

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH DEPARTMENT

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND
COMPOSITION**

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Course Philosophy

AP Language and Composition offers opportunities to evaluate the content, purpose, and style of complex text. This course pushes forth the skills of evaluation and synthesis in order to foster responsible questioning of the greater society at large. Engaging in a variety of texts that are diverse in position, authorship, and historical context propels students further in their education of language and meaning and elicits reflections of their own writing. With critical reading, critical writing, and critical thinking at the forefront of this course, students discover their own positions on social issues in order to develop as well-informed citizens.

Course Description

Advanced Placement English Language and Composition will teach students to become skilled readers of complex prose written in a variety of periods, disciplines, and rhetorical styles. Emphasis will be placed upon the expository, analytical and argumentative forms of writing in order to prepare students to communicate effectively with mature readers. The intense concentration on language will enhance students' abilities to use grammatical conventions both appropriately and with sophistication. Students will develop stylistic maturity in their own writings. Readings include autobiographers, critics, essayists, journalists, political writers, science writers and fiction writers.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● <i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Edition 2018 Renee Shea; Lawrence Scanlon; Robin Dissin Aufses; Megan Harowitz Pankiewicz Bedford St. Martin's Press	<ul style="list-style-type: none">● AP Classroom● No Red Ink● Newsela● AP Language and Composition Course and Exam Description● Teacher-created Writing Models● Student Examples● Practice Multiple Choice Exams from Various Resources● Various Internet Resources as needed

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students will engage in writing improvement activities to revise and improve upon areas of struggle in critical thinking and critical writing.

Example 2: Students will participate in mindfulness exercising as a means of pre-writing strategies for formal and informal writing tasks.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students will make choices concerning independent reading texts for individual and book club reading goals including personal reading pallets, reading schedules, and if need be, abandoning and restarting texts.

Example 2: Students will create and reference book bucket lists and SMART goals to encourage success in independent reading goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students will read essays on gender and race and make annotations concerning the voice and perspective of these diverse writers.

Example 2: In response to reading essays on gender and race students will investigate and propose solutions to the needs of marginalized groups in journal writings.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students will participate in essay presentations where collaborative group members will divide responsibilities and share in analysis and presentation for evaluation of complex texts.

Example 2: Students will participate in book clubs where students set their own goals and roles as collaborative group members.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Students will participate in whole class and small group discussions in the form of socratic seminars.

Example 2: Students will participate in peer-evaluations and will develop constructive criticism to promote respect, ownership, and reflection to meet and exceed writing goals.

Integration of 21st Century Themes and Skills

Educational Technology

Standards: (8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1)

- **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Example: Compare and contrast policies on filtering and censorship both locally and globally.

Example: Students will engage in an argumentative writing prompt that argues for, against, or qualifies the policies on filtering and censorship within the school community or on a larger scale.

- **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information. Example: Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Example: Students will conduct research on their chosen topic utilizing multimedia resources and format as a digital document or slideshow on a digital platform (i.e. Google Classroom) for their culminating assignment, Final Research Project.

- **Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Example: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Example: Students will make use of emerging technologies such as Instagram to analyze the impact of trends on social issues.

Career Ready Practices

Standards: (CRP1, CRP4, CRP8)

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs, small groups, and participating in whole group discussions when executing turn-and-talks, book clubs, and socratic seminars.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will demonstrate clear and effective communication as they collaborate in essay presentations.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Example: Students will demonstrate problem-solving strategies as they confer to revise, edit, and improve upon writing pieces before final submission in assignments such as the college application essay.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Advanced Placement English Language and Composition

Unit Title	Unit Understandings and Goals	Recommend ed Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Unit 1: Arguments and Evidence	<p>Unit Understandings:</p> <ul style="list-style-type: none"> Rhetorical Strategy (RHS) -1 Individuals write within a particular situation and make strategic writing choices based on that situation. Claims & Evidence (CLE) -1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. <p>Essential Knowledge:</p> <ul style="list-style-type: none"> RHS-1.A The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message. RHS-1.B The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text. RHS-1.C The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text. RHS-1.D An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds. 	5 Weeks	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p> <p>Practice Free Response Prompts</p> <p>Entrance/Exit Slips</p> <p>SOAPS Response Drafts</p> <p>Double-entry Journals Drafts</p>	<p>SOAPS Response</p> <p>Rhetorical Analysis Timed Writing</p> <p>Argumentative Timed Writing</p> <p>Synthesis Timed Writing</p> <p>Double-entry Journals</p> <p>Quizzes</p> <p>Short Answer Assessment</p> <p>Essay Presentation</p> <p>Socratic Discussion</p>	<p>Rhetorical Analysis Timed Writing</p> <p>Argumentative Timed Writing</p> <p>Synthesis Timed Writing</p> <p>College Application Essay</p> <p>Final Research Project</p> <p>Book Club Presentation</p>	<p>Socratic Discussion</p> <p>Essay Presentation</p> <p>Short Answer Assessment</p> <p>Personal Narrative</p> <p>Final Research Project Outline</p>

	<ul style="list-style-type: none"> ● RHS-1.E Writers create texts within a particular context that includes the time, place, and occasion. ● CLE-1.A Writers convey their positions through one or more claims that require a defense. ● CLE-1.B Writers defend their claims with evidence and/or reasoning. ● CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments. ● CLE-1.D Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification. ● CLE-1.E Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas. 		<p>Independent Reading Journals Drafts</p> <p>Timed Writing Prompt Responses</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>College Application Essay - Full outline or draft</p>	Independent Reading Journals		
Unit 2: Audience Perspective	<p>Unit Understandings:</p> <ul style="list-style-type: none"> ● RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. <p>Essential Knowledge:</p> <ul style="list-style-type: none"> ● RHS-1.F Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make. ● RHS-1.G To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values. ● RHS-1.H Arguments seek to persuade or motivate action through appeals—the modes of persuasion. 	4 Weeks	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p> <p>Practice Free Response Prompts</p> <p>Entrance/Exit Slips</p> <p>Double-entry Journals Drafts</p>	<p>Rhetorical Analysis Timed Writing</p> <p>Argumentative Timed Writing</p> <p>Synthesis Timed Writing</p> <p>Double-entry Journals</p> <p>Quizzes</p> <p>Short Answer Assessment</p> <p>Socratic Discussion</p>		

