

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SCHOLARS' CENTER FOR THE HUMANITIES

AP ENGLISH LANGUAGE & COMPOSITION

Grade Level: 12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 27, 2012

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

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APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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AP English Language & Composition for the Humanities Learning Center - Introduction

Introduction

Course Philosophy

This course integrates knowledge, skills, and attitudes into a framework which enables the student to learn more about literature and language, political organization and law, philosophy and religion, and art and music. It will provide students with the opportunity to discover and appreciate diverse value systems, especially as seen in the United States, and ascertain the interrelatedness of these systems in the world today. Through this study, students will understand human relationships as the universal fiber of society and develop the skills and values needed to govern those relationships. This understanding will enable students to be actively participating citizens and architects of the future. Incorporating intellectually challenging material as the foundation for student research and analysis, this course develops advanced research skills utilizing traditional as well as emerging technological techniques, written acuity, and sophisticated verbal communication skills.

The enduring understandings explored in this unit are designed to stimulate students' desire to analyze the fundamentals of written and spoken language to the extent that the learners become aware of the symbiotic relationship between language and thought. Through their course of study, students will learn how rhetoric shapes and controls human behavior, how language can manipulate thought and perception, and how skillful orators can use their talents for good or ill.

Course Description

The Advanced Placement Language and Composition course requires students to develop skills in the modes of discourse which include narration, description, comparison and contrast, exposition, and argument. These skills form the basis of most college level writing courses; students may satisfy these requirements by successfully completing the AP examination given each May. To that end, in a variety of fiction and non-fiction works from late nineteenth to mid twentieth century, students in the Literature and Arts III Advanced Placement class participate in activities requiring close reading and insightful analysis, such as Socratic seminars, rhetorical strategies analysis, research, timed writing, debate, and other formal presentations. Assessment of these activities is accomplished through established rubrics including those provided by AP Central.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
<p>LA.11-12.RL.CCR.1 LA.11-12.RL.11-12.1 LA.11-12.RL.11-12.3 LA.11-12.RL.CCR.6 LA.11-12.SL.CCR.4 LA.11-12.RI.11-12.1 LA.11-12.W.CCR.3 LA.11-12.W.11-12.3.b LA.11-12.SL.CCR.1 LA.11-12.L.11-12.5 LA.11-12.L.11-12.6 TEC.9-12.8.1.12</p>	<p>Unit I: Elements of Style The rhetorical choices made by an author directly influence the way people think, act, and perceive the world.</p> <p>When writers draft, they make conscious decisions in terms of diction, syntax, style and structure to achieve their intended purpose and convey a message to a specific audience.</p> <p>Effective readers understand that an author’s choice of vehicle, structure, and style affects the message of the work and how that message is received by the audience.</p>	<p>How is the author’s creativity evident in the text, and how does that text illuminate the world?</p> <p>How do the conventions of specific genres lead to choices in style?</p> <p>How do cultural influences affect stylistic choices? How does the writer craft his sentences to create tone, mood, theme, character development, etc.?</p> <p>How do authors use rhetorical devices to examine social issues and politics and to communicate their points of view?</p> <p>How are authors influenced?</p> <p>What changes in tone, mood, character development, and theme occur when the style of a work is changed?</p>	<p>Student generated definitions of literary style</p> <p>Self- assessment and analysis of prior knowledge</p> <p>Question and answer</p> <p>Vocabulary in context</p> <p>Examples of current memoirs and fiction via book reviews</p>	<p>Socratic seminar</p> <p>Informal discussion</p> <p>Cooperative group work</p> <p>Research using both electronic and print resources</p> <p>MLA formatting and documentation</p> <p>Close reading passage analysis</p> <p>Vocabulary quizzes</p> <p>Peer editing</p> <p>Writing and grammar workshops</p>	<p>Objective tests</p> <p>Narrative essay</p> <p>Rhetorical strategies analysis</p> <p>Creative projects (speeches in voice of author)</p> <p>Presentations of grammatical terms</p>

<p>LA.11-12.RL.11-12.2 LA.11-12.RL.11-12.6 LA.11-12.RL.11-12.7 LA.11-12.W.11-12.2 LA.11-12.W.11-12.4 LA.11-12.SL.11-12.5 LA.11-12.L.11-12.3.a LA.11-12.L.CCR.6 TEC.9-12</p>	<p>Unit II: Decline of the Gilded Age and Rise of Realism</p> <p>Canonical writers depict social conventions, morality, and political issues in such a way that the works transcend time to remain relevant to the modern reader.</p>	<p>How does literature reflect the beliefs, thinking, and philosophies of the author's society and influences?</p> <p>How do authors become chroniclers of societal changes?</p> <p>What can the writer reveal about social conditions that the journalist or politician cannot?</p> <p>How can literary works cause us to reconsider our accepted values?</p> <p>How does literature serve as a barometer of social conscience in times of war and/or political upheaval?</p> <p>What is the relationship between literature and history?</p>	<p>Analysis of prior knowledge via PEDLIGS from AP US History</p> <p>Question and answer</p> <p>Domain specific vocabulary</p> <p>Examples of current thinking on issues addressed</p>	<p>Socratic seminar</p> <p>Informal discussion</p> <p>Blog, Moodle, wiki submissions</p> <p>Cooperative group work</p> <p>Research using both electronic and print resources</p> <p>MLA formatting and documentation</p> <p>Close reading/ passage analysis</p> <p>Vocabulary quizzes</p> <p>Peer editing</p> <p>AP practice</p>	<p>Objective tests</p> <p>AP essay writing on rhetorical strategies of an author</p> <p>Compare and contrast essay</p> <p>Rhetorical strategies analysis</p> <p>Group presentation</p>
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<p>LA.11-12.RL.CCR.3 LA.11-12.RL.11-12.4 LA.11-12.RL.CCR.9 LA.11-12.RI.11-12.3 LA.11-12.RI.11-12.5 LA.11-12.RI.CCR.9 LA.11-12.W.11-12.1.b LA.11-12.W.11-12.2.e LA.11-12.W.11-12.6 LA.11-12.W.CCR.10 LA.11-12.SL.11-12.4 LA.11-12.L.11-12.5.b LA.11-12.L.CCR.6</p>	<p>Unit IV: Existentialism</p> <p>Although man's desire to understand the purpose of his existence is as old as life itself, the search for meaning and understanding will never end.</p> <p>In many ways human existence is a contradiction, wherein life is predicated on death, joy is balanced by sorrow, and mortality provides the desire to experience the divine.</p>	<p>What is the purpose of life? How do we account for the presence of pain and suffering?</p> <p>What parts of the personality or human environment are essential to a whole, healthy human being?</p> <p>What does it mean to exist?</p> <p>What do the modern arts reveal about the basic conflicts humans face?</p> <p>How and why do people become alienated from society?</p> <p>How does the way in which we interact with society contribute to or detract from our ability to feel happiness?</p>	<p>Multimedia presentation</p> <p>Self-assessment and analysis of prior knowledge</p> <p>Question and answer</p> <p>Vocabulary in context</p> <p>Examples of current thinking on issues addressed</p>	<p>Socratic seminar</p> <p>Informal discussion</p> <p>Cooperative group work</p> <p>Research using both electronic and print resources</p> <p>MLA formatting and documentation</p> <p>Current analogies</p> <p>Vocabulary quizzes</p> <p>Peer editing</p> <p>Writing and grammar workshops</p> <p>AP practice</p>	<p>Objective tests</p> <p>Exposition essay</p> <p>Synthesis essay</p> <p>Rhetorical strategies analysis</p> <p>Creative projects</p> <p>Group presentation</p> <p>Research based analysis</p> <p>Personal philosophy statement</p>

