

BLOOMFIELD BOARD OF EDUCATION

Administration Offices

155 Broad Street

Bloomfield, NJ 07003

ELA 11: AP English Language and Composition/American Literature
Curriculum Guide
Grade 11
2017

Prepared by:

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Conforms to the New Jersey Student Learning Standards

Board Approved: August 22, 2017

Course Description

English III: American Literature and AP Language and Composition

Introduction: This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. This curriculum is aligned with both the New Jersey Student Learning Standards (NJSLS), the 21st century life and careers standards, Technological Literacy, and mandates set forth in the most recent adoption by the New Jersey State Board of Education in May 2016. The NJSLS demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course.

Format/Mapping/Sequence: The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each course curriculum document is written as a series of units containing established goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates mentor/anchor texts, required tasks, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands. As well, the order of the units is a suggestion and a teacher may introduce the units as he/she feels best meets the needs of the class, keeping in mind the scaffolding of skill development suggested.

Pacing: There are 5 primary units, each designating reading, writing, and speaking/listening skills with language skills embedded in reading and writing activities. Each of the units provides a suggested time frame of varying lengths between 4 and 9 weeks, taking into consideration the time needed to provide opportunity to prepare for and practice simulated AP testing scenarios. The AP Language and Composition course is designed to offer eleventh grade students the opportunity to tackle college-level text and tasks to concentrate their knowledge in reading and writing skills on nonfiction texts to better critically read and write in a variety of rhetorical situations. The course is organized to meet the requirements and guidelines of the current AP English Course description. Students will build on the critical reading and writing skills cultivated during freshman and sophomore year while studying American literature with an increased emphasis on nonfiction texts in each historical period. Students will also extend their vocal and visual communication skills.

Resources: In each unit, both electronic and print resources are provided. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. A valuable site that should be referenced in planning is <http://www.state.nj.us/education/aps/cccs/lal/>

Adopted Text(s)

The Language of Composition: Reading, Writing, Rhetoric - Second Edition - Editors Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses

Adopted Resources

Barron's AP English Language and Composition
Everything's An Argument - Andrea Lunsford and John J. Ruszkiewicz
The Norton Sampler - Seventh Edition - Short Essays for Composition - Thomas Colley
50 Essays: A Portable Anthology - Samuel Cohen
The Scarlet Letter - N. Hawthorne
The Great Gatsby - F. S. Fitzgerald
The Things They Carried - T. O'Brien
The Bluest Eye - T. Morrison
The Adventures of Huckleberry Finn - M. Twain
Hamlet - W. Shakespeare

Additional Resources

Blogs through Office 365 / Google
CollegeBoard.com
Google Suite
Newsela Pro
NewYorkTimes.com

Unit 1

Unit #1:	Course Orientation, Introduction to Close Reading, and Rhetorical Awareness
Timeframe:	3-4 Weeks
Subject/Topic:	ELA/ AP English Language and Composition
DESIRED RESULTS	
Established Goals:	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning</p>

	<p>and relevant and sufficient evidence. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. 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. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed</p>
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	<p>rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Enduring Understandings:	<ul style="list-style-type: none"> • Rhetoric is the art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques • Authors use rhetoric to emphasize different points of view. • The purpose of the AP English Language and Composition exam is to test reader's ability to read, analyze, and express understanding of nonfiction texts. • Successful analysis comes from time management, self reflection, and critical thinking.
Essential Questions:	<ul style="list-style-type: none"> • What is rhetoric? • How do authors use rhetoric to emphasize their points of view? • What is the purpose of AP testing? • How does skill development affect success in an AP testing situation?
Critical Vocabulary	<p>Rhetoric Synthesis Figurative Language Ethos Pathos Logos</p>
All Students Will Know and Be Able To. . .	<p>Readers will know and be able to:</p> <ul style="list-style-type: none"> • Read and analyze an author's work for rhetoric. Students will be able to break down the reading and better understand the author's point of view by understanding and analyzing the author's use of rhetoric. <p>Writers will know and be able to:</p> <ul style="list-style-type: none"> • Analyze texts for rhetoric. Students will be able to identify ethos, logos, and pathos in their rhetorical analysis essays. <p>Speakers/Listeners will know and be able to:</p> <ul style="list-style-type: none"> • Articulate the difference between ethos, pathos, and logos.