	<ul style="list-style-type: none"> ● CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. ● CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience's emotions and values, and increases a writer's credibility. ● CLE-1.H An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument. ● CLE-1.I A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence. ● CLE-1.J A writer's thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement. 		<p>Independent Reading Journals Drafts</p> <p>Timed Writing Prompt Responses</p> <p>ACE Outlines (Argument, Claims, Evidence)</p>	<p>Independent Reading Journals</p> <p>Visual Vocabulary Activity</p> <p>College Application Essay - Two Final Drafts</p>		
Unit 3: Writer's Purpose - Methods of Organization	<p>Unit Understandings:</p> <ul style="list-style-type: none"> ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● REO-1 Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. <p>Essential Knowledge:</p> <ul style="list-style-type: none"> ● CLE-1.K Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports. CLE-1.L Writers introduce source material by using commentary to properly integrate it into their line of reasoning. CLE-1.M Synthesis requires consideration, explanation, and integration of others' arguments into one's own argument. CLE-1.N Writers must 	3 Weeks	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p> <p>Practice Free Response Prompts</p> <p>Entrance/Exit Slips</p> <p>Double-entry Journals Drafts</p>	<p>Synthesis Timed Writing</p> <p>Double-entry Journals</p> <p>Quizzes</p> <p>Short Answer Assessment</p> <p>Socratic Discussion</p> <p>Independent Reading Journals</p> <p>Visual Vocabulary Activity</p>		

	<p>acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.</p> <ul style="list-style-type: none"> ● REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis. ● REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim. ● REO-1.C Writers explain their reasoning through commentary that connects chosen evidence to a claim. ● REO-1.D Commentary explains the significance and relevance of evidence in relation to the line of reasoning. ● REO-1.E The sequence of paragraphs in a text reveals the argument's line of reasoning. ● REO-1.F Flaws in a line of reasoning may render an argument specious or illogical. ● REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument. ● REO-1.H Some typical methods of development are narration, cause/effect, comparison-contrast, definition, and description. ● REO-1.I When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences. ● REO-1.J When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s). 		<p>Independent Reading Journals Drafts</p> <p>Timed Writing Prompt Responses</p> <p>ACE Outlines (Argument, Claims, Evidence)</p>			
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<p>Unit 4: Painting a Compelling Picture</p>	<p>Unit Understandings:</p> <ul style="list-style-type: none"> ● RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. <p>Essential Knowledge:</p> <ul style="list-style-type: none"> ● RHS-1.I The introduction of an argument introduces the subject and/ or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario. ● RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction. ● CLE-1.O A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument. ● REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of 	<p>3-4 Weeks</p>	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p> <p>Practice Free Response Prompts</p> <p>Entrance/Exit Slips</p> <p>Timed Writing Prompt Responses</p> <p>ACE Outlines (Argument, Claims, Evidence)</p>	<p>Rhetorical Analysis Timed Writing</p> <p>Synthesis Timed Writing</p> <p>Double-entry Journals</p> <p>Quizzes</p> <p>Short Answer Assessment</p> <p>Essay Presentation</p> <p>Independent Reading Journals</p> <p>Visual Vocabulary Activity</p>		
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	<p>development provides an audience with the means to trace a writer's reasoning in an argument.</p> <ul style="list-style-type: none"> ● REO-1.K When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used. ● REO-1.L When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations. 					
Unit 5: Focus & Coherence	<p>Unit Understandings:</p> <ul style="list-style-type: none"> ● REO-1 Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. ● STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. <p>Essential Knowledge:</p> <ul style="list-style-type: none"> ● REO-1.M The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument. ● REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next. ● REO-1.O Repetition, synonyms, pronoun references, and parallel structure may 	3-4 Weeks	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p> <p>Practice Free Response Prompts</p> <p>Entrance/Exit Slips</p> <p>Timed Writing Prompt Responses</p> <p>ACE Outlines (Argument,</p>	<p>Rhetorical Analysis Timed Writing</p> <p>Argumentative Timed Writing</p> <p>Double-entry Journals</p> <p>Quizzes</p> <p>Short Answer Assessment</p> <p>Socratic Discussion</p> <p>Independent Reading Journals</p> <p>Visual Vocabulary Activity</p>		

	<p>indicate or develop a relationship between elements of a text.</p> <ul style="list-style-type: none"> ● REO-1.P Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas. ● REO-1.Q Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole. ● STL-1.A Words have both connotative and denotative meanings. ● STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things. ● STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer's perspective. 		Claims, Evidence)			
Unit 6: Advancing the Writer's Tone	<p>Unit Understandings:</p> <ul style="list-style-type: none"> ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. <p>Essential Knowledge:</p> <ul style="list-style-type: none"> ● CLE-1.P When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument. ● CLE-1.Q A source provides information for an argument, and some sources are more reliable or credible than others. ● CLE-1.R A position and a perspective are different. Sources may have the same 	3 Weeks	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p> <p>Practice Free Response Prompts</p> <p>Entrance/Exit Slips</p>	<p>Argumentative Timed Writing</p> <p>Synthesis Timed Writing</p> <p>Double-entry Journals</p> <p>Quizzes</p> <p>Short Answer Assessment</p> <p>Socratic Discussion</p> <p>Independent Reading Journals</p>		

	<p>position on a subject, yet each comes from a different perspective based on their background, interests, and expertise.</p> <ul style="list-style-type: none"> ● CLE-1.S When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning. ● CLE-1.T The degree to which a source does or does not consider other positions reflects the degree to which that source is biased. ● CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning. ● STL-1.D A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style. ● STL-1.E Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words. ● STL-1.F A writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject. 		<p>Timed Writing Prompt Responses</p> <p>ACE Outlines (Argument, Claims, Evidence)</p>	<p>Visual Vocabulary Activity</p>		
Unit 7: Clarifying Focus & Style	<p>Unit Understandings:</p> <ul style="list-style-type: none"> ● RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. 	3 Weeks	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p>	<p>Argumentative Timed Writing</p> <p>Synthesis Timed Writing</p> <p>Double-entry Journals</p> <p>Quizzes</p>		