<p>LA.11-12.RL.CCR.2 LA.11-12.RL.11-12.3 LA.11-12.RL.11-12.5 LA.11-12.RL.CCR.7 LA.11-12.RI.CCR.2 LA.11-12.RI.CCR.6 LA.11-12.RI.CCR.7 LA.11-12.W.11-12.1.a LA.11-12.W.11-12.2.a LA.11-12.W.CCR.9 LA.11-12.SL.11-12.2 LA.11-12.L.11-12.1.a LA.11-12.L.CCR.3</p>	<p>Unit V: AP Practice</p> <p>Being conscious of how rhetoric is employed can transform our thinking, reading, and writing, making us more able communicators and more discerning citizens.</p> <p>Readers respond differently to different styles.</p>	<p>What is the role of the journalist in a democratic society?</p> <p>Why is it important to differentiate between fiction and non-fiction?</p> <p>How does close reading of a variety of materials and texts lead to a better understanding of other literature?</p> <p>How do authors use the resources of language to impact an audience?</p> <p>How is our understanding of culture and society constructed through and by language?</p> <p>In what ways are language and power inseparable?</p> <p>How can rhetoric be used to manipulate the public?</p> <p>Why is it important for a writer to establish parameters, limits, length, purpose, and audience for each piece of writing?</p>	<p>Student work with AP Central</p> <p>Self- assessment and analysis of prior knowledge</p> <p>Question and answer</p> <p>Diagnostic tests</p> <p>Close reading</p>	<p>Socratic seminar</p> <p>Informal and formal discussion</p> <p>Blog, Moodle, wiki submissions</p> <p>Cooperative group work</p> <p>Research using both electronic and print resources</p> <p>MLA formatting and documentation</p> <p>Vocabulary quizzes Peer editing</p> <p>Writing workshops</p> <p>AP practice</p>	<p>Objective tests</p> <p>AP essay writing on modes of discourse</p> <p>Synthesis essay</p> <p>Rhetorical strategies analysis</p> <p>Creative projects</p> <p>Group presentation</p> <p>Domain specific vocabulary tests</p>
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<p>LA.11-12.RL.CCR.4 LA.11-12.RL.CCR.5 LA.11-12.RI.11-12.2 LA.11-12.RI.CCR.6 LA.11-12.W.11-12.1.c LA.11-12.W.11-12.2.b LA.11-12.W.11-12.5 LA.11-12.W.CCR.7 LA.11-12.SL.11-12.1.a LA.11-12.SL.11-12.1.d LA.11-12.SL.CCR.3 LA.11-12.SL.CCR.6 LA.11-12.L.11-12.1.a</p>	<p>Unit VI: Modernism</p> <p>Literature has always given expression to social conscience by raising questions, stressing issues, and challenging readers to voice opinions.</p> <p>Across cultures, literature, music, and other art forms are typically cutting-edge demonstrations of the inherent conflict between conformity and independence and often provide venues for expression to those who otherwise might be disenfranchised from American Society.</p>	<p>What is the relationship between literature and other aspects of culture? What is the relationship between American subcultures and mainstream literature?</p> <p>How do the experiences of war and industrialization lead to social upheaval as reflected in literature?</p> <p>Has the American zeitgeist changed over the past fifty years?</p> <p>Is there any practical or intellectual value in alternate forms of text, i.e., graphics, visual images, graphs?</p> <p>What economic and social forces shape our sense of identity?</p> <p>How does the way in which we interact with society contribute to or detract from our ability to feel happiness?</p> <p>How does the rhetoric of film differ from that of the written word, and how do those differences shape our understanding of the genre?</p> <p>What is the American definition of success?</p> <p>What are the unique challenges posed by dystopian and allegorical literature?</p> <p>How do we construct social cohesion and sense of purpose among individuals with varying levels of ability?</p>	<p>Textbook chapters on transition to Modernism</p> <p>Self- assessment and analysis of prior knowledge</p> <p>Question and answer</p> <p>Vocabulary in context</p>	<p>Socratic seminars</p> <p>Informal and formal discussion</p> <p>Blog, Moodle, wiki submissions</p> <p>Cooperative group work</p> <p>Current analogies</p> <p>Vocabulary quizzes Peer editing Writing and grammar workshops</p> <p>AP practice</p>	<p>Objective tests</p> <p>AP essay writing rhetorical analysis</p> <p>Cause and effect essay</p> <p>Rhetorical strategies analysis</p> <p>Creative projects</p> <p>Group presentation</p>
<p>LA.11-12.RL.11-12.10 LA.11-12.RI.11-12.7 LA.11-12.W.11-12.2.c LA.11-12.W.11-12.2.d LA.11-12.W.11-12.2. LA.11-12.W.11-12.6 e</p>	<p>Unit VII Independent Project</p> <p>All that we are as human beings is determined by all that we know and all that we will come to know.</p>	<p>Do history, literature and language shape us?</p> <p>What happens when we interpret history, literature and languages through the lenses of gender, race, social class, community, or personal experience?</p>	<p>Students will consider their training, interests, and education to formulate a thesis for an independent study project.</p>	<p>Students will meet with teacher periodically to determine relevance and validity of projects.</p>	<p>Project presentations</p>

Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
<p>Unit I: The Elements of Style</p>	<p>The rhetorical choices made by an author directly influence the way we think, act, and perceive the world. When writers draft, they make conscious decisions in terms of diction, syntax, style and structure to achieve their intended purpose and convey a message to a specific audience. Effective readers understand that an author’s choice of vehicle, structure, and style affects the message of the work and how that message is received by the audience.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize, define, and use key terms and definitions of elements of style. 2. Analyze the various genres to determine how an author’s selection and arrangement of elements of literary style contribute to understanding. 3. Write in a variety of styles indicating understanding of the functions of the elements of style. 4. Analyze the writing of others to demonstrate understanding of elements of style as required by the AP Language and Composition Examination. 5. Understand objectivity vs. subjectivity in the media and examine how writers’ backgrounds may produce bias in their writing. 	<p>3 Weeks</p>
<p>Unit II: Decline of the Gilded Age and Rise of Realism</p>	<p>Canonical writers depict social conventions, morality, and political issues in such a way that the works transcend time to remain relevant to the modern reader.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Read critically. 2. Link philosophy to aesthetic intent. 3. Deconstruct modes of thinking. 4. Understand the effects of a patriarchic society. 5. Define key definitions, terms, and characteristics associated with Realism and the Gilded Age. 6. Define the important developments in literature during these periods. 7. Recognize the interrelationships among the arts. 8. Recognize reoccurring themes in literature. 9. Compare the elements of historical and current events. 10. Analyze the restrictions created by social conventions, morality, political issues of the Victorian Age. 11. Recreate the elements of satire and parody as authors often use them to reveal flaws in society and bring about change. 12. Detect biases that typically develop based on both class and gender. 13. Determine the role of literature in giving expression to social conscience by raising questions, stressing issues, and challenging readers to voice opinions. 14. Identify elements of style, which can vary greatly by author, but which may also achieve the same ends. 	<p>4 weeks</p>