EVIDENCE OF STUDENT LEARNING	
Formative Performance Task:	<ul style="list-style-type: none"> • Perform close readings of a variety of texts both fiction and nonfiction • Research definitions and examples of rhetorical terms • Analyze a variety of texts to identify the rhetorical terms as they learn them • Study and complete activities on ethos, logos, and pathos • Participate in a gallery walk of advertisements to determine ethos, pathos, or logos • Write rhetorical analysis essays • Edit and revise essays • Define literary terms as they appear in the literature • Organize notes on AP multiple choice strategies • Critique nonfiction essays
Summative Performance Task:	<ul style="list-style-type: none"> • Rhetorical Analysis: Read, annotate, and analyze 2 different nonfiction texts. Write a rhetorical analysis for both essays. Conduct small group workshops in class, then choose ONE essay to revise, edit, and hand in one to be assessed. • Close Reading: After reading <i>The Things They Carried</i> for summer reading, complete a close reading of the novel and write a one page analysis of the novel based on close reading exercises learned in class.
Formal Evidence of Learning & Progress:	<p>Written Responses Rhetorical Analysis Essays Practice AP multiple choice questions Journals Checklists Examinations of Student Work Peer Editing Socratic Seminars</p>
Informal Evidence of Learning & Progress:	<p>Pre-Assessments Annotations Vocabulary notebooks Think, Pair, Share Journals Checklists</p>

	Peer Review Score sample AP essays using AP rubrics Informal Observations/Dialogues Small group discussions Examinations of Student Work Self-Assessment /Reflection
LEARNING PLAN	
Required Activities:	<ul style="list-style-type: none"> • Create and maintain Vocabulary notebooks • Establish norms and systems for Socratic Seminars, blogging, classroom procedures, and test taking strategies • Read “What do Students Need to Know about Rhetoric?” - H. Roskelly and have a Socratic Seminar discussing the term rhetoric. Develop a class definition for the term. • Review different AP rubrics and make sure students fully understand how AP essays will be graded • Read, annotate, and analyze “Cripple” by N. Mairs • Read, annotate, and analyze “Superman and Me” by S. Alexie • Write rhetorical analysis essays • Identify and differentiate between ethos, logos, and pathos • Revise essays • Critique essays
Required Resources:	The Language of Composition: Reading, Writing, Rhetoric - Second Edition
Suggested Activities:	<ul style="list-style-type: none"> • Peer edit rhetorical analysis essays by sharing the documents on Google Word. • Analyze sample AP rhetorical analysis essays • Write reflections on their own writings after they receive their initial grades based on AP rubrics • Choose a nonfiction essay to annotate and analyze for rhetoric • Complete a variety of multiple choice practice questions • Identify AP test taking strategies • Summarize the different parts of the AP exam • Define literary terms as they appear in the literature • Critique a variety of nonfiction essays

	Make observations about nonfiction essays using the AP rubrics as a guide
Suggested Resources:	“What do Students Need to Know about Rhetoric?” - H. Roskelly “On Being a Cripple” - N. Mairs “Superman and Me” - S. Alexie <i>Everything’s an Argument</i> - Chapters 1-5, 18-20 <i>The Norton Sampler</i> , Cooley, Introduction and Chapter 1
Strategies for Differentiation:	Student grouping for peer review will be at teacher’s discretion Student choice for graded essay Student choice for practice rhetorical analysis essays to annotate Small groups, and even one-on-one meetings with the teacher as necessary for peer review