	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> ● RHS-1.I The introduction of an argument introduces the subject and/ or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario. ● RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction. ● CLE-1.V A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations. ● CLE-1.W Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms. ● CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument. ● STL-1.G Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent. ● STL-1.H The arrangement of sentences in a text can emphasize particular ideas. 		<p>Practice Free Response Prompts</p> <p>Entrance/Exit Slips</p> <p>Timed Writing Prompt Responses</p> <p>ACE Outlines (Argument, Claims, Evidence)</p>	<p>Short Answer Assessment</p> <p>Essay Presentation</p> <p>Independent Reading Journals</p> <p>Visual Vocabulary Activity</p>		
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	<ul style="list-style-type: none"> ● STL-1.I Subordination and coordination are used to express the intended relationship between ideas in a sentence. ● STL-1.J Writers frequently use coordination to illustrate a balance or equality between ideas. STL-1.K Writers frequently use subordination to illustrate an imbalance or inequality between ideas. ● STL-1.L The arrangement of clauses, phrases, and words in a sentence can emphasize ideas. ● STL-1.M Grammar and mechanics that follow established conventions of language enable clear communication. ● STL-1.N Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence. ● STL-1.O Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone. ● STL-1.P Some design features, such as italics or boldface, create emphasis. 					
Unit 8: The Purpose of Structure & Organization	<p>Unit Understandings:</p> <ul style="list-style-type: none"> ● RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. ● STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. <p>Essential Knowledge:</p> <ul style="list-style-type: none"> ● RHS-1.K Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer's purpose. 	4 Weeks	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p> <p>Practice Free Response Prompts</p>	<p>Argumentative Timed Writing</p> <p>Double-entry Journals</p> <p>Quizzes</p> <p>Short Answer Assessment</p> <p>Socratic Discussion</p>		

	<ul style="list-style-type: none"> ● RHS-1.L Writers' choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument. ● RHS-1.M Word choice may reflect writers' biases and may affect their credibility with a particular audience. ● RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument. ● STL-1.Q A writer's style is made up of the mix of word choice, syntax, and conventions employed by that writer. ● STL-1.R Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers' expectations or values. ● STL-1.S Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify. ● STL-1.T Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience's needs and/or advance a writer's purpose. 		<p>Entrance/Exit Slips</p> <p>Timed Writing Prompt Responses</p> <p>ACE Outlines (Argument, Claims, Evidence)</p>	<p>Independent Reading Journals</p> <p>Visual Vocabulary Activity</p>		
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Unit 9: Perspectives in Critical Reading & Writing	<p>Unit Understandings:</p> <ul style="list-style-type: none"> ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. <p>Essential Knowledge:</p> <ul style="list-style-type: none"> ● CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about. ● CLE-1.Z Evidence and sources will either support, complement, or contradict a writer's thesis. ● CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence. ● CLE-1.AB When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument. ● CLE-1.AC When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid. ● CLE-1.AD When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid. ● CLE-1.AE Transitions may be used to introduce counterarguments. ● CLE-1.AF Not all arguments explicitly address a counterargument 	2 Weeks	<p>Individual and Small Group Conferencing</p> <p>Text Annotations</p> <p>Close Reading Activities</p> <p>Practice Quizzes</p> <p>Practice Free Response Prompts</p> <p>Entrance/Exit Slips</p> <p>ACE Outlines (Argument, Claims, Evidence)</p>	<p>Double-entry Journals</p> <p>Short Answer Assessment</p>		
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Unit 10: Voice and Choice	Unit Understandings: <ul style="list-style-type: none"> ● RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. Essential Knowledge:	4 weeks	Individual and Small Group Conferencing College Application Essay Drafting Progress Logs	Book Club Presentation College Application Essay - Two Final Drafts		
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Unit #1: Arguments & Evidence

Enduring Understandings: <ul style="list-style-type: none"> ● Rhetorical Strategy (RHS) -1 Individuals write within a particular situation and make strategic writing choices based on that situation. ● Claims & Evidence (CLE) -1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 	Essential Questions: <ul style="list-style-type: none"> ● How do writers form critical reading, writing, and thinking habits? ● How do language choices influence the message and the audience?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or the author's perspective(s) develop over the course of the text. Example: Students will be reading Lou Gehrig's speech in this unit to analyze and evaluate how he portrays his perspective of gratitude through ethos, logos, and pathos.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Example: In rating the efficacy of Florence Kelley's address, students will judge the facets of child labor explicitly highlighted and its correlation to the implicit call to action regarding women's suffrage.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: Students will include the evaluation of their audience in determining the approach to subject matter in addressing particular audiences either within the workplace or as a representative of the workplace.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.R1.	What are the primary components of rhetorical strategies?	SOAPS/SOAPSTone: <ul style="list-style-type: none"> Subject, Occasion, Audience, Purpose, Speaker, Tone 	SOAPS/SOAPSTone Analysis	<i>The Tragedy of Macbeth</i> by William Shakespeare	Entrance/Exit Slips
NJSLS A.R2.	How does the use of SOAPS/SOAPSTone unlock deeper meaning in texts?	The three appeals: <ul style="list-style-type: none"> Ethos, Logos, Pathos 	Close Reading Activity <ul style="list-style-type: none"> 3 Phases of Close Reading 6 Steps to Close Reading 	<i>The Grammar Bible</i> by Michael Strumpf and Auriel Douglas	Individual and Small Group Conferencing
NJSLS A.R6.	What are the three appeals and how do I identify them within speeches and texts?	Types of Claims: <ul style="list-style-type: none"> Fact, Value, Policy 	Evaluating Teacher and Student models for: <ul style="list-style-type: none"> Independent Reading Journals Double-entry Journals 	<i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Edition 2018, Chapters 1-4	Practice Quizzes
RL.11-12.1.	What is the relationship between thesis, claims, and evidence?	Types of Thesis Statements: <ul style="list-style-type: none"> Closed, Open, Counterargument 	Student-teacher rubric and grading scale collaboration		Quizzes
RL.11-12.2	How does a counterargument function within a text as a reader or as a writer?	Rhetorical Strategy: <ul style="list-style-type: none"> RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 	Individual and Small Group Conferencing: <ul style="list-style-type: none"> Use of conference cards Use of student portfolios 	Suggested authors include: (Chapter 1) Lou Gehrig, King George VI, Alexandra Petri, (Chapter 2) Queen Elizabeth I, Florence Kelley, Winston Churchill, (Chapter 3) Roger Ebert, Anna Quindlen, Francine Prose, Nicholas Kristof, Thomas Jefferson, (Chapter 4) Laura Hillenbrand, Steven Pinker	Short Answer Assessment
W.11-12.1. W A	How do I formulate the three different types of thesis statements?	Claims & Evidence: <ul style="list-style-type: none"> CLE 3.A Identify and explain claims and evidence within an argument. CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim. 	Text Annotations		Formal Text-dependent Quizzes
W.11-12.1. W B			Revision Activities (esp. SOAPS responses)		Pre-Assessment AP Exam Multiple Choice Practice Test
NJSLS A.SL1.			Pre-Assessment AP Exam Multiple Choice Practice Test		Double-entry Journals
NJSLS A.SL2.			Deconstructing Free Response Prompts		Independent Reading Journals
NJSLS A.SL3.			ACE Outlines (Argument, Claims, Evidence)		SOAPS Response
			Free-writing		Text Annotations
			Brainstorming Webs		Close Reading
			Think/Pair/Share	No Red Ink - see 11th Grade No Red Ink Alignment	ACE Outlines (Argument, Claims, Evidence)
				Independent Reading Texts should include:	Practice AP Free Response Prompts