<p>Unit III: Literary Criticism and Research</p>	<p>While all literary and non-fiction works can be read purely for enjoyment, a richer experience results when deeper understanding is achieved through the study of literary criticism and scholarly research.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between facts and opinions 2. Summarize data 3. Detect bias, stereotypes, and clichés 4. Recognize unstated assumptions 5. Construct literary analysis papers which are informed by a relevant school of criticism and defend that choice 6. Evaluate peer work using guidelines of criticism 	<p>2 weeks</p>
<p>Unit IV: Existentialism</p>	<p>Although man's desire to understand the purpose of his existence is as old as life itself, the search for meaning and understanding will never end. In many ways human existence a contradiction, wherein life is predicated on death, joy is balanced by sorrow, and mortality provides the desire to experience the divine.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply the tenets of existentialism to art and literature. 2. Assess a writer's point of view. 3. Explain the concept of existence vs. essence. 4. Interpret the environment through an existentialist's perspective. 5. Apply the concept of existence to his/her own life. 	<p>4 weeks</p>
<p>Unit V: Advanced Placement Language and Literature Test Preparation</p>	<p>Being conscious of how rhetoric is employed can transform our thinking, reading, and writing, therefore, making us more able communicators and more discerning citizens. Readers respond differently to different styles.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Master literary terms and rhetorical terms as published by the College Board in the English Language and Composition Course Description. 2. Master the critical thinking skills necessary to achieve high scores on the AP Language and Composition Examination. 3. Use a flexible range of reading strategies to deepen understanding of the author's message. 4. Determine the meaning of unknown words by analyzing context and applying knowledge of word parts and their meanings. 5. Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence. 6. Evaluate the data contained in tables, charts, graphics, etc., for accuracy, credibility and relevance. 7. Identify and describe the effect of figurative language and other rhetorical devices; explain why these devices do or do not contribute to the overall effectiveness of the argument. 8. Recognize and explain the use and abuse of "rhetoric" in persuasive texts, of forms of nuance such as ambiguity, contradiction, irony, or over/under statement. 9. Locate, summarize and synthesize information from <i>primary</i> and <i>secondary sources</i>, as necessary. 10. Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice. 11. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose. 12. Edit for correct grammar, usage and mechanics. 13. Create legible final drafts. 14. Use diction, syntax, imagery, and tone to create a distinctive voice. 15. Organize ideas in a logical sequence, with effective transitions. 16. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant. 17. Employ a variety of persuasive techniques including anticipating, addressing and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others. 	<p>Flexible throughout year</p>

<p>Unit VI: Rhetorical Analysis – Modern Literature 1910 - 1950</p>	<p>Literature has always given expression to social conscience by raising questions, stressing issues, and challenging readers to voice opinions.</p> <p>Across cultures, literature, music, and other art forms are typically cutting edge demonstrations of the inherent conflict between conformity and independence give expression to those otherwise disenfranchised from American society.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Deconstruct text employing a variety of close reading strategies to analyze for rhetorical value. 2. Identify, analyze, and explain the purposeful use of rhetorical strategies by authors. 3. Develop skills for constructing argumentative and expository essays under timed constraints. 4. Develop a “mature perspective” toward thoughtful, analytical, but possibly negative or controversial essays without succumbing to immediate and overly emotional responses. 5. Synthesize the skills of construction and deconstruction in a rhetorical situation. 6. Understand the nature of spontaneous prose. 7. Identify raw imagery. 8. Discuss and appropriateness and or purpose of explicit language and situations in literature. 9. Acknowledge that the more technologically advanced society becomes the more distant from nature and each other humans become. Recognize literary, historical, cultural and other allusions. 10. Research implications and incorporate findings into analysis. 11. Identify and interpret authorial style and rhetorical decisions. 12. Recognize the moral dilemmas resulting from forced choices imposed by inherently unjust circumstances. 13. Identify the major sources of alienation identified by writers, painters, musicians and other artists of the modern era. 14. Understand the various stylistic methods used to explore the theme of alienation. 15. Recognize the value of film as an artistic form. 	<p>12 weeks</p>
<p>Unit VII: Independent Project</p>	<p>All that we are as human beings is determined by all that we know and all that we will come to know.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Work independently to extrapolate meaning from units completed throughout the year. 2. Synthesize understandings and skills. 3. Develop a research plan/proposal. 4. Determine best media to support premise. 5. Find evidence. 6. Produce appropriate visuals (film, video, Multimedia presentation) to accompany presentation. 7. Employ other forms of media such as art, photography, dance and music to enhance presentation. 8. Demonstrate awareness of audience during both topic selection and presentation. 	<p>1 week</p>

AP English Language and Composition – Unit 01

The Elements of Style

Enduring Understandings:

The rhetorical choices made by an author directly influence the way we think, act, and perceive the world.

When writers draft, they make conscious decisions in terms of diction, syntax, style and structure to achieve their intended purpose and convey a message to a specific audience.

Effective readers understand that an author's choice of vehicle, structure, and style affects the message of the work and how that message is received by the audience.

Essential Questions:

How is the author's creativity evident in the text, and how does that text illuminate the world?

How do the conventions of specific genres lead to choices in style?

How do cultural influences affect stylistic choices? How does the writer craft his sentences to create tone, mood, theme, character development, etc.?

How do authors use rhetorical devices to examine social issues and politics and to communicate their points of view?

How are authors influenced?

What changes in tone, mood, character development, and theme occur when the style of a work is changed?

Unit Goals:

Recognize, define, and use key terms and definitions of elements of style.

Analyze the various genres to determine how the authors' selection and arrangement of elements of literary style contribute to understanding.

Write in a variety of styles indicating understanding of the functions of the elements of style.

Analyze the writing of others to demonstrate understanding of elements of style such as required by AP Language and Composition Examination.