Unit 2

Unit #2:	Gender
Timeframe:	5 Weeks
Subject/Topic:	ELA/ AP English Language and Composition
DESIRED RESULTS	
Established Goals:	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text

	<p>leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that</p>
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	<p>which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. 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. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>
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	<p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems. CRP11. Use technology to enhance productivity.</p>
Enduring Understandings:	<ul style="list-style-type: none"> • Gender roles are an idea constructed by society based on masculine and feminine traits. • Gender roles are constantly evolving based on societal changes.. • As society changes, gender roles are constantly redefined and traditional ideas of masculine and feminine are redefined. • Successful analysis comes from time management, self reflection, and critical thinking. • Synthesis is the ability to look across a group of literature and draw conclusions to support a central claim.
Essential Questions:	<ul style="list-style-type: none"> • What are gender roles? • How have gender roles evolved? • What is the impact of the gender roles that society creates and enforces? • How does skill development affect success in an AP testing situation? • What does it mean to synthesize information?
Critical Vocabulary	<p>Gender Synthesis Ostracism Syntax Diction Parallelism Metaphor Simile</p>
All Students Will Know and Be Able To. . .	<p>Readers will know and be able to:</p> <ul style="list-style-type: none"> • Read, annotate, and analyze texts for gender identification and better understand the impact of societal gender roles.

	<p>Writers will know and be able to:</p> <ul style="list-style-type: none"> • Synthesize different literary texts in an attempt to prove a claim. <p>Speakers/Listeners will know and be able to:</p> <ul style="list-style-type: none"> • Articulate the different ways that gender has been defined by society and explain how gender roles have evolved over time as witnessed through the literature in this unit.
<h2>EVIDENCE OF STUDENT LEARNING</h2>	
Formative Performance Task:	<ul style="list-style-type: none"> • Annotate school-owned novels using Post-It notes to identify unfamiliar vocabulary and identify the rhetorical and stylistic choices the author makes. • Participate in whole class seminars discussing key elements of the novel by presenting their questions, citing page numbers to document the basis of their questions, and respond to others • Record facts, questions, and personal reactions to the literature in interactive blogs • Interact with one another in online blogging communities outside of the physical classroom • Draft synthesis essays • Edit and revise essays • Collaborate in small groups to critique pieces of nonfiction texts • Demonstrate understanding of synthesis in small class discussions • Argue the different points of view on gender roles that are shown throughout the literature • Locate examples of gender roles in the literature
Summative Performance Task:	<ul style="list-style-type: none"> • Synthesis essay: Read, analyze, and integrate sources and write an essay that synthesizes at least 3 sources in order to defend, challenge, or qualify a statement about gender roles in American history. • Definition essay: define ostracism and explain how it applies to gender in <i>The Scarlet Letter</i>. • Close Reading: analyze Hawthorne's three scaffold scenes to trace the author's tone, figurative language, irony, and setting to convey the changes in Hester, Mr. Dimmesdale, and Chillingworth.
Formal Evidence of Learning & Progress:	<p>Written Responses Synthesis Essay Practice AP multiple choice questions Peer editing Blogs Journals Checklists</p>

	Examinations of Student Work Socratic Seminars
Informal Evidence of Learning & Progress:	Vocab notebooks Presentations Annotations Pre-Assessments Blogs Journals Checklists Peer Review Informal Observations/Dialogues Socratic Seminars Examinations of Student Work Self-Assessment /Reflection
LEARNING PLAN	
Required Activities:	<ul style="list-style-type: none"> • Create and maintain vocabulary notebooks • Read, annotate, and analyze texts to better understand gender created roles in society • Articulate the different gender roles that are represented in the literature • Read, annotate, and analyze Hester Prynne's ostracism in <i>The Scarlet Letter</i> • Synthesize sources on gender roles • Write a synthesis essay • Develop a working definition of gender roles • Compare and contrast different ideals of gender roles • Interpret gender roles in multiple ways • Predict how different authors of the same time period will define gender roles in literature
Required Resources:	<i>The Scarlet Letter</i> - N. Hawthorne
Suggested Activities:	<ul style="list-style-type: none"> • Read, annotate, and analyze a selection of poetry written by women for changes in theme and style over

