thomas Paine "Speech at Virginia Convention" Patrick Henry, "Sinners in the Hand of an Angry God" John Edwards, "Excerpts from Poor Richard's Almanack" Benjamin Franklin, "What is an American" St. Jean De Crevecoeur, Historical Documents – Salem Witch Trials	
Short Texts (1-3)	
"Paul Revere's Ride" Henry Wadsworth Longfellow Excerpts from <i>The Crucible</i> by Arthur Miller / <i>The Crucible</i> Film Clips	
Formative	Summative Assessments
In-Class Timed: Article Response – Argument In-Class Timed: Language Response – Rhetorical Analysis Speech: Three to five-minute speech: "What Is an American?" Bi-Weekly AP Practice Tests Journal Responses	Literature test - Major Texts Literature Circles – Choice Novel
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works</i> by: Grudzina, Douglas http://saalem.lib.virginia.edu/17docs.html - Historical Texts (Crucible) NoRedInk – Grammar/Writing Practice <i>5 Steps to a 5: AP English Language</i> 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin Teacher selected Canvas or Google Classroom	
Suggested Time Frame:	2 weeks

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 3: Claims and Evidence – Education Synthesis		
NJSLS Standard(s) Addressed in this unit			
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLS.RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>NJSLS.RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS.RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>NJSLS.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>NJSLS.RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>NJSLS.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>NJSLS.RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>NJSLS.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>NJSLS.RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>NJSLS.RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>			

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

What does it mean to be truly educated?

What is the purpose of education?

To what extent do schools serve the goals of a true education?

What is “best” when it comes to education?

AP Focus: What kind of evidence (e.g., facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments) does the writer use to defend their claim?

Anchor Text

Language of Composition Reading, Writing, and Rhetoric by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin
Chapter 5)

Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*

Informational Texts (3-5)

Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools by Diane Ravitch

The students will read essays, editorials, and columns related to the theme of this unit from various, appropriate sources

Possible Video(s):

Freedom Writers

Stand and Deliver

Waiting for “Superman”

Lean on Me

Short Texts (1-3)	
<i>This is Water</i> – David Foster Wallace, “I Sued the School System” by Prince Ea; “Changing Education Paradigms” by Sir Ken Robinson; “Why I Hate School But Love Education” by Suli Breaks	
Formative Assessments	Summative Assessments
Argument Essays/Responses Timed AP Practice Test Timed in-class writes Journal Responses	Literature Circles – Choice Novel (continued) Synthesis Essay – Education Focused (Choice)
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works</i> by: Grudzina, Douglas NoRedInk – Grammar/Writing Prep <i>5 Steps to a 5: AP English Language</i> 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin Teacher selected Canvas or Google Classroom	
Suggested Time Frame:	3 weeks

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 4: Capturing a Strong Thesis – A World View		
NJSLS Standard(s) Addressed in this unit			
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLS>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>NJSLS.RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS.RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>			

NJSLS.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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).

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NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLS.SL2. Integrate and evaluate information presented in diverse media and formats (e.g. visually, quantitatively, Qualitatively, orally) evaluating the credibility and accuracy of each source.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

How do the ways in which we use language reveal who we are?

How does a writer's thesis and evidence show the values of their society?

How does society and audience affect purpose?

Anchor Text

Language of Composition Reading, Writing, and Rhetoric by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin
Chapter 4

Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*

Informational Texts (3-5)

The students will read essays, editorials, and columns related to the theme of this unit from various, appropriate sources that are contemporary and appropriate.

Short Texts (1-3)

Mandela - I Am Prepared to Die

Gandhi - Quit India

Churchill - The Defense of Freedom and Peace

Formative Assessments

Weekly AP Practice Tests
Argument Essays/Responses
Timed AP Practice Test
Timed in-class writes
Journal Responses

Summative Assessments

Speech
Literature Test/Essay – Choice Novel
Synthesis Essay

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works by: *Grudzina, Douglas*

Sadlier-Oxford Vocabulary Workshop New Edition *Level F*

5 Steps to a 5: AP English Language 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin

Teacher selected Canvas or Google Classroom

**Suggested Time
Frame:**

3 weeks

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 5: Line of Reasoning: Liberty and Justice for All?		
NJSLS Standard(s) Addressed in this unit			
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NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

What is the concept of “race”, and what is the history of this concept in America?

What is the difference between “racial identity” and “ethnic identity”?

What is the difference between “racism”, “stereotyping”, and “bigotry”?

How are the concepts of race and ethnicity represented in historical as well as contemporary media?

How are concepts such as democracy, liberty, and equality affected by racism, racial stereotyping, and bigotry in the areas of work, education, and domestic life in America?

