

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP Language and Composition

June 2017

BOE Approved April 2018

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p>Students will analyze, evaluate and make connections between and among various texts, and relate those texts to their lives and the lives of others.</p> <p>Students will analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Read a nonfiction text and analyze how the writer purposefully uses rhetorical strategies to develop meaning or to achieve a particular effect with a given audience.</li> <li>● Revise their written work to develop logical organization and an effective use of rhetoric, including tone, voice, diction, and sentence structure.</li> <li>● Develop their ability to read critically and evaluate sources so that they can write from and in response to those sources.</li> </ul>	
<p>Students will develop the analytical habit of considering context as well as text.</p> <p>Students will analyze images and other multimodal texts for rhetorical features.</p> <p>Students will use effective rhetorical strategies and techniques when composing their own writing. Students will learn to design their own effective organizational plans (beyond the five paragraph essay) by taking into consideration rhetorical variables such as purpose, audience, and situation.</p> <p>Students will respond to different writing tasks according to their unique rhetorical and compositional demands, and translate that rhetorical assessment into a plan for writing. This goal addresses the importance of prewriting and planning in the writing process.</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Writing has a purposeful, interactive value.</p> <p>Writers draw on a variety of rhetorical devices to enhance their meaning and message. Authors employ different rhetorical strategies depending on the purpose, audience, and situation.</p> <p>Graphics and visual images both relate to written texts and serve as alternative forms of text themselves.</p> <p>Close reading requires the reader to evaluate what an author is saying, how an author says it, and why an author says it.</p> <p>Therefore, to read and to write well students must consider the four fundamental questions about composition: What is being said? To whom is it being said? How is it being said? Why is it being said?</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What is the relationship between purpose, audience, and voice?</p> <p>How does an understanding of the ways written language <i>functions rhetorically</i> enhance the way we read and write?</p> <p>How can visual texts use rhetorical features?</p>

<b>Acquisition</b>	
<p><i>Students will know...</i></p> <p>All texts can be viewed through the lens of the “rhetorical triangle” (Author, Audience, Message)</p> <p>How to apply the SOAPSTONE strategy for evaluating texts (Speaker, Occasion, Audience, Purpose, Subject, Tone)</p> <p>The Aristotelian appeals: Logos, Ethos, and Pathos.</p> <p>The OPTIC strategy for evaluating visual texts (Overview, Parts of the picture, Title or Text, Interrelationships, Conclusion)</p> <p>Literary and grammatical conventions and devices are critical to the conveyance of meaning.</p>	<p><i>Students will be skilled at...</i></p> <p>Analyzing how authors use rhetorical strategies.</p> <p>Applying the common terms for considering “functional rhetoric” including (but not limited to) “context, appeals, purpose, audience, attitude, diction, and syntax” (College Board).</p> <p>Analyzing visual texts for rhetorical components.</p> <p>Employing the correct usage of literary and grammatical conventions and recognizing the effect of incorrect usage.</p>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A=Acquisition M=Meaning T=Transfer		PERFORMANCE TASK(S):
M&T	AP rubric	Timed Writing Responses: Bi-Weekly practice AP essays analyzing the use of rhetorical strategies in various readings.
M&T	AP rubric and responsiveness to feedback	<b>This Unit includes at least three take home essay assignments, each of which will be submitted as a draft, revised after teacher and peer feedback, and then resubmitted (with preliminary drafts attached).</b>
	AP rubric AP rubric School-wide communication rubric	Take Home Essay topics in Unit 1:  Analytical essay focusing on rhetorical fundamentals. Analytical essay focusing on purpose and language. Personal essay (photo-based memoir, college essay, etc.)
A,M&T		OTHER EVIDENCE:
A&M	See rubric (evaluation sheet)	Multiple choice practice embedded throughout unit.
A&M		AP Language Reading Sheets
M&T		Says/Does worksheets
A,M&T		Analysis of visual text using OPTIC strategy
A,M&T		Writing Portfolio
A,M&T		Oral responses
A,M&T		Notebook checks (for “Do Now” responses and informal writing responses)