	<p>the years</p> <ul style="list-style-type: none"> ● Maintain a blog as an online, interactive journal while reading <i>The Scarlet Letter</i> so they can discuss the novel and interact outside of the physical classroom ● View short clips of various film adaptations of the novel posted on Google Classroom ● Read, annotate, and analyze short nonfiction essays on the topic of gender for rhetorical style ● Synthesize different sources to defend, qualify, or challenge a statement about the role of gender in American literature ● Articulate different opinions on the literature ● Make observations about gender roles in today's society ● Reflect on their own writings after reviewing the AP rubrics ● Use context clues to make inferences about nonfiction texts ● Identify patterns in author's writing styles
Suggested Resources:	<p>Blogs through Office 365 / Google</p> <p><i>The Fall of the House of Usher</i> - E. A. Poe</p> <p><i>Minister's Black Veil</i> - N. Hawthorne</p> <p><i>Story of an Hour</i> - K. Chopin</p> <p><i>Chrysanthemums</i> - J. Steinbeck</p> <p><i>Everyday Use</i> - A. Walker</p> <p>Selections from <i>Woman Warrior</i> - M. H. Kingston</p> <p>"To My Dear and Loving Husband" - A. Bradstreet</p> <p>Select poems by E. Dickinson</p> <p>"Ain't I a Woman?" - S. Truth</p> <p>"Letters" - A. & J. Adams</p> <p>"I Want a Wife" - J. Brady</p> <p>"Watching Oprah from Behind a Veil" - J. Jacoby</p> <p>"The Politics of Muscle" - G. Steinman</p>
Strategies for Differentiation:	<p>Small group instructions</p> <p>Teacher-created blogging groups</p> <p>Student choice on essays</p> <p>Viewing clips on Google classroom</p>

Unit 3

Unit #3:	The American Dream
Timeframe:	6-8 Weeks
Subject/Topic:	ELA/ AP English Language and Composition
DESIRED RESULTS	
Established Goals:	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and</p>

	<p>background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and</p>
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	<p>examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. 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. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p>8.1.12.A.3</p> <p>Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. C. Communication and Collaboration: Students use digital media and environments to communicate and work</p>
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	<p>collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems. CRP11. Use technology to enhance productivity.</p>
Enduring Understandings:	<ul style="list-style-type: none"> • The American Dream is the ability to be free, find success, and be happy and prosperous. • Since the beginning of American Literature through today, the ideals of the American Dream are constantly evolving to include current societal ideals of happiness. • The key elements of an AP argumentative essay are to have support for your argument and be able to prediction your opposition's argument by including at least one refutation in your writing. • Successful analysis come from time management, self reflection, and critical thinking.
Essential Questions:	<ul style="list-style-type: none"> • How is the American Dream defined in literature? • How has the definition of the American Dream evolved over time? • What are the key elements of an AP argumentative essay? • How does skill development affect success in an AP testing situation?
Critical Vocabulary	<p>American Dream Argumentative writing Allusion Characterization Colloquialism Foreshadowing Symbolism Irony Flashback Narrative voice</p>
All Students Will Know and Be Able To. . .	<p>Readers will know and be able to:</p> <ul style="list-style-type: none"> • Define the American Dream and read and analyze texts to see how the American Dream has changed and adapted over time. <p>Writers will know and be able to:</p> <ul style="list-style-type: none"> • Analyze different ways in which the American Dream has been presented throughout the years