NJSLS A.SL.4.			Visual Vocabulary Activity	biography, autobiography, and memoir Rhetorical Devices List with definitions and examples	Rhetorical Analysis Timed Writing Argumentative Timed Writing Synthesis Timed Writing Timed Writing Prompt Responses College Application Essay - Outline/Draft Visual Vocabulary Activity Socratic Discussion
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Unit #2: Audience Perspective

Enduring Understandings: <ul style="list-style-type: none"> RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 	Essential Questions: <ul style="list-style-type: none"> How does culture influence the creation, translation, and interpretation of text? How do social or cultural perspectives shift the meaning of text? How do critical thinkers transfer critical writing techniques from one genre to the next (i.e. nonfiction to fiction)?
Interdisciplinary Connections <p>RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Example: Students will read two or more essays focusing on the issue of education, then create a response framing their own perspective using the anchor texts of Fareed Zakaria's <i>In Defense of a Liberal Education</i> and Frederick Douglass' "The Blessings of Liberty and Education."</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. Example: Students will be asked to determine their stance on education based on personal experience and various complex texts.</p>	
Career/Real World Connections <p>Example: Employees must recognize the values and beliefs of customers within their target demographic when engaging in advertising endeavors.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.R4.	How do I approach my subject matter?	Topic: Education <ul style="list-style-type: none"> Identify cultural beliefs using Raffel's <i>Beowulf</i> Pre- and Post-Twentieth Century perspectives through Fareed Zakaria's <i>In Defense of a Liberal Education</i> and Frederick Douglass' "The Blessings of Liberty and Education." Identify and evaluate reform proposals Speaker/Author: <ul style="list-style-type: none"> Considering author's values and beliefs 	Pre-Assessment AP Exam Multiple Choice Practice Test	<i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Ed 2018, Chapter 5 Suggested authors include: Frederick Douglass, Fareed Zakaria, Francine Prose, David Sedaris excerpts from <i>Beowulf</i> translated by Burton Raffel	Entrance/Exit Slips
NJSLS A.R5.	How do I determine which details and explanations I use in support of my overall message?		<ul style="list-style-type: none"> Review Answer Key Jigsaw Activity for Common Errors 		Individual and Small Group Conferencing
NJSLS A.R6.	How do authors deliberately take into account their specific audience?		Close Reading Activity		Practice Quizzes
RL.11-12.4.			<ul style="list-style-type: none"> 3 Phases of Close Reading 6 Steps to Close Reading 		Quizzes
RL.11-12.9			Evaluating Teacher and Student models for:		Short Answer Assessment
			<ul style="list-style-type: none"> Independent Reading Journals Double-entry Journals 		Formal Text-dependent Quizzes

<p>RI.11-1 2.6.</p> <p>NJSLS A.SL3.</p>	<p>How does support in non-fiction mirror or differ from writing techniques in fiction?</p>	<ul style="list-style-type: none"> Considering audience's values and beliefs Approaching subject matter Appealing to a specific audience <p>Rhetorical Strategy:</p> <ul style="list-style-type: none"> RHS 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs. <p>Claims & Evidence:</p> <ul style="list-style-type: none"> CLE 3.A Identify and explain claims and evidence within an argument. CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim. CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 	<p>Student-teacher rubric and grading scale collaboration</p> <p>Individual and Small Group Conferencing:</p> <ul style="list-style-type: none"> Use of conference cards Use of student portfolios <p>Text Annotations</p> <p>Revision Activities - revisiting thesis statements</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Free-writing</p> <p>Think/Pair/Share</p> <p>Visual Vocabulary Activity</p>	<p>No Red Ink - see 11th Grade No Red Ink Alignment</p> <p>Independent Reading Texts should include: memoir, satire, hero's journey</p> <p>Rhetorical Devices List with definitions and examples</p>	<p>Pre-Assessment AP Exam Multiple Choice Practice Test</p> <p>Independent Reading Journals</p> <p>SOAPS Response</p> <p>Text Annotations</p> <p>Close Reading</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Practice AP Free Response Prompts</p> <p>Rhetorical Analysis Timed Writing</p> <p>Argumentative Timed Writing</p> <p>Synthesis Timed Writing</p> <p>Timed Writing Prompt Responses</p> <p>College Application Essay - Two Final Drafts</p> <p>Visual Vocabulary Activity</p> <p>Socratic Discussion</p>
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Unit #3: Writer's Purpose - Methods of Organization