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students will write an on-demand essay based on their summer reading assignment on Day 1 of AP Language and Composition. That assessment will demonstrate both their writing and reading skills at the start of this unit.	
A A&M A A&M M&T M&T	<p>Summary of Key Learning Events and Instruction</p> <p>SOAPSTONE strategy explained through direct instruction (for example, Power Point)</p> <p>Logos, Ethos, Pathos application (for example, analyze contemporary political advertisement)</p> <p>OPTIC strategy for evaluating visual texts with practice classroom activity.</p> <p>Multiple Choice Practice (for section on AP Language Exam, derived from past AP tests)</p> <p>On Demand Timed Writing Responses: Bi-Weekly practice AP essays analyzing the use of rhetorical strategies in various readings.</p> <p>Peer and teacher feedback on responses to AP rhetorical analysis questions (individual, small group, and whole class feedback)</p>	<p>Progress Monitoring</p> <p>Notebook checks (Do Now responses, etc.)</p> <p>Says/Does worksheets</p> <p>AP Reading worksheets</p> <p>OPTIC analysis activity</p> <p>Formal (for example, Socratic Seminar) and informal oral shared inquiry</p> <p>Draft and revision of take-home essays</p> <p>Collection of writing for AP Language Portfolio</p>

SUGGESTED RESOURCES: *Conversations in American Literature*  
*The Language of Composition*  
*The Adventures of Huckleberry Finn* (summer reading assignment)  
 Select current periodicals.

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p>Students will read multiple sides of an argument and analyze different viewpoints.</p> <p>Students will read and analyze different kinds of arguments (e.g., defined arguments, arguments of evaluation, causal arguments, proposals).</p> <p>Students will examine the appropriateness of using different kinds of evidence to support a claim.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to analyze and evaluate the components of argumentation in written and visual texts through critical thinking.</p> <p>Students will be able to construct a clear, rhetorically sound argument that articulates a clear claim and supports that assertion with convincing evidence, using a structure that advance the argument logically and persuasively.</p>	
<p>Students will delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). <a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.8</u></a></p> <p>As students discern argument as entering into a conversation with others, their own arguments will become more credible and cogent.</p> <p>Students will create and sustain original arguments based on information synthesized from readings, research and/or personal observation and experience.</p>	<p style="text-align: center;"><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Argument can be viewed as entering a conversation with others.</p> <p>Authors construct arguments deliberately in order to make their points persuasively.</p> <p>Appropriate evidence makes an argument more convincing.</p> <p>An argument can be expressed in various forms.</p> <p>Arguments use common components.</p> <p>Sometimes authors deliberately distort their argument’s logic in order to manipulate their audience.</p>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p>What makes an argument convincing?</p> <p>How can an understanding of the fundamental tenets of logical arguments and logical fallacies be used to clarify or rebut an argument?</p> <p>How can evaluating others’ positions strengthen an argument?</p> <p>How can images and graphics be an argument?</p>
<i>Meaning</i>		

<p>Students will research, evaluate, and cite primary and secondary sources using a recognized editorial style (e.g. Modern Language Association).</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>Arguments use common components and categories. Students will be able to recognize general features of arguments, such as claims, evidence, qualifiers, warrants, and conclusions.</p> <p>Students will be able to recognize and analyze different kinds of arguments (e.g defined arguments, causal arguments, and also recognize satire as a form of argument.)</p> <p>The features and merits of different structures of argumentative writing (e.g. classical argument, Rogerian argument, Toulmin argument).</p> <p>How to assess the critical role of an audience in writing an effective argument, including how to provide substantial evidence to explain and justify a position.</p> <p>The most common logical fallacies.</p> <p>The five principles of Aristotelian rhetoric (style, invention, arrangement, memory, and delivery) and be able to apply them to a variety of texts, including visual images.</p> <p>How to use the MLA style guidelines, including how to cite sources.</p>	<p><i>Students will be skilled at...</i></p> <p>Recognizing and analyzing the general features of arguments.</p> <p>Analyzing how different structures of argumentative writing (classical argument, Rogerian argument, Toulmin argument) help move an argument forward.</p> <p>Assessing the critical role of an audience in writing an effective argument.</p> <p>Recognizing the most common logical fallacies.</p> <p>Using MLA style guidelines correctly, including how to cite primary and secondary sources.</p>