	Speakers/Listeners will know and be able to: <ul style="list-style-type: none"> Present their own ideas on the American Dream
EVIDENCE OF STUDENT LEARNING	
Formative Performance Task:	<ul style="list-style-type: none"> Read <i>The Great Gatsby</i> and annotate the school-owned novel using Post-It notes to identify unfamiliar vocabulary Understand the impact of first person narrative voice Identify the rhetorical and stylistic choices the author makes. Participate in whole class seminars discussing key elements of the novel by presenting their questions, citing page numbers to document the basis of their questions, and will contribute responses to those questions citing evidence from the text to support their inferences and conclusions Record facts, questions, and personal reactions to the literature in interactive blogs Evaluate different author's representation of the American Dream Organize notes on the timeline of Jay Gatsby's life versus the flashback perspective of the novel Cite key phrases in literature that show narrative voice Predict the outcome of <i>The Great Gatsby</i> Compare and contrast the novel <i>The Great Gatsby</i> to movie interpretations
Summative Performance Task:	<ul style="list-style-type: none"> Analysis Essay: Using <i>The Great Gatsby</i>, selections of poetry from the Harlem Renaissance, the Declaration of Independence, selections from "The Iroquois Constitution", and selections from Thoreau's "Civil Disobedience", write an essay exploring the concept of the American Dream and opportunity to achieve the American Dream. Conference at least once with the teacher on essay in draft form before submitting a final copy for a writing score. AP Simulation Essay: write an essay analyzing the arguments in "The Declaration of Independence". This will be a timed essay.
Formal Evidence of Learning & Progress:	Peer Editing Written Responses Essays Practice AP multiple choice questions Presentations Journals Blogs Checklists

	Examinations of Student Work Socratic Seminars
Informal Evidence of Learning & Progress:	Vocab notebooks Exit Cards Presentations Pre-Assessments Blogs Journals Checklists Peer Review Informal Observations/Dialogues Socratic Seminars Examinations of Student Work Self-Assessment /Reflection
LEARNING PLAN	
Required Activities:	<ul style="list-style-type: none"> • Create and maintain Vocabulary notebooks • Read, annotate, and analyze <i>The Great Gatsby</i> with a focus on the American Dream • Read, annotate, and analyze a variety of texts spanning many years in American literature to better understand the evolving American Dream • Synthesize different texts in a written essay exploring the concept of the American Dream and the opportunities to achieve the American Dream • Argue personal ideas of the American Dream • Cite quotes that support personal ideas on the American Dream • Compare Gatsby's search for the American Dream to another character from literature • Delineate American ideals as outlined in <i>The Declaration of Independence</i>
Required Resources:	<i>The Great Gatsby</i> - F. S. Fitzgerald
Suggested Activities:	<ul style="list-style-type: none"> • Maintain a blog as an online, interactive journal while reading <i>The Great Gatsby</i> so they can discuss the

	<p>novel and interact outside of the physical classroom</p> <ul style="list-style-type: none"> • View different clips of film adaptation of <i>The Great Gatsby</i> to discuss how the message of the novel has even changed throughout time as the novel is remade into movies • Articulate viewpoints on the American Dream in Socratic Seminars • Read and analyze different poems and then write imitations of those poets to show how writing styles change over time • Create a visual timeline of Gatsby's life using Google Slides to show the linear development of the character • Write a persuasive paper on how attainable, or unattainable, the American Dream truly is • Peer edit essays • Interpret the Iroquois Constitution and inference how much influence the ideals had on the American Constitution
Suggested Resources:	<p>Blogs through Office 365/Google</p> <p><i>Raisin in the Sun</i> -L. Hansberry</p> <p>"Navajo Origin Legend"</p> <p>"Iroquois Constitution"</p> <p>The Declaration of Independence</p> <p>Selections from "Civil Disobedience" - Thoreau</p> <p>Selected Poems by W. Whitman</p> <p>Selected Poems by R. Frost</p> <p>Selections from <i>The Things They Carried</i> - T. O'Brien</p> <p>"Ground Zero" - M. Bloomberg</p> <p>"How to Restore the American Dream" - F. Zakaria</p> <p>"I Have a Dream" - M. L. King, Jr,</p> <p>"Se Habla Espanol" - T. Barrientos</p> <p>"The Ashen Guy" - T. Beller</p>
Strategies for Differentiation:	<p>Teacher-created blogging groups</p> <p>Viewing of different versions of the film</p> <p>Visual timeline options for the students (Slides, Prezi, etc.)</p> <p>Student choice in essays and poems</p> <p>Student choice in partners for the first round of peer editing</p> <p>One-on-one meetings with teacher to discuss progress with writing</p>