Enduring Understandings: <ul style="list-style-type: none"> ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● REO-1 Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. 	Essential Questions: <ul style="list-style-type: none"> ● How do authors' choices about organizational methods impact the reading experience? ● How does figurative language and other rhetorical devices enhance and develop a writer's purpose? ● Consider the impact of the context or occasion of a complex text. How, then, does exigence and occasion impact the efficacy of a piece of text?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Example: Students will summarize the explicit content in order to discover the implicit content in written and visual texts, especially when dealing with irony and/or satire.</p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Example: Students will engage in synthesis writing experiences that are scaffolded using graphic organizers featuring ACE (argument, claims, evidence).</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: In leadership positions it is imperative that the directives are clear and the purpose for that directive is transparent to build well-functioning working relationships; a captain of a baseball team, for example, needs to execute such directives while fostering team work.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.4.	How does an author separate their thesis from their purpose?	Topic: Popular Culture <ul style="list-style-type: none"> ● Reflecting society's values ● Evaluating values, icons, and trends ● Pre- and Post-Twentieth Century perspectives through James McBride's "Hip Hop Planet" and Mark Twain's "Corn-Pone Opinions" 	Pre-Assessment AP Exam Multiple Choice Practice Test	<i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Ed. 2018, Chapter 6	Entrance/Exit Slips
RL.11-12.9	How do authors balance the similarities and differences between their values and the values of their audience?		<ul style="list-style-type: none"> ● Review Answer Key ● Jigsaw Activity for Common Errors 		Individual and Small Group Conferencing
W.11-12.1. A			Close Reading Activity <ul style="list-style-type: none"> ● 3 Phases of Close Reading ● 6 Steps to Close Reading 	Suggested authors include: James McBride,	Practice Quizzes Quizzes

W.11-1 2.4. W.11-1 2.5. W.11-1 2.10. SL.11-1 2.1. A	How do readers determine an author's purpose?	<p>Purpose:</p> <ul style="list-style-type: none"> • The author is writing in order to...entertain, inform, call to action, persuade, etc. • Distinguish between thesis and purpose <p>Claims & Evidence:</p> <ul style="list-style-type: none"> • CLE 3.A Identify and explain claims and evidence within an argument. • CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim. <p>Reasoning & Organization:</p> <ul style="list-style-type: none"> • REO 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis. • REO 6.A Develop a line of reasoning and commentary that explains it throughout an argument. • REO 5.C Recognize and explain the use of methods of development to accomplish a purpose. • REO 6.C Use appropriate methods of development to advance an argument. 	<p>Evaluating Teacher and Student models for:</p> <ul style="list-style-type: none"> • Independent Reading Journals • Double-entry Journals <p>Student-teacher rubric and grading scale collaboration</p> <p>Individual and Small Group Conferencing:</p> <ul style="list-style-type: none"> • Use of conference cards • Use of student portfolios <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Think/Pair/Share</p> <p>Visual Vocabulary Activity</p>	<p>Mark Twain, David Denby, Hua Hsu</p> <p>No Red Ink - see 11th Grade No Red Ink Alignment</p> <p>Independent Reading Texts should include: memoir, psychology, archetypes, anthropology</p> <p>Rhetorical Devices List with definitions and examples</p>	<p>Short Answer Assessment</p> <p>Formal Text-dependent Quizzes</p> <p>Double-entry Journals</p> <p>Independent Reading Journals</p> <p>Text Annotations</p> <p>Close Reading</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Practice AP Free Response Prompts</p> <p>Synthesis Timed Writing</p> <p>Timed Writing Prompt Responses</p> <p>Visual Vocabulary Activity</p> <p>Socratic Discussion</p>
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Unit #4: Painting a Compelling Picture

Enduring Understandings: <ul style="list-style-type: none"> ● RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 	Essential Questions: <ul style="list-style-type: none"> ● How do language choices support the idea that what is NOT SAID is just as important as what IS SAID? ● How do written and visual texts evoke feelings of responsibility? ● How does well-chosen evidence influence the overall purpose and reading experience?
Interdisciplinary Connections <p>WHST.11-12.1. Write arguments focused on discipline-specific content. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Example: Students will write original responses that support the demands of synthesis writing, which includes adherence to standards of focus and cohesion.</p> <p>RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Example: Students will be evaluating multiple sources focused on the problems of the planetary environment.</p>	
Career/Real World Connections <p>Example: Young adults must make decisions about consumerism as influenced by their role as global citizens.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.6.	How do I identify the upcoming structure of a piece through text structures as well as content?	Topic: The Environment <ul style="list-style-type: none"> ● Individual Responsibility ● Research and Science ● Sustainable Eating Rhetorical Strategies: <ul style="list-style-type: none"> ● RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 	Pre-Assessment AP Exam Multiple Choice Practice Test <ul style="list-style-type: none"> ● Review Answer Key ● Jigsaw Activity for Common Errors Close Reading Activity <ul style="list-style-type: none"> ● 3 Phases of Close Reading ● 6 Steps to Close Reading 	<i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Ed. 2018, Chapter 7 Suggested authors include: Rachel Carson, Ralph Waldo Emerson, Wangari Maathai, E. O. Wilson	Entrance/Exit Slips Individual and Small Group Conferencing Practice Quizzes Quizzes Short Answer Assessment
RI.11-12.4.					
RI.11-12.6.	How do I make good choices of evidence for my argument?				
NJSLS A.W3.					

<p>NJSLS A.W5.</p> <p>W.11-12.2.D</p> <p>NJSLS A.L2.</p>	<p>What are the different kinds of evidence I can and should employ when supporting my main argument?</p>	<ul style="list-style-type: none"> RHS 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. <p>Claims & Evidence:</p> <ul style="list-style-type: none"> CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument. <p>Reasoning & Organization:</p> <ul style="list-style-type: none"> REO 5.C Recognize and explain the use of methods of development to accomplish a purpose. REO 6.C Use appropriate methods of development to advance an argument. 	<p>Evaluating Teacher and Student models for:</p> <ul style="list-style-type: none"> Independent Reading Journals Double-entry Journals <p>Student-teacher rubric and grading scale collaboration</p> <p>Individual and Small Group Conferencing:</p> <ul style="list-style-type: none"> Use of conference cards Use of student portfolios <p>Text Annotations</p> <p>Revision Activities - revisiting thesis statements</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Free-writing</p> <p>Think/Pair/Share</p> <p>Visual Vocabulary Activity</p>	<p>No Red Ink - see 11th Grade No Red Ink Alignment</p> <p>Independent Reading Texts should include: themes of environmental concerns</p> <p>Rhetorical Devices List with definitions and examples</p>	<p>Formal Text-dependent Quizzes</p> <p>Pre-Assessment AP Exam Multiple Choice Practice Test</p> <p>Independent Reading Journals</p> <p>Text Annotations</p> <p>Close Reading</p> <p>Practice AP Free Response Prompts</p> <p>Rhetorical Analysis Timed Writing</p> <p>Synthesis Timed Writing</p> <p>Timed Writing Prompt Responses</p> <p>Visual Vocabulary Activity</p> <p>Essay Presentation</p>
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Unit #5: Focus & Coherence