Understand objectivity vs. subjectivity in the media and examine how writers' backgrounds may produce bias in their writing.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>An author’s stylistic choices are deliberate and never rely on serendipity.</p> <p>Point of view, narrative techniques, and dialogue are among the most influential writing techniques.</p> <p>Writer’s social and cultural influences are revealed through their style choices.</p> <p>Dialogue and setting often reflect the background of an author who strives to give voice to previously silent groups.</p> <p>The lyrical quality of dialect can enhance a literary work.</p> <p>Archetypal folklore and tradition are often reflected through dialect.</p>	<p>Recognize and use key terms and definitions of elements of style.</p> <p>Analyze various genres to determine how an author’s invention and arrangement contribute to understanding.</p> <p>Distinguish role of dialogue in aiding readers understanding.</p> <p>Determine how diction and syntax create powerful writing.</p>	<p><i>Angela’s Ashes</i> by Frank McCourt,</p> <p><i>Ethan Frome</i> by Edith Wharton,</p> <p><i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p>	<p>Utilize Major Works Data Sheets or Dialectical Journals for each work.</p> <p>Discuss point of view and voice.</p> <p>Analyze author’s tone throughout memoir to denote objectivity vs. subjectivity.</p> <p>Identify stylistic choices made by author and how each contributes to reader’s understanding.</p> <p>Create new dialogue using opposite register (formal to informal, etc.).</p> <p>Introduce power verbs, adverbs, adjectives.</p> <p>Trace the archetype of the journey from a particularly masculine, hierarchical quest to one involving people of color and gender.</p> <p>Engage in “copy change” exercise in which author’s writing style remains intact while the words are changed.</p>	<p>Quizzes</p> <p>Tests</p> <p>Narrative essay</p> <p>Reflections</p> <p>Group assessments</p> <p>Presentations</p> <p>Self-assessments</p>

<p>The choices made by an author directly impact our understanding of a work and the way in which we respond to it.</p> <p>Writers and social critics contribute to our understanding of the social conditions.</p>	<p>Recognize rhetorical strategies and their functions within a particular piece of writing and how they contribute to readers' understanding.</p> <p>Domain specific vocabulary</p> <p>Close reading of complex text</p>	<p>Choice Work: nonfiction</p>	<p>Discuss rhetorical strategies vs. literary devices.</p> <p>Utilize AP Vocabulary notebook.</p>	<p>Presentations</p> <p>Self-assessments</p> <p>Vocabulary (rhetorical devices) quizzes</p>
<p>Readers respond differently to different styles.</p> <p>Style choices often reveal an author's intent.</p>	<p>Differentiate between various modes of discourse such as narration, exposition, comparison and contrast, etc.</p> <p>Introduce the modes of discourse.</p>	<p><i>Patterns for College Writing</i></p>	<p>Introductory chapters: Invention and Arrangement, Editing and Revision</p> <p>Narrative Essay Techniques</p>	<p>Narrative essay</p> <p>Reflections</p> <p>Group assessments</p> <p>Presentations</p> <p>Self-assessments</p>
<p>Journalists often serve as social critics and political commentators, swaying opinions through their points of view and possible biases.</p>	<p>Logical Fallacies:</p> <ul style="list-style-type: none"> Hasty Generalization False Analogy Post Hoc Ad Hominem Slippery Slope Band Wagon Straw Man Red Herring <p>Aristotelian Argument (Toulmin Argument)</p>	<p>Current, topical, nationally syndicated journalist of student's choice</p> <p><i>Patterns for College Writing</i>, Ch. 6, Comparison and Contrast</p>	<p>Columnist project: Students will track a journalist over 4 – 6 weeks, identifying salient rhetorical strategies. Annotate/discuss two articles and provide annotation key.</p> <p>Write a brief reaction to each article.</p> <p>Select a second columnist on a similar subject and annotate one article.</p> <p>Write a comparison and contrast essay on the two authors.</p>	<p>Columnist articles annotations</p> <p>Columnist reactions</p> <p>Compare and contrast essay</p>

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LA.11-12.RL.CCR.6
LA.11-12.SL.CCR.4
LA.11-12.RI.11-12.1
LA.11-12.W.CCR.3
LA.11-12.W.11-12.3.b
LA.11-12.SL.CCR.1
LA.11-12.L.11-12.5
LA.11-12.L.11-12.6
TEC.9-12.8.1.12

Differentiation

Conduct a pre-assessment of readiness, interests, and learning preferences.
Have student's complete on-line inventory of learning styles and preferences.
Use before reading /discussion questions to determine prior knowledge of social issues raised in literature.
Create discussion groups based on prior knowledge (either mixed or homogeneous).
Allow students to reflect on assignments using their strengths and weaknesses and adjust subsequent assessments.
Offer "silent discussion" alternatives to oral discussions.

Technology

Students may use laptop computers from classroom laptop carts to conduct Internet research.
They will share information ascertained both in class and, if teacher has capability, via the Moodle forum, or Wiki spaces, or via blogs.
Students are encouraged to use Multimedia presentation, Publisher, film, photography, and any/all Internet forums deemed appropriate as means of conducting presentations and/or completing assessments.
Google Images and ehistory.com and other history-based websites will be used for projects and literary background.
Locate and download Major Works Data Sheets.
Search for previous AP Language Free Response questions on works in unit.
Complete learning style inventory.

College and Workplace Readiness

Demonstrate intellectual openness by participating in group discussions and allowing others to voice opinions.
React maturely to constructive criticism.
Analyze data found in learning styles inventory and interpret applicability to successful completion of class assignments.
Build skills of precision and accuracy in writing.
Assign short and long term projects to develop time management, strategizing and planning abilities.

AP English Language and Composition - Unit 02

Decline of the Gilded Age and Rise of Realism

Enduring Understandings:

Canonical writers depict social conventions, morality, and political issues in such a way that the works transcend time to remain relevant to the modern reader.

Essential Questions:

How does literature reflect the beliefs, thinking, and philosophies of the author's society and influences?

How do authors become chroniclers of societal changes?

What can the writer reveal about social conditions that the journalist or politician cannot?

How can literary works cause us to reconsider our accepted values?

How does literature serve as a barometer of social conscience in times of war and/or political upheaval? What is the relationship between literature and history?

Unit Goals:

Define key definitions, terms, and characteristics associated with Realism and the Gilded Age.

Define the important developments literature during these periods.

Read Critically.

Link philosophy to aesthetic intent.

Deconstruct modes of thinking.

Understand the effects of a patriarchic society.

Recognize the interrelationships among the arts.

Recognize reoccurring themes in literature.

Compare the elements of historical and current events.

Analyze the restrictions created by social conventions, morality, political issues of the Victorian Age.

Recreate the elements of satire and parody as authors often use them to reveal flaws in society and bring about change.

Detect biases that typically develop based on both class and gender.

Determine the role of literature in giving expression to social conscience by raising questions, stressing issues, and challenging readers to voice opinions.