Anchor Text

Native Son - Richard Wright

Raisin in The Sun - Lorraine Hansberry (Film and Excerpts)

Language of Composition Reading, Writing, and Rhetoric by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin Chapter 12

Informational Texts (3-5)

The students will read essays, editorials, and columns related to the theme of this unit from various, appropriate sources that are contemporary and appropriate.

Short Texts/Speeches

Autobiography of an Ex-Colored Man James Weldon Johnson, “Heritage” - Gwendolyn Bennett, “America” Claude McKay, “I Too” - Langston Hughes, “Rose From Concrete” - Tupac Shakur, *The Black Man* - Marcus Garvey, “Letter from Birmingham Jail” - MLK, “How it Feels to be Colored Me” - Zora Neale Hurston, “Learning to Read” Malcolm X, other

Formative & Summative Assessments	
AP Practice Test\AP Practice Prep Weekly AP Practice Tests Argument Essays/Responses Timed AP Practice Test Timed in-class writes Journal Responses	Essay – Argument Essay – Rhetorical Analysis
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
The Shadow of Hate: A History of Intolerance in America, Bob Marley “Redemption Song”, “Perils of Indifference” Elie Wiesel <i>Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works</i> by: Grudzina, Douglas Sadlier-Oxford Vocabulary Workshop New Edition <i>Level F</i> <i>5 Steps to a 5: AP English Language</i> 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin Teacher selected Canvas or Google Classroom	
Suggested Time Frame:	4 Weeks

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 6: Constructing the Argument: The American Dream		
NJSLS Standard(s) Addressed in this unit:			
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLS.RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>NJSLS.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</p>			

aesthetic impact.

NJSLS.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).

NJSLS.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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).

NJSLS.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

What is the American Dream?
 “How is our understanding of culture and society constructed through and by language?”
 What contrast exists between the American Dream and American Reality?

Anchor Text

Excerpts from Chapters 8, 9, and 10: *Language of Composition Reading, Writing, and Rhetoric* by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin
 Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*
 F. Scott Fitzgerald - *The Great Gatsby*

Informational Texts

Essays, editorials, and columns related to the theme of this unit from various, appropriate sources.

Formative Assessments

Weekly AP Practice
 Argument Essays/Responses
 Timed AP Practice Test
 Timed in-class writes
 Journal Responses

Summative Assessments

Great Gatsby Literature Test
 Argument Essay

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works by: *Grudzina, Douglas NoRedInk*
5 Steps to a 5: AP English Language 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin
 Teacher selected Canvas or Google Classroom

**Suggested
 Time Frame:**

4 Weeks

**Content
 Area:**

AP English Language and Composition

Grade(s)

11-12

**Unit Plan
 Title:**

Unit 7: Claims and Counterclaims: Identity and Individualism

NJSLS Standard(s) Addressed in this unit:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLS.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).

NJSLS.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.

NJSLS.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).

NJSLS.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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).

NJSLS.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
 NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 NJSLS.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

What does it mean to be "an American"? Is it one thing or is it many things?
 What does it mean to be "an individual" and yet to be still reliant upon a community?
 How does an individual's writing style affect message and purpose?

Anchor Text

Excerpts from: Chapters 8,9, and 10: *Language of Composition Reading, Writing, and Rhetoric* by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin

Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*

Informational Texts

Essays, editorials, and columns related to the theme of this unit from various, appropriate sources including

Short Texts/Speeches

Ralph Waldo Emerson's "[Self-Reliance](#)" and "[The American Scholar](#)"
 Henry David Thoreau's "On the Duty of Civil Disobedience"
 Malcolm Gladwell's "[Why the Revolution Will Not Be Tweeted](#)"
 Michiko Kakutani's "[The Word Police](#)"

Formative Assessments	Summative Assessments
Weekly AP Practice Argument Essays/Responses Timed AP Practice Test Timed in-class writes Journal Responses	Literature Test Rhetorical Analysis Essay
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works</i> by: Grudzina, Douglas <i>NoRedInk</i> <i>5 Steps to a 5: AP English Language</i> 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin Teacher selected Canvas or Google Classroom	
Suggested Time Frame:	4 weeks

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 8: Crafting the Change – Gender and Culture		
NJSLS Standard(s) Addressed in this unit			
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. sufficient evidence.</p> <p>NJSLS.RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>NJSLS.RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS.RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>NJSLS.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>NJSLS.RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>NJSLS.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>NJSLS.RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>NJSLS.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>NJSLS.RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>			

NJSLS.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

What are gender "norms", if there are such norms, and where do they come from? How are gender norms constructed?

What are the historic and contemporary issues that arise when sexual identity does not follow gender norms?