Enduring Understandings: <ul style="list-style-type: none"> • REO-1 Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. • STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. 	Essential Questions: <ul style="list-style-type: none"> • How do I cultivate my own style? • How do rhetorical situations impact style?
Interdisciplinary Connections <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Example: Students will conduct timed writing responses including rhetorical analysis and argumentative prompts.</p> <p>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. Example: Students will conduct both independent reading journals and double-entry journals.</p>	
Career/Real World Connections <p>Example: Organizational techniques relate to all areas of self-regulation, including setting priorities based on time, necessity, and/or health.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.R5.	What are the components of style?	Topic: Community <ul style="list-style-type: none"> • Oppression • Transcendentalism • Individual responsibility • Identity • Tradition Reasoning & Organization: <ul style="list-style-type: none"> • REO 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis. • REO 6.A Develop a line of reasoning and commentary that explains it throughout an argument. 	Pre-Assessment AP Exam Multiple Choice Practice Test <ul style="list-style-type: none"> • Review Answer Key • Jigsaw Activity for Common Errors 	<i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. E 2018, Chapter 8 Suggested authors include: Martin Luther King, Jr., Henry David Thoreau, Amy Tan, Ted Closson No Red Ink - see 11th Grade No Red Ink Alignment	Entrance/Exit Slips
NJSLS A.SL3.	What are techniques of transition and fluidity?				Individual and Small Group Conferencing
SL.11-12.1.	How are claims separate from evidence and/or support?		Close Reading Activity <ul style="list-style-type: none"> • 3 Phases of Close Reading • 6 Steps to Close Reading 		Practice Quizzes
NJSLS A.L6.	How do I take creative risks when organizing my claims and evidence?		Evaluating Teacher and Student models for: <ul style="list-style-type: none"> • Independent Reading Journals • Double-entry Journals 		Quizzes
L.11-12.2.					Short Answer Assessment
					Formal Text-dependent Quizzes

<p>A</p> <p>L.11-12</p> <p>.2.</p> <p>B</p>	<p>How do strategic organizational choices relate to my writing style?</p>	<ul style="list-style-type: none"> ● REO 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. ● REO 6.B Use transitional elements to guide the reader through the line of reasoning of an argument. <p>Style:</p> <ul style="list-style-type: none"> ● STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. ● STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 	<p>Student-teacher rubric and grading scale collaboration</p> <p>Individual and Small Group Conferencing:</p> <ul style="list-style-type: none"> ● Use of conference cards ● Use of student portfolios <p>Text Annotations</p> <p>Revision Activities - revisiting thesis statements</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Free-writing</p> <p>Think/Pair/Share</p> <p>Visual Vocabulary Activity</p>	<p>Independent Reading</p> <p>Texts should include: cause & effect, problem/solution, social justice</p> <p>Rhetorical Devices List with definitions and examples</p>	<p>Pre-Assessment AP Exam Multiple Choice Practice Test</p> <p>Double-entry Journals</p> <p>Independent Reading Journals</p> <p>Text Annotations</p> <p>Close Reading</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Practice AP Free Response Prompts</p> <p>Rhetorical Analysis Timed Writing</p> <p>Argumentative Timed Writing</p> <p>Timed Writing Prompt Responses</p> <p>Visual Vocabulary Activity</p> <p>Socratic Discussion</p>
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Unit #6: Advancing the Writer's Tone

Enduring Understandings: <ul style="list-style-type: none"> ● CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. 	Essential Questions: <ul style="list-style-type: none"> ● Consider the impact of evidence and language choices on ethos. How can a balanced argument, that avoids skipping components of a topic, promote ethos? ● How does style reach beyond the execution of strong diction?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. Examples: Students will use additional resources outside of class to support arguments during Socratic seminars.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Example: Students will employ these evaluation and determination techniques while reading excerpts of Geoffrey Chaucer's <i>The Canterbury Tales</i>.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: In order to build credibility, it is important to offer informed opinions on subjects like public health and safety when making decisions about school and work.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.R8.	How do I develop the implicit messages of my argument that comes from evidence choices, organization, and style?	Topic: Sports <ul style="list-style-type: none"> ● Values ● Reflections of the self in sports ● Collegiate Athletes 	Pre-Assessment AP Exam Multiple Choice Practice Test <ul style="list-style-type: none"> ● Review Answer Key ● Jigsaw Activity for Common Errors 	<i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Ed 2018, Chapter 9	Entrance/Exit Slips
RI.11-1 2.3.					Individual and Small Group Conferencing
RI.11-1 2.5.	How do I synthesize an argument based on the body of texts I've studied within the course and in other content areas?	Claims & Evidenc: <ul style="list-style-type: none"> ● CLE 3.A Reading – Identify and explain claims and evidence within an argument. ● CLE 4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim 	Close Reading Activity <ul style="list-style-type: none"> ● 3 Phases of Close Reading ● 6 Steps to Close Reading 	excerpts from <i>The Canterbury Tales</i> by Geoffrey Chaucer	Practice Quizzes
NJSLS A.W1.			Evaluating Teacher and Student models for:	Suggested authors include: Gay Talese,	Quizzes
					Short Answer Assessment

W.11-1 2.1. C	How do I maintain a credible tone while implementing personal experience as evidence?	<ul style="list-style-type: none"> ● CLE 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. ● CLE 4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument 	<ul style="list-style-type: none"> ● Independent Reading Journals ● Double-entry Journals 	Frances Willard, Theodore Roosevelt, Jane Smiley	Formal Text-dependent Quizzes
SL.11-1 2.1. C	How do I vary my evidence choices as a strategy for compositional risk?	<ul style="list-style-type: none"> ● STL 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. ● STL 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 	Student-teacher rubric and grading scale collaboration	No Red Ink - see 11th Grade No Red Ink Alignment	Pre-Assessment AP Exam Multiple Choice Practice Test
	How do I elevate my execution of style?	Style: <ul style="list-style-type: none"> ● STL 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. ● STL 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 	Individual and Small Group Conferencing: <ul style="list-style-type: none"> ● Use of conference cards ● Use of student portfolios Text Annotations Revision Activities - revisiting thesis statements ACE Outlines (Argument, Claims, Evidence) Free-writing Think/Pair/Share Visual Vocabulary Activity	Independent Reading Texts should include: fiction, texts that switch character perspectives while maintaining the author’s unique style (Mary Wolstonecraft Shelley, Jodi Picoult, Toni Morrison, Celeste Ng, Chimamanda Ngozi Adichie) Rhetorical Devices List with definitions and examples	Double-entry Journals Independent Reading Journals Text Annotations Close Reading ACE Outlines (Argument, Claims, Evidence) Practice AP Free Response Prompts Argumentative Timed Writing Synthesis Timed Writing Timed Writing Prompt Responses Visual Vocabulary Activity Socratic Discussion