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<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
A, M, & T	AP rubric plus adherence to MLA guidelines	<p>PERFORMANCE TASK(S):</p> <p>Required: Students will write a researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.</p> <p>Required: Students will create an analysis of a visual argument and give a detailed, five-minute presentation to the class.</p> <p>Optional Activity: Students will write and present a speech (see GRASPS task that follows)</p>
M&T	Sufficient and supportive evidence, Clear statement of position, speech addresses audience appropriately, speech reflects original, logical, and thought-provoking argument	<p><b>Goal:</b> Write a speech  <b>Role:</b> Student  <b>Audience:</b> Board of Education  <b>Situation:</b> Debating the language used in The Adventures of Huckleberry Finn. Recent revisions have bowdlerized the original text. Should NMHS use the sanitized versions or the original?  <b>Product:</b> Written speech  <b>Standards for success:</b> Sufficient and supportive evidence, Clear statement of position, speech addresses audience appropriately, speech reflects original, logical, and thought-provoking argument</p>
M&T	AP Rubric	<p>Timed Writing Responses: Bi-Weekly practice AP essays in which students practice developing an argument using appropriate evidence in response to selected reading.</p> <p><b>This Unit includes at least two take home essay assignments (in addition to researched argument paper), each of which will be submitted as a draft, revised after teacher and peer feedback, and then resubmitted (with preliminary drafts attached).</b></p>
A,M&T	AP Rubric	<p>Take Home Essay topics in Unit 2:</p> <p>Analytical essay evaluating and comparing arguments.  Argumentative essay related to cultural awareness and emerging citizenship.</p>

A,M&T		OTHER EVIDENCE: Multiple choice practice embedded throughout unit.
A&M		Intersect and Diverge analysis worksheets (comparing/contrasting strategies by different authors on a common topic).
A&M		Says/Does worksheets
M&T		Writing Portfolio
A,M,&T		Oral responses/class participation. <i>NB: AP Language is a student-inquiry-driven course, and at this point in the curriculum students should be assessed on their ability to analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies. Sample oral assessments include responses to shared inquiry questions, a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</i>
A,M&T		Notebook checks (for “Do Now” responses and informal writing responses)

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>At the start of this unit, students will write a timed response to a recently released AP Language free response exam question which asks students to examine an assertion in a well-organized argumentative essay, using appropriate evidence to support their position.</p>	
A,M&T	<p>Summary of Key Learning Events and Instruction</p> <p><b>Reading:</b> Students will read a variety of nonfiction (essays, journalism, diaries, history, criticism, etc.), selected to give students opportunities to identify the author’s use of rhetorical strategies and techniques. Fictional literature will be used to help students understand how various effects are achieved by writers’ rhetorical choices. The readings will be organized thematically, in order to help students explore multiple viewpoints on a common topic. Readings will be selected to offer students exposure to a range of texts that demonstrate how different contexts, audiences, and purposes produce different textual forms. Readings will include seminal U.S. texts to allow students the opportunity to delineate and evaluate their inherent reasoning.</p> <p><b>Class Discussion:</b> AP Language and Composition is designed to be student-inquiry driven, with a wide-range of discussion activities. At this point in the curriculum students should be assessed on their ability to analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies, and they should also have the opportunity to participate in small group and whole class discussions and debates. Sample oral assignments include responses to shared inquiry questions, in which students respond to a provocative text through answers to interpretive questions; students then debate one another’s answers, supporting their positions with specific evidence from the text. Students should also participate in discussion activities such as a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</p> <p><b>Writing:</b> Students will write in informal context (writing notebooks, collaborative writing, and in class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.</p>	<p>Progress Monitoring</p> <p>Notebook checks (Do Now responses, etc.) Intersect and Diverge worksheets AP Reading worksheets Formal (for example, Socratic Seminar) and informal oral shared inquiry Peer and teacher feedback on timed writing responses Draft and revision of take-home essays Collection of writing for AP Language Portfolio</p>
A,M&T		
A,M&T		