Identify elements of style, which can vary greatly by author, but which may also achieve the same ends.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Realism: Style of writing that focused on ordinary people facing ordinary problems; reflected a trend toward democracy; appealed to a middle class audience.</p>	<p>Read critically</p> <p>Domain specific vocabulary</p> <p>Interpret figurative language</p> <p>Link philosophy to aesthetic intent</p> <p>Deconstruct modes of thinking</p> <p>Understand the effects of a patriarchal society</p> <p>denouement</p> <p>Father of Modern Drama</p> <p>Feminism</p>	<p>Henrik Ibsen's <i>A Doll House</i></p>	<p>Using internet resources, students will glean information of social, political and economic circumstances of the period and present to class.</p> <p>Assess the role of language in creating and maintaining a hierarchical society through decade's skits noting language changes through the years and reflecting those changes on minorities in society, specifically women.</p> <p>Reflect how views on equality, companionship and marriage have evolved by comparing work with modern day trends.</p> <p>Write an essay in supporting or refuting <i>A Doll House</i> as a modern "tragedy" and Torvald as a tragic hero.</p> <p>Understanding the importance of setting.</p> <p>Conduct fishbowl discussion and Socratic seminar.</p>	<p>Socratic seminars for which grading is based on quality of observations as supported by the text</p> <p>Objective tests reflecting the Advanced Placement Language and Composition format</p> <p>Formal, timed essays using AP rubric</p> <p>Vocabulary assessments</p> <p>"Silent Discussion"</p> <p>Decades presentations</p>

<p>Literature transitioned from the concerns of the aristocracy to those of the middle class.</p> <p>The action is in a contemporary setting, presenting everyday people and situations.</p> <p>Literature of this time period has a socio-critical perspective.</p>	<p>“the well-made play”</p> <p>aestheticism</p> <p>allusion</p> <p>art for art’s sake</p> <p>country vs. city</p> <p>double entendre</p> <p>epigram</p> <p>false (dual) identity</p> <p>gilded age</p> <p>idleness of the upper class</p>	<p>Oscar Wilde’s <i>The Importance of Being Earnest</i></p>	<p>Analyze “the well-made play.”</p> <p>Utilize tone exercises to introduce play.</p> <p>Conduct lecture on Wilde, lifestyle and philosophy.</p> <p>View modern versions of Wilde’s classic work.</p> <p>Identify Wilde’s attitudes on society’s conventional beliefs.</p>	<p>Fishbowl or other discussion technique</p> <p>Objective test</p> <p>Decades presentations</p> <p>Vocabulary assessments</p>
<p>Satire illustrates the flaws, attitudes, and customs of society in hopes of reform.</p> <p>Satirists attack what is evil, harmful, or foolish about society or people, and through the use of a persona, they avoid the dangers of being accused of slander or libel.</p>	<p>Read critically</p> <p>Interpret figurative language</p> <p>Link philosophy to aesthetic intent</p> <p>Deconstruct modes of thinking</p> <p>Understand the effects of a patriarchic society</p> <p>social advancement</p> <p>tongue in cheek</p> <p>values</p> <p>Victorian manners</p>	<p>Oscar Wilde’s <i>The Importance of Being Earnest</i></p> <p>Jonathan Swift’s <i>A Modest Proposal</i></p>	<p>Study political cartoons and their role.</p> <p>Write and deliver a modern modest proposal speech.</p> <p>Discuss Swift’s rhetorical techniques.</p>	<p>Socratic seminar graded with rubric</p> <p>Objective tests</p> <p>Satire speeches</p> <p>AP timed essay from College Board</p>

<p>Significant changes in society are often reflected through a shift in roles among the previously disenfranchised.</p> <p>Writers and artists may often bring about social change in ways that politicians cannot.</p> <p>Artists' works create the scaffolding upon which new works are built.</p>	<p>Identify and interpret authorial style and rhetorical decisions.</p> <p>Recognize the moral dilemmas resulting from forced choices imposed by inherently unjust circumstances.</p>	<p>Edith Wharton's <i>Roman Fever</i></p>	<p>Create a timeline for <i>Roman Fever</i>.</p> <p>Write an essay in which Edith Wharton's role as a chronicler of social customs is discussed.</p> <p>Keep a diary as either Grace Ainsley or Alida Slade.</p> <p>Write a series of love letters between Grace and Delphin.</p>	<p>Story groups discussions</p> <p>Wharton AP essay</p>
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CCSS

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 LA.11-12.RL.11-12.7
 LA.11-12.W.11-12.2
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 LA.11-12.SL.11-12.5
 LA.11-12.L.11-12.3.a
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 TEC.9-12

Differentiation

Allow students to select partners for presentation based on interests and ability levels.

Encourage students to use prior knowledge of history and/or personal experience to select decade for presentation.

Divide presentation roles into writers, directors and presenters.

Technology

Google Images and history-based websites will be used for projects and literary background.

Locate primary sources of news footage and current events for selected decade.

Find video clips from topical television or radio broadcasts and embed into presentations.

College and Workplace Readiness

Demonstrate ability to assess varieties of information, showing ability to read critically.

Understand the role of the arts as an instrument of social and political expression.

Demonstrate ability to persist when presented with a new concept or difficult task.

AP English Language and Composition – Unit 03

Literary Criticism and Research

Enduring Understandings:

While all literary and non-fiction works can be read purely for enjoyment, a richer experience results when deeper understanding is achieved through the study of literary criticism and scholarly research.

Essential Questions:

What is the purpose of literary criticism?

How is it possible for one work to produce varied and often contradictory analyses?

What role does perspective/author bias play in literary criticism?

How can fact be separated from opinion if the author's intentions are unknown or irrelevant?

What determines valid and reliable literary criticism?

How does literary criticism affect the way in which we read and understand literature?

How does the background of the reader/critic affect the criticism?

Unit Goals:

Distinguish between facts and opinions.

Summarize data.

Detect bias, stereotypes, and clichés.

Recognize unstated assumptions.

Construct literary analysis papers which are informed by a relevant school of criticism and defend that choice.

Evaluate peer work using guidelines of criticism.

Recommended Duration: 2 weeks with additional applications throughout the school year

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Literary criticism is varied and involves interpretation.	Major schools of literary theory including: Reader response Formalism Marxist Psychological Biographical Domain specific vocabulary	<i>New York Times Book Review</i> Classroom resources of literary criticism Gale Index and other resources of Media Center	Utilize lecture on and multimedia presentation of major schools of literary analysis. Apply two or three most obvious schools to works of literature.	Assign pairs to review and present a particular school via a Multimedia presentation or PREZI presentation. Post analysis of major works through the lens of a selected school. Write an AP Essay justifying an interpretation of a work through a particular literary theory.
Like history, literary criticism is subject to the point of view of the author; thus, not all sources of literary criticism are equally credible.	Domain Specific Vocabulary Close reading of difficult academic text	Foreword and introductions to major literary works	Discuss biographical and historical approaches that are often part of introductory materials.	Silent discussion: Compare similar literary theories to determine nuances and slight differences.
Literary criticism provides a foundation for analysis.	Reader Response Theory	Credible sources such as Novels for Students	Review Media Center resources.	Prepare an annotated bibliography of a work of choice.
Literary criticism is a form of rhetoric in and of itself and can be subjected to the same analysis as other works.	Modes of Discourse	Articles as supplied by teacher on individual works	Discuss and analyze articles.	Incorporate literary theory into discussion. Use both print and electronic sources of literary criticism in research paper.