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Unit #7: Clarifying Focus & Style

Enduring Understandings: <ul style="list-style-type: none"> • RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation • CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. • STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. 	Essential Questions: <ul style="list-style-type: none"> • How do I include voices beyond my station and socio-economic group? • How do I discover my writing purpose and voice?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Example: Students will revise former timed writing assignments to develop skills of reflection and revision.</p> <p>WHST.11-12.10. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Example: Students will offer their interpretations of complex texts through journal prompts based on appropriately rigorous texts.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: During job and internship interviews it is important to speak with clarity and focus, while showcasing unique personality traits suited to that position.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.R3.	How do I utilize pacing to intensify my main focus?	Topic: Money <ul style="list-style-type: none"> • Haves and Have-nots • Inequities • College Costs 	Pre-Assessment AP Exam Multiple Choice Practice Test <ul style="list-style-type: none"> • Review Answer Key • Jigsaw Activity for Common Errors 	<i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Ed 2018, Chapter 10	Entrance/Exit Slips
RL.11-12.5.	How do I develop transitions that are both functional and artistic?	Rhetorical Strategies: <ul style="list-style-type: none"> • RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 	Close Reading Activity <ul style="list-style-type: none"> • 3 Phases of Close Reading • 6 Steps to Close Reading 	Suggested authors include: Barbara Ehrenreich, Jonathan Swift, Carmen Maria Machado, Matthew Desmond	Individual and Small Group Conferencing
RL.11-12.6.	How do I use techniques of classification and definition in speaking and writing to support my main argument?		Evaluating Teacher and Student models for:		Practice Quizzes
RL.11-12.10.					Quizzes
					Short Answer Assessment

<p>RI.11-1 2.4.</p> <p>RI.11-1 2.5.</p> <p>NJSLS A.W9.</p>	<p>How do I utilize rhetorical techniques of repetition purposefully (not redundantly)?</p>	<ul style="list-style-type: none"> ● RHS 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. <p>Claims & Evidence:</p> <ul style="list-style-type: none"> ● CLE 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. ● CLE 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives. <p>Style:</p> <ul style="list-style-type: none"> ● STL 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. ● STL 8.B Write sentences that clearly convey ideas and arguments. ● STL 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. ● STL 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively. 	<ul style="list-style-type: none"> ● Independent Reading Journals ● Double-entry Journals <p>Student-teacher rubric and grading scale collaboration</p> <p>Individual and Small Group Conferencing:</p> <ul style="list-style-type: none"> ● Use of conference cards ● Use of student portfolios <p>Text Annotations</p> <p>Revision Activities - revisiting thesis statements</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Free-writing</p> <p>Think/Pair/Share</p> <p>Visual Vocabulary Activity</p>	<p>No Red Ink - see 11th Grade No Red Ink Alignment</p> <p>Independent Reading Texts should include: non-fiction or fiction texts; possible authors include Charles Dickens, Kahled Hosseini, Kathryn Stockett, F. Scott Fitzgerald</p> <p>Rhetorical Devices List with definitions and examples</p>	<p>Formal Text-dependent Quizzes</p> <p>Pre-Assessment AP Exam Multiple Choice Practice Test</p> <p>Double-entry Journals</p> <p>Independent Reading Journals</p> <p>Text Annotations</p> <p>Close Reading</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Practice AP Free Response Prompts</p> <p>Argumentative Timed Writing</p> <p>Synthesis Timed Writing</p> <p>Timed Writing Prompt Responses</p> <p>Visual Vocabulary Activity</p> <p>Essay Presentation</p>
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Unit #8: The Purpose of Structure & Organization

Enduring Understandings: <ul style="list-style-type: none"> RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. 	Essential Questions: <ul style="list-style-type: none"> How do I develop conviction in my writing? How do I recognize opportunities for compositional risks?
<p align="center">Interdisciplinary Connections</p> <p>WHST.11-12.2.E. Provide a concluding paragraph or section that supports the argument presented. Example: Students will develop closing paragraphs or sentences in short answer assessments and practice AP Free Response prompts.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Example: Students will change the length and structure of written responses to adhere to the varied constraints of writing tasks, e.g. short answer assessments and double-entry journals require multi-sentence responses while timed writings and take-home journals require multi-page responses.</p>	
<p align="center">Career/Real World Connections</p> <p>Example: Students are working to develop vivid and persuasive writing for high stakes writing such as college application essays.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
W.11-12.4. NJSLS A.SL3. L.11-12.4. A L.11-12.4. B L.11-12.4. C	<p>How do I take a stance on a topic when I have no strong opinion either way?</p> <p>What are the elements of syntax?</p> <p>How do I revise to produce a more active voice?</p> <p>How do I revise to create sentence variation?</p> <p>How do I specifically advance the opening and</p>	<p>Topic: Gender</p> <ul style="list-style-type: none"> Roles Inequities <p>Approach:</p> <ul style="list-style-type: none"> taking risks revising for variety and maturity revisiting active v. passive voice <p>Rhetorical Strategies:</p> <ul style="list-style-type: none"> RHS 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs. 	<p>Pre-Assessment AP Exam Multiple Choice Practice Test</p> <ul style="list-style-type: none"> Review Answer Key Jigsaw Activity for Common Errors <p>Close Reading Activity</p> <ul style="list-style-type: none"> 3 Phases of Close Reading 6 Steps to Close Reading <p>Evaluating Teacher and Student models for:</p> <ul style="list-style-type: none"> Independent Reading Journals Double-entry Journals 	<p><i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Ed 2018, Chapter 11</p> <p>Suggested authors include: Alice Walker, Virginia Woolf, Judy Brady, Brent Staples, Andrew Reiner</p> <p>No Red Ink - see 11th Grade No Red Ink Alignment</p>	<p>Entrance/Exit Slips</p> <p>Individual and Small Group Conferencing</p> <p>Practice Quizzes</p> <p>Quizzes</p> <p>Short Answer Assessment</p> <p>Formal Text-dependent Quizzes</p>