What is "sexism" and is there "reverse sexism"?

How are concepts such as democracy, liberty, and equality affected by gender stereotyping and sexism in the areas of work, education, and domestic life in America?

Anchor Text

Language of Composition Reading, Writing, and Rhetoric by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin (Chapter 11)
Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*

Informational Texts

Essays, editorials, and columns related to the theme of this unit from various, appropriate sources.

Why I Wrote the Yellow Wallpaper – Charlotte Perkins Gilman

Short Texts (1-3)

The Yellow Wallpaper – Charlotte Perkins Gilman	
Formative & Summative Assessments	
Weekly AP Practice Argument Essays/Responses Timed AP Practice Test Timed in-class writes Journal Responses	Literature – Choice Novel (From Selected List) Synthesis Essay Rhetorical Analysis Essay Argument Essay
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>Reading, Writing, and Rhetoric</i> by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin <i>Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works</i> by: Grudzina, Douglas NoRedInk <i>5 Steps to a 5: AP English Language</i> 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin Teacher selected Canvas or Google Classroom	
Suggested Time Frame:	4 Weeks

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 9: Advanced Argument and Writing: Satire		
NJSLS Standard(s) Addressed in this unit:			
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLS.RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>NJSLS.RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS.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</p>			

really meant (e.g., satire, sarcasm, irony, or understatement).

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

How does the quality of one's writing impact the message?

What is the purpose and necessity of satire?

How does satire comment on society as a whole?

Anchor Text

Excerpts from:

Language of Composition Reading, Writing, and Rhetoric by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin

Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*

Informational Texts	
Film Studies: “Monty Python”, “Late Show” Essays, editorials, and columns related to the theme of this unit from various, appropriate sources.	
Short Texts	
“Modest Proposal” – Jonathan Swift “The Plastic Pink Flamingo” – Jennifer Price “Lost in the Kitchen” – Dave Berry “I Want a Wife” – Judy Brady	
Formative Assessments	Summative Assessments
Weekly AP Practice Argument Essays/Responses Timed AP Practice Test Timed in-class writes Journal Responses	Literature – Choice Novel (Suggested: Importance of Being Earnest, Brave New World) Style Mimic – Satirical Writing
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works</i> by: Grudzina, Douglas <i>NoRedInk</i> <i>5 Steps to a 5: AP English Language 2017- 2018</i> by Barbara L. Murphy and Estelle M. Rankin Teacher selected Canvas or Google Classroom	
Suggested Time Frame:	4 weeks

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 10: Boot Camp – AP Prep		
NJSLS Standard(s) Addressed in this unit:			
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLS.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).

NJSLS.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.

NJSLS.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).

NJSLS.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLS.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions (3-5)

- What choices and/or strategies does a writer use in the act of composing or revising an essay?
- What is the overall purpose of the passage and examine how the writer identifies and speaks towards audience in a straight-forward passage?
- How can an author use the significance or effect of adding, revising, or deleting supporting material in their work?
- How do sentences add to or detract from the logic and coherence of a paragraph or passage as a whole?

Anchor Text

Excerpts from:

Language of Composition Reading, Writing, and Rhetoric by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin

Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*

Informational Texts/Speeches

Essays, editorials, and columns related to the theme of this unit from various, appropriate sources.

Formative Assessments

Summative Assessments

Practice AP Tests and Essays
Journals

AP Test

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works by: Grudzina, Douglas
NoRedInk

5 Steps to a 5: AP English Language 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin

Teacher selected Canvas or Google Classroom

**Suggested
Time Frame:**

5 weeks

Content Area:	AP English Language and Composition	Grade(s)	11-12
Unit Plan Title:	Unit 11: Research: How Humanity Spends it's Time		
NJSLS Standard(s) Addressed in this unit:			
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			

NJSLSA.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).

NJSLSA.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions (3-5)

What is creativity and what is its importance for the individual / the culture?
 How is our understanding of culture and society constructed through and by language?
 Who defines “truth”?

Anchor Text

Song of Myself Walt Whitman

Informational Texts/Speeches

Students will view select Ted Talks which will lead them to the final project for the year.