<p>A,M&amp;T</p>	<p>Students will write in a formal context. Take-home essays will include expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres. Students will prewrite, draft, revise, and rewrite after feedback from teachers and peers.</p> <p>Multiple Choice Practice (for section on AP Language Exam, derived from past AP tests)</p>	
	<p>Suggested Resources: <i>Conversations in American Literature</i>  <i>The Language of Composition</i>  <i>The Great Gatsby</i> by F. Scott Fitzgerald  Select current periodicals</p> <p>In addition, a wide range of selected readings grouped thematically. For example, readings geared toward an examination of justice might include:  “Second Inaugural Address” by Abraham Lincoln  <i>Narrative of the Life of Frederick Douglass, An American Slave</i> by Frederick Douglass  “Civil Disobedience” by Henry David Thoreau  “Letter from Birmingham Jail” by Martin Luther King, Jr.  “The Position of Poverty” by John Kenneth Galbraith  <i>Hunger for Memory: The Education of Richard Rodriguez</i> by Richard Rodriguez</p>	

### Stage 1 Desired Results

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p>Students will effectively synthesize information and perspectives from research sources to enter an intellectual conversation and develop one’s own position on the topic.</p> <p>Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <a href="#">CCSS.ELA-LITERACY.WHST.11-12.8</a></p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.<a href="#">CCSS.ELA-LITERACY.RI.11-12.7</a></p> <p>Students will evaluate and incorporate sources into researched arguments.</p> <p>Students will demonstrate understanding of the conventions of citing primary and secondary sources.</p> <p>Students will write expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Read for multiple perspectives in response to a common question</li> <li>● Read for intertextual connections among sources</li> <li>● Present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.</li> <li>● Evaluate, use, and cite primary and secondary sources using a recognized editorial style guide (e.g. MLA )</li> </ul>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Critical readers participate in a dialogue with the writer.</p> <p>Coherent arguments develop logically: the writer’s own position emerges from a thoughtful consideration of the sources.</p> <p>Attending to a variety of viewpoints and arguments develops a critical and informed understanding of an issue.</p> <p>Examining a question or problem from multiple perspectives yields a deeper appreciation for the complexity of the topic.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How do critical readers communicate with texts?</p> <p>What informs our stance on an issue?</p> <p>How can a particular issue be viewed from multiple perspectives?</p> <p>What are the benefits of considering more than one side of an issue?</p>

<b>Acquisition</b>		
<p>Students will revise their written work to develop:</p> <ul style="list-style-type: none"> <li>● A wide-ranging vocabulary used appropriately and effectively;</li> <li>● A variety of sentence structures, including appropriate use of subordination and coordination;</li> <li>● Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;</li> <li>● A balance of generalization and specific, illustrative detail, and</li> <li>● An effective use of rhetoric, including tone, voice, diction, and sentence structure.</li> </ul>	<p><i>Students will know...</i></p> <p>How to integrate and evaluate multiple print and digital sources of information</p> <p>How to assess and evaluate the strengths and limitations of sources.</p> <p>How to incorporate sources into researched arguments.</p> <p>How to compile an annotated bibliography.</p> <p>How to cite primary and secondary sources according to MLA guidelines.</p> <p>How to revise their written work to make it more effective.</p>	<p><i>Students will be skilled at...</i></p> <p>Analyzing and evaluating data from charts, maps, and photos.</p> <p>Assessing and evaluating sources.</p> <p>Being able to compile an annotated bibliography</p> <p>Using MLA citation of primary and secondary sources, including how to use footnotes and endnotes.</p> <p>Editing and revising their written work to make it more effective.</p>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
	School-wide Communication Rubric	PERFORMANCE TASK(S):  Major paper on <i>The Great Gatsby</i> : Literary Criticism and Argument Analysis. Respond to the following prompt: In <i>Critical Theory Today</i> , Lois Tyson writes about <i>The Great Gatsby</i> through multiple critical lenses. Choose two different essays. Analyze the arguments in each. Then explain which essay is more convincing. Be sure to explore your reading of <i>The Great Gatsby</i> in your paper. Be prepared to present your reasoning to the class.
T,M,A	AP Rubric	Timed Writing Responses: Bi-Weekly practice AP essays in response to pre-released AP free response exam questions asking students to construct an argument in which they evaluate and synthesize information from a variety of sources.
T&M	AP Rubric	<b>This Unit includes at least two take home synthesis essay assignments, each of which will be submitted as a draft, revised after teacher and peer feedback, and then resubmitted (with preliminary drafts attached).</b>