Unit 4

Unit #4:	Community
Timeframe:	8-9 weeks
Subject/Topic:	ELA/ AP English Language and Composition
DESIRED RESULTS	
Established Goals:	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with</p>

	<p>multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile,</p>
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and analogy to manage the complexity of the topic. E. 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. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.

8.1.12.A.3
 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with learners of other cultures.

	Contribute to project teams to produce original works or solve problems. CRP11. Use technology to enhance productivity.
Enduring Understandings:	<ul style="list-style-type: none"> • A community is feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals. • Some literature portrays a sense of responsibility of the individual to the community and other literature alleviates all responsibility of the individual to the community. • Research papers are an important process of teaching students how to evaluate research, outline, draft, and edit cited papers. • Successful analysis comes from time management, self reflection, and critical thinking.
Essential Questions:	<ul style="list-style-type: none"> • How is community defined in different pieces of literature? • What is the relationship between the individual and the community? • How does the research paper help improve student writing? • How does skill development affect success in an AP testing situation?
Critical Vocabulary	Community Literary Lenses Gender Lens Racial Lens Psychoanalytical Lens Marxist Lens Juxtaposition Oxymoron Satire
All Students Will Know and Be Able To. . .	Readers will know and be able to: <ul style="list-style-type: none"> • Analyze the relationship between the individual to the community. Writers will know and be able to: <ul style="list-style-type: none"> • Analyze research • Organize notes • Outline notes • Draft the research paper • Edit the research paper • Revise the research paper

	<p>Speakers/Listeners will know and be able to:</p> <ul style="list-style-type: none"> Argue personal interpretations on the relationship between the individual and the community
<h2>EVIDENCE OF STUDENT LEARNING</h2>	
Formative Performance Task:	<ul style="list-style-type: none"> Define the term community Identify different points of view on the relationship between the individual and the community Participate in Socratic Seminar on the representation of “community” throughout various readings Write a definition about where they currently live- incorporating words and phrases that are unique to their neighborhoods or towns (dialect) to frame their ideas of community Record feeling, facts, and questions in an interactive blogging format Identify various symbols and what they represent in novels Learn about different literary lenses Apply knowledge on lenses to a packet of research based on <i>The Crucible</i> Write an annotated bibliography Outline to prepare for writing the research paper
Summative Performance Task:	<ul style="list-style-type: none"> Research Literary Argument Essay: read and analyze <i>The Bluest Eye</i>, write an essay that supports, challenges or qualifies Toni Morrison’s assertion that Pecola’s community is responsible for her psychological downfall in the novel. (Submit a researched argument paper using the MLA citation format on a selected topic. Develop a thesis statement, gather research materials, submit organized notes, an annotated bibliography, and write an outline. These material will be collected and evaluated before the final paper is submitted.)
Formal Evidence of Learning & Progress:	<p>Presentations Written Responses Essays Practice AP multiple choice questions Research Projects Annotated Bibliography Formal Outlines Journals Checklists</p>