SL.11-1 2.5.	closing sections of my final products (written or verbal)?	<ul style="list-style-type: none"> ● Style: ● STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. ● STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. ● STL 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. ● STL 8.B Write sentences that clearly convey ideas and arguments. 	<p>Student-teacher rubric and grading scale collaboration</p> <p>Individual and Small Group Conferencing:</p> <ul style="list-style-type: none"> ● Use of conference cards ● Use of student portfolios <p>Text Annotations</p> <p>Revision Activities - revisiting thesis statements</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Free-writing</p> <p>Think/Pair/Share</p> <p>Visual Vocabulary Activity</p>	<p>Independent Reading</p> <p>Texts should include: memoir, satire, fiction; possible authors include Tina Fey, Jacob Tobia, Linda L. Lindsey, Tennessee Williams</p> <p>Rhetorical Devices List with definitions and examples</p>	<p>Pre-Assessment AP Exam Multiple Choice Practice Test</p> <p>Double-entry Journals</p> <p>Independent Reading Journals</p> <p>Text Annotations</p> <p>Close Reading</p> <p>ACE Outlines (Argument, Claims, Evidence)</p> <p>Practice AP Free Response Prompts</p> <p>Argumentative Timed Writing</p> <p>Timed Writing Prompt Responses</p> <p>Visual Vocabulary Activity</p> <p>Socratic Discussion</p>
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Unit #9: Perspectives in Critical Reading & Writing

Enduring Understandings: <ul style="list-style-type: none"> CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 	Essential Questions: <ul style="list-style-type: none"> What are my responsibilities to my family, my school, and my community? How do I influence change in the current social movements? How do I define my place as an adult member of my community?
<p align="center">Interdisciplinary Connections</p> <p>WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Example: Students will investigate problems and propose solutions in informal Socratic seminars on the topic of justice.</p> <p>WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Example: Students will conduct a formal Final Research project.</p>	
<p align="center">Career/Real World Connections</p> <p>Example: Students will make application decisions based on independent research concerning college and career paths.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.R8.	How do I decipher a topic for investigation?	Topic: Justice <ul style="list-style-type: none"> laws politics 	Pre-Assessment AP Exam Multiple Choice Practice Test <ul style="list-style-type: none"> Review Answer Key Jigsaw Activity for Common Errors 	<i>The Language of Composition: Reading, Writing, Rhetoric</i> 3rd. Ed 2018, Chapter 12	Entrance/Exit Slips
RL.11-12.1.	How do I evaluate and organize my sources and evidence?	Claims & Evidence <ul style="list-style-type: none"> CLE 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. 	Informal Socratic seminar: <ul style="list-style-type: none"> developing and evaluating talking points 	Suggested authors include: Ta-Nehisi Coates, Henry David Thoreau, George Orwell, Jennifer	Individual and Small Group Conferencing
NJSLS A.W6.	Which format for final production will most benefit the purpose of my research?	<ul style="list-style-type: none"> CLE 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives. 	Final Research Project: <ul style="list-style-type: none"> topic and thesis creation 		Progress Logs
NJSLS A.W7.					Final Research Project

NJSLS A.W8	How do I create a cohesive multimedia presentation on a social issue of my choice?		<ul style="list-style-type: none"> ● drafting ● conferencing ● editing/revising ● publishing 	Lackey, Bryan Stevenson	
NJSLS A.W9.				Independent Reading Texts should include: classic texts reflecting one or more of the topics covered throughout the year	
NJSLS A.W10.	How do I employ the critical reading, writing, and thinking strategies I learned this year?		<p>Individual Conferencing:</p> <ul style="list-style-type: none"> ● Use of conference cards ● Use of student portfolios <p>Text Annotations</p> <p>Literature Circle</p> <ul style="list-style-type: none"> ● Roles ● Progress Logs 		

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Unit #10: Voice & Choice

Enduring Understandings: <ul style="list-style-type: none"> 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively. 	Essential Questions: <ul style="list-style-type: none"> How can text structures develop the dominant impression of a text? How does the breaking of grammar conventions support effective communication?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. Example: Students will compare and contrast successful admissions' essays and execute appropriate techniques for their original pieces.</p> <p>WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Example: Students will gather and present information as independent reading texts from book clubs.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: Students will complete final copies of high-stakes writing, such as the college application essay.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.1	How do I strike a balance between accuracy of events and creative risks with language?	College Application Essay: <ul style="list-style-type: none"> taking creative risks revising/editing stages peer-evaluation 	Pre-Assessment AP Exam Multiple Choice Practice Test <ul style="list-style-type: none"> Review Answer Key Jigsaw Activity for Common Errors 	Independent Reading Texts should include: classic texts reflecting one or more of the topics covered throughout the year	Entrance/Exit Slips
RL.11-12.2	How do I build complexity, irony, and/or satire to support my perspective on the subject matter?	Book Club Presentations: <ul style="list-style-type: none"> Assigned Roles Reading Schedules Conferencing Multimedia implementation 	Evaluating Teacher and Student models for: <ul style="list-style-type: none"> Independent Reading Journals Double-entry Journals 	College Application Essay Common App Prompts: https://www.commonapp.org/apply/essay-prompts	Conferencing
RL.11-12.3					College Application Essays
SL.11-12.5.	What are effective techniques that purposefully break grammar conventions?	Style: <ul style="list-style-type: none"> STL 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 	Student-teacher rubric and grading scale collaboration	Essays That Worked:	Progress Logs
NJSLS A.L.5.					Book Club Presentations

L.11-12 .1.	How do I independently investigate text effectively?	<ul style="list-style-type: none"> ● STL8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively. 	Individual and Small Group Conferencing: <ul style="list-style-type: none"> ● Use of conference cards ● Use of student portfolios Text Annotations College Application Essays: <ul style="list-style-type: none"> ● peer-evaluation ● conferencing 	https://apply.jhu.edu/application-process/essays-that-worked/	
L.11-12 .5.	How do I decipher effective and pertinent connections through mulit-media sources?				
L.11-12 .6.					

*Enduring Understandings and Skills are adapted from the college board at the following [link](#).

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
|---|---|

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence

<ul style="list-style-type: none"> reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Visual and verbal reminders • Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities

- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>

- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>