M&A	Guidelines for annotated bibliography.	OTHER EVIDENCE: Multiple choice practice embedded throughout unit.
M&A		Intersect and Diverge analysis worksheets (comparing/contrasting strategies by different authors on a common topic).
A		An annotated bibliography.
T,M&A		Writing Portfolio
T,M&A		Oral responses/class participation. <i>NB: AP Language is a student-inquiry-driven course, and at this point in the curriculum students should be assessed on their ability to analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies. Sample oral assessments include responses to shared inquiry questions, a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</i>
T,M&A		Notebook checks (for “Do Now” responses and informal writing responses)

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>At the start of this unit, students will write a timed response to a recently released AP Language free response exam question which asks students to synthesize material from a variety of sources into a coherent, well-written argumentative essay.</p>	
A,M&T	<p>Summary of Key Learning Events and Instruction</p> <p><b>Reading:</b> Students will continue read a variety of nonfiction (essays, journalism, diaries, history, criticism, etc.), selected to give students opportunities to identify the author’s use of rhetorical strategies and techniques. In addition, students will read visual texts related to print texts to explore and discuss how to analyze and synthesize non-print texts. Fictional literature will be used to help students understand how various effects are achieved by writers’ rhetorical choices. The readings (both print and non-print) will be organized thematically, in order to help students compare and contrast multiple viewpoints on a common topic. Readings will be selected to offer students exposure to a range of texts that demonstrate how different contexts, audiences, and purposes produce different textual forms. Readings will include seminal U.S. texts to allow students the opportunity to delineate and evaluate their inherent reasoning.</p>	<p>Progress Monitoring</p> <p>Notebook checks (Do Now responses, etc.) Intersect and Diverge worksheets AP Reading worksheets Formal (for example, Socratic Seminar) and informal oral shared inquiry Peer and teacher feedback on timed writing responses Draft and revision of take-home essays Collection of writing for AP Language Portfolio</p>
A,M&T	<p><b>Class Discussion:</b> AP Language and Composition is designed to be student-inquiry driven, with a wide-range of discussion activities. At this point in the curriculum students should be assessed on their ability to synthesize, analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies, and they should also have the opportunity to participate in small group and whole class discussions and debates. Sample oral assignments include responses to shared inquiry questions, in which students respond through answers to interpretive questions about multiple texts addressing a common topic ; students then debate one another’s answers, supporting their positions with specific evidence from the texts. Students should also participate in discussion activities such as a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</p>	

A,M&T	<p><b>Writing:</b> Students will write in informal context (writing notebooks, collaborative writing, and in class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.</p> <p>Students will write in a formal context. Take-home essays will include expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres. Students will prewrite, draft, revise, and rewrite after feedback from teachers and peers.</p>	
A,M&T	<p>Continued embedded practice for the multiple choice section of AP Language exam.</p> <p>Suggested resources:  <i>The Language of Composition</i>  <i>Conversations in American Literature</i>            Select current periodicals            Selected readings, organized thematically  <i>The Scarlet Letter</i> by Nathaniel Hawthorne  <i>The Handmaid's Tale</i> by Margaret Atwood</p>	

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p><u>CCSS.ELA-LITERACY.RL.11-12.9</u>                  Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p><i>Students will be able to independently use their learning to...</i>                  Develop critical literacy. Students will be able to sustain active inquiry, apply prior knowledge, and take risks as critical thinkers.                  Analyze, evaluate, and make connections between and among a variety of texts.</p>	
	<i>Meaning</i>	
<p><u>CCSS.ELA-LITERACY.WHST.11-12.7</u>                  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>UNDERSTANDINGS  <i>Students will understand that...</i></p> <p>The study of literature enables students to use the literacy skills practiced in the study for both personal satisfaction and responsible engagement in civic life.</p> <p>Literature -- both fiction and nonfiction -- can be viewed as an extended argument. The skillful reader considers the historical and cultural context of a piece of literature.</p> <p>The canonical works of American literature can be viewed as part of an ongoing conversation.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What is the value of studying literature?</p> <p>How is literature from previous centuries relevant to today's reader?</p> <p>How do modern authors draw on and yet "make new" previous literary works?</p>
<p><u>CCSS.ELA-LITERACY.RL.11-12.5</u>                  Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>		
<p><u>CCSS.ELA-LITERACY.RL.11-12.3</u>                  Analyze the impact of the author's choices regarding how to develop and relate</p>		