CCSS

LA.11-12.RL.11-12.1
LA.11-12.RI.CCR.1
LA.11-12.RI.CCR.10
LA.11-12.W.CCR.2
LA.11-12.W.CCR.5
LA.11-12.W.11-12.8
LA.11-12.SL.11-12.1
LA.11-12.SL.CCR.4
LA.11-12.L.CCR.2
LA.11-12.L.CCR.6
TEC.9-12

Differentiation

Introduce technical language necessary to understand the concept (domain specific vocabulary).
Allow students to Allow opportunities for brainstorming to identify concepts of critical theory and apply them to literary works for further study based on interests.
Offer incentives for those ready to challenge themselves with more difficult concepts.
Group students by interest or encourage independent study.

Technology

Media Center Specialist presentation of databases and other available credible sources of information.
Utilize “OWL at Purdue” website and handouts.
Facilitate discussions on blogs or Wiki Spaces through posting original comments and responding to others’ comments.
Appropriately use electronic resources for student-to-student and student-to-teacher communication.

College and Workplace Readiness

Engage in texts critically and demonstrate research based writing.
Present arguments, provide evidence and utilize style in writing.
Facilitate discussion and exchange of ideas through electronic posts.

AP English Language and Composition - Unit 04

Existentialism

Enduring Understandings:

Although man's desire to understand the purpose of life is as old as life itself, the search for meaning and understanding will never end. In many ways human existence a contradiction, wherein life is predicated on death, joy is balanced by sorrow, and mortality provides the desire to experience the unknown.

Essential Questions:

What is the purpose of life?

How do we account for the presence of pain and suffering?

What parts of the personality or human environment are essential to a whole, healthy human being?

What does it mean to exist?

What do the modern arts reveal about the basic conflicts humans face?

How and why do people become alienated from society?

How does the way in which we interact with society contribute to or detract from our ability to feel happiness?

Unit Goals:

Apply the concepts of Existentialism to art, music, and literature.

Assess the writers' points of view.

Explain the concept of existence vs. essence.

Interpret the environment through an existentialist's perspective.

Apply the concept of existence to students own lives.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Existence is a combination of external influences, internal turmoil, and the personal reconciliation of these elements to come to terms with what an individual existence entails.	Elements of Existentialism Absurdist Philosophy Nietzsche's philosophy Camus Sartre Existence Essence Point of view Kafkaesque Symbolism Picasso	<i>The Stranger</i> , by Albert Camus <i>No Exit</i> by Jean Paul Sartre <i>Metamorphosis</i> by Franz Kafka	Conduct Socratic seminar during which students present types of questions and discussion based on Bloom's Taxonomy. Utilize AP practice on free response and multiple choice questions. Students develop personal philosophy statement.	Essays Discussion Socratic Seminars Tests
Philosophers and writers give voice to the conditions of man, and through their fluency and language chronicle the shifting face of society and the individual.	Philosophy of art, music, and dance	Reference text(s)	Assign pairs of student's individual existential philosophers and arts to research. Students present philosophers and compare beliefs and teachings.	Chapter Presentations Chapter Test Personal philosophy statement
The human experience is altered by perspective, conflict, and illusion.	Point of view	<i>Grendel</i> by John Gardner <i>Beowulf</i>	Using <i>Beowulf</i> as a base text, students discuss how fate, free will, and the meaning of life have evolved over centuries.	Compare and contrast fate and free will in <i>Beowulf</i> and <i>Grendel</i> .

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LA.11-12.RL.11-12.4
LA.11-12.RL.CCR.9
LA.11-12.RI.11-12.3
LA.11-12.RI.11-12.5
LA.11-12.RI.CCR.9
LA.11-12.W.11-12.1.b
LA.11-12.W.11-12.2.e
LA.11-12.W.11-12.6
LA.11-12.W.CCR.10
LA.11-12.SL.11-12.4
LA.11-12.L.11-12.5.b
LA.11-12.L.CCR.6

Differentiation

Within the content area, provide ample time for questions and discussion.

Use the Socratic method to elicit textual support from students.

Encourage “silent discussion” among less vocal students.

Raise awareness of myriad beliefs through small group discussion of personal philosophies, based either on common or disparate backgrounds (allow students to select groups).

Technology

Conduct a Web quest of Existential philosophers.

Find images of art that reflect Existential beliefs.

College and Workplace Readiness

Demonstrate ability to analyze documents and select pertinent information for teaching assignments.

Learn and demonstrate the ability to see multiple perspectives on issues.

AP English Language and Composition - Unit 05

Advanced Placement Preparation

Enduring Understandings:

Being conscious of how rhetoric is employed can transform our thinking, reading, and writing, making us more able communicators and more discerning citizens. Readers respond differently to different styles.

Essential Questions:

What is the role of the journalist in a democratic society?

Why is it important to differentiate between fiction and non-fiction?

How does close reading of a variety of materials and texts lead to a better understanding of other literature?

How do authors use the resources of language to impact an audience?

How is our understanding of culture and society constructed through and by language?

In what ways are language and power inseparable?

How can rhetoric be used to manipulate the public?

Unit Goals:

Students will master literary terms and rhetorical terms as published by the College Board in the English Language and Composition Course Description:

Master the critical thinking skills necessary to achieve high scores on the AP Language and Composition Examination:

Use a flexible range of reading strategies to deepen understanding of the author's message.

Determine the meaning of unknown words by analyzing context and applying knowledge of word parts and their meanings.

Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.

Evaluate the data contained in tables, charts, graphics, etc., for accuracy, credibility and relevance.

Identify and describe the effect of figurative language and other rhetorical devices; explain why these devices do or do not contribute to the overall effectiveness of the argument.

Recognize and explain the use and abuse of "rhetoric" in persuasive texts, of forms of nuance such as ambiguity, contradiction, irony, or over/under statement.

Locate, summarize and synthesize information from *primary* and *secondary sources* as necessary.

Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice.

Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose.

Edit for correct grammar, usage and mechanics.

Create legible final drafts.

Use diction, syntax, imagery, and tone to create a distinctive voice.

Organize ideas in a logical sequence, with effective transitions.

Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.

Employ a variety of persuasive techniques including anticipating, addressing and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.

Recommended Duration: Focus areas throughout school year with targeted skills interspersed throughout literary units

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Reading critically and asking relevant questions about the reading enables us to better understand the world.	Master understanding of and achieve written fluency in modes of discourse, specifically as outlined in <i>Patterns for College Writing</i> and as found on the Advanced Placement Language and Composition Examination.	<i>Patterns for College Writing</i>	Utilize key chapter readings on invention and arrangement as well as drafting, revising, editing and revision. Revise previous essay focusing on three key areas for correction. Conduct grammar presentations.	Revised essays Grammar presentations Commonly confused words test Proofreading quizzes
The author's diction, syntax, and other stylistic decisions lead to the creation of mood and tone and advance the overall theme or purpose of a work.	Narrative techniques : Concrete detail Narrative order Flashback Verb Tense Transitions	Narration essays from text including but not limited to these authors: Cisneros Orwell Ginsberg	Conduct storytelling "contest." Students create rubrics for peer assessment. Discuss readings. Identification of techniques	Peer review Narrative essay
There are relationships between form and content in all written works.	Comparison and contrast techniques: Analogy Basis for comparison Selecting relevant points Subject by subject comparison vs. point by point comparison Domain specific vocabulary, specifically transitions Transitional paragraphs Parallelism	Compare and contrast essays including but not limited to these authors: Tannen Catton Frazier Mukherjee	Close reading of complex text (Catton) Contrast people: friends, classmates, etc. Determine audience for works in text.	Compare/contrast essay on the rhetorical strategies favored by each
Writers must vary their techniques according to purpose.	Main and contributory causes vs. immediate and remote causes. Causal chain Avoiding <i>post hoc</i> reasoning Affect vs. effect Dependent clauses and punctuation Strong vs. weak verbs	Cause and Effect Essays including but not limited to these authors: Requena (visual) Winn Pollitt Lakoff	Explore stylistic choices made by authors and how they contribute to strength of essay. "Silent discussion:" list several older inventions (telephone, electricity, cotton gin, railroad, and automobile) and discuss their effects on society.	Student personal choice essay on cause and effect