	Blogs Examinations of Student Work Socratic Seminars
Informal Evidence of Learning & Progress:	Vocab notebooks Presentations Socratic Seminars Pre-Assessments Rough drafts Edits made by following rubrics Blogs Journals Checklists Peer Review Examinations of Student Work Self-Assessment /Reflection
<h2>LEARNING PLAN</h2>	
Required Activities:	<ul style="list-style-type: none"> • Create and maintain Vocabulary notebooks • Read, annotate, and analyze <i>The Bluest Eye</i> • Discuss the relationship between the individual and community in Socratic Seminars • Maintain a blog as an online, interactive journal while reading <i>The Bluest Eye</i> so they can discuss the novel and interact outside of the physical classroom • Analyze <i>The Bluest Eye</i> in a literary analysis essay • Argue the relationship between the individual and community in an argumentative essay • Learn literary lenses through a variety of activities • Research paper steps: <ul style="list-style-type: none"> ○ Collect research ○ Draft thesis ○ Create an annotated bibliography ○ Organize essay with an outline ○ Draft research paper

	<ul style="list-style-type: none"> ○ Revise ○ Edit ○ Publish
Required Resources:	<p><i>The Bluest Eye</i> - Toni Morrison</p> <p><i>The Crucible</i> - Arthur Miller</p>
Suggested Activities:	<ul style="list-style-type: none"> ● View clips of <i>The Crucible</i> that will be posted on Google classroom to discuss the different interpretations of the film ● Analyze multiple readings using different literary lenses in small group settings ● Complete Google Slides presentation of McCarthyism and the Red Scare ● Synthesize essays portraying the American Dream in an essay ● Articulate personal ideas on community through Socratic Seminars ● Compare and contrast different types of communities ● Demonstrate understanding of different literary lenses through small group presentation of reading an essay through a particular lens ● Summarize research for the research paper ● Paraphrase quotes ● Cite quotes
Suggested Resources:	<p>Blogs through Office 365 or Google</p> <p>Selections from <i>The Iroquois Constitution</i></p> <p><i>The Devil and Tom Walker</i> - W. Irving</p> <p>Selections from <i>Moby Dick</i> - H. Melville</p> <p>Selected poems from L. Hughes</p> <p>Selections from <i>My Bondage My Freedom</i> - F. Douglass</p> <p>Lincoln's Second Inaugural Address</p> <p>Selections from <i>Hiroshima</i> - J. Hersey</p> <p>"A Modest Proposal" - J. Swift</p> <p>Selections from <i>The Things They Carried</i> - T. O'Brien</p> <p>"Should Batman Kill the Joker?" - M. D. White & R. Arp</p> <p>"Like Mexicans" - G. Soto</p> <p>"Don't Make English Official - Ban it Instead" - D. Barron</p>
Strategies for Differentiation:	<p>Teacher assigned blogging groups</p> <p>Small group work on literary lenses</p> <p>Guided reading through research resources</p>

	Student choice on assigned essays for the synthesis essay
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Unit 5

Unit #5:	Language
Timeframe:	8 weeks
Subject/Topic:	ELA/ AP English Language and Composition

DESIRED RESULTS

Established Goals:	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and</p>
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	<p>background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. 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. F. Provide a concluding paragraph or section that</p>
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	<p>supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p>8.1.12.A.3</p> <p>Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems.</p>
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	CRP11. Use technology to enhance productivity.
Enduring Understandings:	<ul style="list-style-type: none"> • Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. • Satire is a technique employed by writers to expose and criticize foolishness and corruption of an individual or a society by using humor, irony, exaggeration, or ridicule. • A tragic hero is a literary character who makes a judgement error that inevitably leads to his/her downfall. • Successful analysis comes from time management, self-reflection, and critical thinking.
Essential Questions:	<ul style="list-style-type: none"> • How is language used to reveal particular ideals of authors? • What is satire and how do authors use it to convey their messages? • How is Hamlet a tragic hero? • How does skill development affect success in an AP testing situation?
Critical Vocabulary	Satire Hyperbole Irony Character Foils Aphorism Tragedy Soliloquy Monologue Tragic Hero
All Students Will Know and Be Able To. . .	Readers will know and be able to: <ul style="list-style-type: none"> • Analyze different authors' writing styles in order to better understand how authors' manipulate language to stress their points of view Writers will know and be able to: <ul style="list-style-type: none"> • Identify the use of satire in literature and analyze it through writing Speakers/Listeners will know and be able to: <ul style="list-style-type: none"> • Listen to professional actors recite Hamlet and understand the meaning behind Shakespeare's words