Formative Assessments

Poetry Reading Assessment
 Journal Responses

Summative Assessments

Song of Myself Assessment
 Ted Talk – Research Driven

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works by: Grudzina, Douglas
 NoRedInk
5 Steps to a 5: AP English Language 2017- 2018 by Barbara L. Murphy and Estelle M. Rankin
 Teacher selected Canvas or Google Classroom

Suggested Time Frame: 4-5 weeks

III. Scope and Sequence:

SKILL TO BE LEARNED I = Introduced D = Developed in depth R = Reinforced	Grade 11
Cite strong and thorough textual evidence 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.	DR
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).	DR
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.	DR
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.	DR
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	DR
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).	DR
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare)	DR
Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	DR
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.	DR

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	DR
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.	DR
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.	DR
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.	DR
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	DR
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.	DR
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	DR
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	DR
Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	DR
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	DR
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	DR
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.	DR

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.	DR
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.	DR
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	DR
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	DR
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.	DR

IV Assessment:

Assessment - Assessment can be divided into two general categories - formal (graded) and informal/classroom-based (ungraded). Both categories of assessment can help you determine what your students are learning, and to re-evaluate your teaching strategies while the course is in progress. The key to effectively assessing your students' mastery of skills is to match the assessment method to the learning objectives.

Formative:

- Multiple-choice exam

- Essays

- Short-answer or problem-solving exam

- Lab report

- Research paper

- Performance-based ("authentic") - interpreting a piece of music, writing a computer program, constructing a three-dimensional model of a scientific concept, etc.

- Oral Presentations

- Comprehensive portfolios

Summative:

"Minute Essays" - at the end of a class/unit, students take 5 minutes to write about what they have learned, and how it relates to a learning objective

"Peer Teaching" - after a short lecture about a new concept, have students work in pairs and explain that concept to each other

"Question Time" - students are given an index card and asked to record two questions they have about the material covered in lecture that day/week. Allow time in the next class period to respond to some of the more common questions

"5 Minute Quiz" - at the beginning of class, give students one or two questions over material covered in the previous class session. Discuss answers and do a show of hands to see how many understand the concepts.

Blogs

BlackBoard®

Bloom's Taxonomy - addresses the levels of student thinking desired on an assignment. There are six levels, with "Knowledge"-based questions being the simplest, and "Evaluation"-based questions being the most complex. When designing plans and assessments, determine at which levels you wish students to demonstrate their understanding, and then you must design questions that address these levels of thinking. These are some common verbs utilized in the lesson planning and objective writing stages:

Knowledge: Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write

Comprehension: Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell Propose, Rewrite

Application: Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use

Analysis: Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,

Synthesis: Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce,

Evaluation: Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Selection

During each marking period in ninth grade, a combination of the following methods will be used to evaluate each student's performance.

Book reports/reviews

Class participation

Cooperative learning activities

Creative assignments

Descriptive writing

Expository writing

Homework and class work assignments

Journal writing

Persuasive writing

Poetry analysis and interpretation

Quizzes

Reports and presentations

Research Paper

Technological applications (blogs, online meetings, online posts, online journals, etc.)

Unit tests

Various speaking and listening assessments

V. Textbooks:

Reading, Writing, and Rhetoric by Shea, Renee H., Scanlon, Lawrence, Aufus, Robin Dissin

Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works by: Grudzina, Douglas

Sadlier-Oxford Vocabulary Workshop New Edition *Level F*

5 Steps to a 5: AP English Language 2017- 2018 by Barbara L. Murphy and Estelle M.

Rankin Jim Burke *Uncharted Territory: A High School Reader*

Jay Heinrichs *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*

Gary Columbo, Robert Cullen, and Bonnie Lisle *Rereading America: Cultural Contexts for Critical Thinking and Writing*

VI. Student Handout:

Course Description:

The AP Language and Composition course is a college-level program that introduces students to a wide range of expository prose in order to broaden their scope of rhetorical ideas and deepen their awareness of the power of language. The course is designed to meet the rigorous requirements of a college level writing class and includes expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. These works provide examples of prose writings that students can emulate in their own writing experiences as they discover and create their own style and voice.

This course provides students with the information necessary to read analytically, formulate theories and arguments based on the readings, and respond by composing articulate essays that utilize advanced elements of sentence structure, syntax, style, purpose, and tone. The purpose of the AP English Language course is to help students “write effectively and confidently in their college courses across the curriculum and in their Professional and personal lives. Using rhetorical principles, students will learn how to become critical thinkers, and apply that knowledge to their writing by revising and improving their essays, as well as critiquing and editing peer essays. In addition, students will be required to

thoroughly research relevant topics, synthesize information from a variety of sources, and document their knowledge in a cogent well written report using proper cite notations such as MLA.

Upon completing the AP English Language and Composition course, then, students should be able to:

Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.

Apply effective strategies and techniques in their own writing.

Create and sustain arguments based on readings, research and/or personal experience.

Write for a variety of purposes.

Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions.

Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.

Demonstrate understanding of the conventions of citing primary and secondary sources.

Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review.

Write thoughtfully about their own process of composition.

Revise a work to make it suitable for a different audience.

Analyze image as text.

Evaluate and incorporate reference documents into researched papers.