<p>Applying information from several sources, including print and non-print, will enhance their ability to foster arguments, draw conclusions and advance positions for exposition and research.</p>	<p>Purpose of exemplification: Explain and clarify Add interest Persuade Test a thesis Use of statistics</p>	<p>Exposition (exemplification) Essays including but not limited to: Pater and Hull Staples Paley</p>	<p>Assign journal entries elaborating on a single, long example. Respond to sample HSPA or SAT expository writing prompts using graphic organizers.</p>	<p>Complete AP free response question essay</p>
<p>Clear, concise organized language that varies in content and form is essential to clear and precise written communication.</p>	<p>Implied vs. explicitly stated thesis Dominant impression Objective description vs. subjective description Imagery Denotation vs. connotation Figures of speech Allusion Structure</p>	<p>Description essays by authors including but not limited to: Berne Allende White Momaday</p>	<p>Assign general vs. specific language exercises. Write a description of a place from three or four vantage points. Write a subjective description of a memory from your childhood; write an objective description from your current viewpoint.</p>	<p>Portfolio review selecting previously graded essays in which description plays a key role for re-grading based on descriptive qualities</p>
<p>Writing is a method of discovering ideas.</p>	<p>Sufficient evidence Common knowledge Refuting and opponent Deductive reasoning Inductive reasoning Syllogism Domain specific vocabulary Logical Fallacies</p>	<p>Argumentation essays by authors and filmmakers including but not limited to: Cady Stanton Martin Luther King, Jr. Safire Stone Moore</p>	<p>Identify major and minor premises of authors' arguments. Locate logical fallacies. Choose an issue of personal interest and argue for its implementation. Facilitate class debate.</p>	<p>Classroom debates Argumentation essay Socratic seminar</p>

LA.11-12.RL.CCR.2
LA.11-12.RL.11-12.3
LA.11-12.RL.11-12.5
LA.11-12.RL.CCR.7
LA.11-12.RI.CCR.2
LA.11-12.RI.CCR.6
LA.11-12.RI.CCR.7
LA.11-12.W.11-12.1.a
LA.11-12.W.11-12.2.a
LA.11-12.W.CCR.9
LA.11-12.SL.11-12.2
LA.11-12.L.11-12.1.a
LA.11-12.L.CCR.3

Differentiation

Students for whom timed writing is a significant difficulty will be given additional time to brainstorm or allowed to finish work outside of class with the understanding that these conditions cannot be replicated on the AP examination.

Flexible groupings will be employed for objective tests with options for students who prefer to work independently. Groups will either be self-selected or teacher-selected by ability, allowing for pairing weaker with stronger students or more homogeneous groups.

Technology

Many readings and supplementary sources are available online.
Locate and use practice tests on line as well as interactive AP vocabulary quizzes.
Use instructor web page to gain access to Internet resources and AP documents.

College and Workplace Readiness

The advanced placement writing class prepares students for college writing, and through the option of taking the AP Examination, offers the potential to opt out of a first year college class.

Demonstrate the maturity to work collaboratively in groups, respond to constructive feedback, revise work as necessary

AP English Language and Composition - Unit 06

Modernism

Enduring Understandings:

Literature has always given expression to social conscience by raising questions, stressing issues, and challenging readers to voice opinions

Across cultures, literature, music, and other art forms are typically cutting edge demonstrations of the inherent conflict between conformity and independence and often provide venues for expression to those who otherwise might be disenfranchised from American Society.

Essential Questions:

What is the relationship between literature and other aspects of culture?

What is the relationship between American subcultures and mainstream literature?

How do the experiences of war and industrialization lead to social upheaval as reflected in literature?

Has the American zeitgeist changed over the past fifty years?

What economic and social forces shape our sense of identity?

How does the way in which we interact with society contribute to or detract from our ability to feel happiness?

How does the rhetoric of film differ from that of the written word, and how do those differences shape our understanding of the genre?

What is the American definition of success?

What are the unique challenges posed by dystopian and allegorical literature?

How do we construct social cohesion and sense of purpose among individuals with varying levels of ability?

Is there any practical or intellectual value in alternate forms of text, i.e., graphics, visual images, graphs?

Unit Goals:

Deconstruct text employing a variety of close reading strategies to analyze for rhetorical value.

Identify, analyze, and explain the purposeful use of rhetorical strategies by authors.

Develop skills for constructing argumentative and expository essays under timed constraints.

Develop a “mature perspective” toward thoughtful, analytical, but possibly negative or controversial essays without succumbing to immediate and overly emotional responses.

Synthesize the skills of construction and deconstruction in a rhetorical situation.

Understand the nature of spontaneous prose.

Identify raw imagery.

Discuss and appropriateness and or purpose of explicit language and situations in literature.

Acknowledge that the more technologically advanced society becomes the more distant from nature and each other humans become. Recognize literary, historical, cultural and other allusions.

Research implications and incorporate findings into analysis.

Identify and interpret authorial style and rhetorical decisions.

Recognize the moral dilemmas resulting from forced choices imposed by inherently unjust circumstances.

Identify the major sources of alienation identified by writers, painters, musicians and other artists of the modern era.

Understand the various stylistic methods used to explore the theme of alienation.

Recognize the value of film as an artistic form.