EVIDENCE OF STUDENT LEARNING	
Formative Performance Task:	<ul style="list-style-type: none"> • Read and analyze “The Gettysburg Address” • Create their own “Address” emulating Lincoln’s style • Record facts, feelings, and questions on their class blogs • Select key passages to analyze • Argue a strong moral stance on an issue that concerns them • Use the sermon by Jonathan Edwards as a model to students write public service announcements to motivate their audience to adopt their views • Compare and contrast the use of satire in multiple essays
Summative Performance Task:	<ul style="list-style-type: none"> • Satirical Essay: read and analyze “A Modest Proposal” by J. Swift. Write a satirical piece about a student-chosen topic. • Literary Argument Essay: write a literary argument based on our reading and analysis of <i>Hamlet</i>.
Formal Evidence of Learning & Progress:	Presentations Written Responses Essays Practice AP multiple choice questions Research Projects Blogs Journals Checklists Examinations of Student Work
Informal Evidence of Learning & Progress:	Vocab notebooks Presentations Pre-Assessments Blogs Journals Checklists Peer Review Informal Observations/Dialogues

	Think Alouds Examinations of Student Work Socratic Seminars Self-Assessment /Reflection
<h2>LEARNING PLAN</h2>	
Required Activities:	<ul style="list-style-type: none"> • Create and maintain Vocabulary notebooks • Participate in a Socratic Seminar on “satire” • Read, annotate, and analyze different texts for satire • Write a literary analysis paper on one the texts on the topic of satire • Define tragic hero • Cite quotes that support their stance on whether or not Hamlet is a tragic hero • Graph Hamlet’s tragic downfall as a character • Draw conclusions about the outcome of <i>Hamlet</i>
Required Resources:	<i>The Adventures of Huckleberry Finn</i> - M. Twain <i>Hamlet</i> - Shakespeare
Suggested Activities:	<ul style="list-style-type: none"> • Blog on the use of language for the different texts in this chapter • Participate in Socratic Seminars • Read, annotate, and analyze the language of “Letter from Birmingham Jail” • Write a rhetorical analysis on the essay. • Compare and contrast <i>Hamlet</i> to <i>The Lion King</i> • Recognize the use of satire in multiple essays • Revise drafts of essays • Summarize King’s arguments in “Letter from Birmingham Jail” • Illustrate Swift’s use of satire in “A Modest Proposal” by citing quotes
Suggested Resources:	Blogs through Office 365 or Google “A Modest Proposal” - J. Swift Selections from <i>The General History of Virginia</i> - J. Smith <i>Sinners in the Hands of an Angry God</i> - J. Edwards “American Crisis No. 1” - T. Paine

	<p><i>Public Statement by Eight Alabama Clergymen</i> "Letter from Birmingham Jail" - M. L. King, Jr. <i>The Raven</i> - E. A. Poe "The Gettysburg Address" - A. Lincoln <i>The Wasteland</i> - T. S. Eliot <i>Red Wheelbarrow</i> - W. C. Williams "Mother Tongue" - A. Tan "The Mindless Menace of Violence" - R. Kennedy "The Death of the Moth" - V. Woolf</p>
Strategies for Differentiation:	<p>Viewing the movie version of <i>Hamlet</i> instead of just reading the play to help students better understand Shakespeare's language Small teacher-created groups Think/Pair/Share with partners Student choice in essays</p>