Recommended Duration: 12 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>In what ways do writers, in their social commentaries, seem to predict the future?</p>	<p>Utopian vs. Dystopian Literature</p> <p>Cold War</p> <p>Genetic Engineering</p> <p>Social Darwinism</p> <p>Verisimilitude</p> <p>Historical and cultural milieu</p>	<p><i>Brave New World</i> by Aldous Huxley</p> <p><i>Brave New World, Revisited</i> (excerpts)</p>	<p>Utilize Socratic seminar.</p> <p>Utilize AP objective question practice tests.</p> <p>Conduct discussion of current events in science and culture.</p>	<p>Quizzes</p> <p>Tests</p> <p>Essays</p> <p>Reflections</p> <p>Group assessments</p> <p>Presentations</p> <p>Self-assessments</p>
<p>Writers and artists may often make social commentary in ways that politicians and journalists cannot.</p> <p>Writers use literary and rhetorical devices to communicate not only meaning, but also tone, mood, and attitude.</p>	<p>Utopian vs. Dystopian Literature</p> <p>Cold War</p> <p>McCarthyism</p> <p>Liberal vs. Conservative</p> <p>Logical fallacies and inconsistencies</p> <p>Bias in media</p> <p>Semiotics</p>	<p><i>1984</i> by George Orwell</p> <p>Columnists and other current political, social and cultural writers</p>	<p>Utilize Socratic seminar.</p> <p>Utilize AP objective question practice tests.</p> <p>Conduct discussion of current events in science and culture.</p> <p>Assign DBQ essay on cloning and/or research paper.</p>	<p>Quizzes</p> <p>Tests</p> <p>Essays, research papers</p> <p>Reflections</p> <p>Group assessments</p> <p>Presentations</p> <p>Self-assessments</p>

<p>Artist's works create the scaffolding upon which new works are built.</p>	<p>Film includes the visual, auditory, as well as the written element; each equally important and impactful.</p>	<p><i>Bowling for Columbine</i> (or other documentary) by Michael Moore</p>	<p>Show appropriate movie scenes and discuss rhetorical strategies.</p> <p>Research critiques and reviews.</p> <p>Detect bias and logical fallacies through analysis of technique.</p>	<p>Rhetorical analysis essay</p> <p>Socratic seminar</p>
<p>Literature has always given expression to social conscience by pushing issues, raising questions, and challenging readers to form and voice their opinions.</p> <p>Live (or filmed) performances provide dimensions often missing from reading scripts alone.</p>	<p>Modern tragedy</p> <p>Disenfranchisement in American culture</p> <p>The American Dream – fiction or reality?</p>	<p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><i>Death of a Salesman</i> by Arthur Miller</p>	<p>Approach Gatsby through the strategy of color analysis of the characters.</p> <p>Provide scripts for key scenes.</p> <p>View multiple performances of key scenes to ascertain directorial prerogatives and how they affect viewer response.</p> <p>Assign reader response journals.</p>	<p>Quizzes</p> <p>Tests</p> <p>Essays</p> <p>Reflections</p> <p>Group assessments</p> <p>Presentations</p> <p>Self-assessments</p>
<p>The choices made by an author directly impact our understanding of a work and the way in which we respond to it.</p>	<p>Stream of consciousness</p> <p>Concrete Poetry</p> <p>Cubism</p> <p>Deconstruction</p> <p>Expressionism</p>	<p><i>Ulysses</i> (excerpts) by James Joyce</p> <p>Selected poetry: T.S. Eliot, Ezra Pound, E.E. Cummings</p>	<p>Assign stream of consciousness writing.</p> <p>Write and recite concrete poetry.</p> <p>Annotate poems for meaning, tone, diction, form and content.</p>	<p>Stream of consciousness paper</p> <p>Original poetry peer review</p> <p>Annotated poems</p>

CCSS

LA.11-12.RL.CCR.4
LA.11-12.RL.CCR.5
LA.11-12.RI.11-12.2
LA.11-12.RI.CCR.6
LA.11-12.W.11-12.1.c
LA.11-12.W.11-12.2.b
LA.11-12.W.11-12.5
LA.11-12.W.CCR.7
LA.11-12.SL.11-12.1.a
LA.11-12.SL.11-12.1.d
LA.11-12.SL.CCR.3
LA.11-12.SL.CCR.6
LA.11-12.L.11-12.1.a

Differentiation

Poetry: Allow students to select poet of their choice for independent study. Project culmination may be a research presentation, a literary analysis of the author's work, a creative portfolio of work in the style of the author, or a project suggested by the student and approved by the teacher.

Drama: Students may choose to write a different ending to the play, perform a scene from the play, or write a character analysis.

Technology

Students will research color analysis online and apply learning to an assigned Gatsby character; they will also analyze their own color choices and, using previous understanding of their learning styles, attempt to mesh the two into a profile.

College and Workplace Readiness

Students will demonstrate ability to collect and interpret data with precision and accuracy and apply learning to a self- evaluation in which they assess their ability to synthesize data.

They will locate and analyze information to draw a conclusion and assess whether that conclusion fits the evidence. In this way, they will learn to question and evaluate data and methodology.

AP English Language and Composition - Unit 07

Performance Task

Enduring Understandings:

All that we are as human being is determined by all that we know and all that we will come to know.

Essential Questions:

Do history, literature and language shape us?

What happens when we interpret history, literature and languages through the lenses of gender, race, social class, community, or personal experience?

Unit Goals:

Work independently to extrapolate meaning from units completed throughout the year.

Synthesize understandings and skills.

Develop a research plan/proposal.

Determine best media to support premise.

Find evidence.

Produce appropriate visuals (film, video, Multimedia presentation) to accompany presentation.

Employ other forms of media such as art, photography, dance and music to enhance presentation.

Demonstrate awareness of audience during both topic selection and presentation.

Recommended Duration: 4 weeks (three weeks of preparation and one week of presentation)

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Classic ideas remain influential to society long after their originators</p> <p>Philosophers and writers give fluency and language to the shifting face of society and the individual</p> <p>By giving voice to and questioning the past and the present, human being may determine the future</p>	<p>The significant contributors and contributions in each of the following fields within the modern period:</p> <p>Art/ architecture History (Social/political/ scientific) Literature Music/ dance Philosophy/ religion</p>	<p>Literature studied throughout the year, Internet and other research sources</p>	<p>Facilitate the, creation, design and production of an independent project which reflects the concepts and values explored in class throughout the year</p> <p>Students will become teachers whose charge is providing a review of the year in an innovative, engaging, unduplicated format.</p> <p>The audience consists of classmates, teachers, other Humanities classes.</p> <p>Students select the project within first week of 4th MP and have the remaining 7 – 8 weeks to complete it.</p> <p>They will produce a fifteen to twenty minute presentation encompassing various media.</p>	<p>Presentations will be graded according to rubric measuring all aspects of project including conventions of genre, presentation skills, knowledge of subject and research, and academic conventions.</p>

CCSS

LA.11-12.RL.11-12.10
 LA.11-12.RI.11-12.7
 LA.11-12.W.11-12.2.c
 LA.11-12.W.11-12.2.d
 LA.11-12.W.11-12.2.
 LA.11-12.W.11-12.6 e

Differentiation

For this project, students are essentially given free rein to explore, develop, and produce a culminating activity which is based on their interests and skills as well as the learning they acquired during the school year. Projects must be approved by teacher and are subject to guidelines:

- a) the premise must be academically sound,
- b) the work must be intellectually rigorous,
- c) the project must adhere to the conventions of the selected genre, and
- d) some aspect of technology must be used, either in the research, preparation, or presentation.

Technology

The independent project requires students to use technology resources for the research, production and presentation.

College and Workplace Readiness

An independent project of this magnitude serves as a venue for the student to demonstrate inquisitiveness, reasoning and problem solving, analytical ability, precision and accuracy necessary for success in college and the workplace.