<p>elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.4</u></p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.5</u></p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <p>How to consider literature through the lenses of the author’s historical and cultural context.</p> <p>How to analyze the way the structure of a text impacts its meaning.</p> <p>How to analyze an author’s choices regarding the elements of a fictional text.</p> <p>How to generate an inquiry for a research project.</p> <p>How to present information, findings, and supporting evidence effectively making strategic use of digital media.</p>	<p><i>Students will be skilled at...</i></p> <p>Viewing a work of literature through its historical and cultural context.</p> <p>Analyzing an author’s choice about the structure and elements of a text.</p> <p>Generating an inquiry for a research project.</p> <p>Presenting findings effectively using digital media.</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,M&T	School-wide Communications Rubric	<p>PERFORMANCE TASK(S):</p> <p>During this unit, students will engage in an intense exploration of some of the major works of American literature. Students will choose two related works to analyze, research, and present to the class. Students will generate their own inquiry topics to research. Their inquiry will include the cultural and historical contexts of the work as well as an explanation of how they are related. Students will present their findings to the class.</p>
A,M&T		<p>OTHER EVIDENCE:</p> <p>Writing Portfolio</p> <p>Oral responses/class participation. <i>NB: AP Language is a student-inquiry-driven course, and at this point in the curriculum students should be assessed on their ability to analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies. Sample oral assessments include responses to shared inquiry questions, a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</i></p>
A,M&T		<p>Notebook checks (for “Do Now” responses and informal writing responses)</p>

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>The pre-assessment for this unit might be a notebook check of a “Do Now” assignment or a similar formative gauge of students’ knowledge about how to generate a research inquiry.</p>	
M&T	<p>Summary of Key Learning Events and Instruction</p> <p>During this unit, students will engage in an intense exploration of some of the major works of American literature. Students will choose two related works to analyze, research, and present to the class. Students will generate their own inquiry topics to research. Their inquiry will include the cultural and historical contexts of the work as well as an explanation of how they are related. Students will present their findings to the class.</p>	<p>Progress Monitoring</p> <p>Notebook checks (Do Now responses, etc.)                      Formative assessments in class (exit slips, etc.)                      Class participation/discussion.                      AP Reading worksheets                      Formal (for example, Socratic Seminar) and informal oral shared inquiry</p> <p>Collection of writing for AP Language Portfolio</p>
A&M	<p>Teacher will help guide students in terms of framing their inquiry, assessing historical and cultural contexts, and suggesting related works of literature. For example, students might choose to analyze <i>The Scarlet Letter</i> and <i>The Handmaid’s Tale</i>; or, <i>Moby Dick</i> and <i>In the Heart of the Sea</i>; or, <i>King Lear</i> and <i>A Thousand Acres</i>, etc.</p>	
A,M&T	<p><b>Reading:</b>                      Fictional literature will be used to help students understand how various effects are achieved by writers’ rhetorical choices. The readings will be organized to help students compare and contrast multiple viewpoints on a common topic. Readings will be selected to offer students exposure to a range of texts that demonstrate how different contexts, audiences, and purposes produce different textual forms. Readings will include seminal U.S. texts to allow students the opportunity to delineate and evaluate their inherent reasoning.</p>	
A,M&T	<p><b>Class Discussion:</b>                      AP Language and Composition is designed to be student-inquiry driven, with a wide-range of discussion activities. At this point in the curriculum students should be assessed on their ability to synthesize, analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies, and they should also have the opportunity to participate in small group and whole class</p>	

<p>A,M&amp;T</p>	<p>discussions and debates. Sample oral assignments include responses to shared inquiry questions, in which students respond through answers to interpretive questions about multiple texts addressing a common topic ; students then debate one another’s answers, supporting their positions with specific evidence from the texts. Students should also participate in discussion activities such as a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</p> <p><b>Writing:</b>  Students will write in informal context (writing notebooks, collaborative writing, and in class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.Students will also write in a formal context. Take-home essays will include expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres.</p> <p>Suggested resources:  <i>The Language of Composition</i>  <i>Conversations in American Literature</i>  Select current periodicals  Selected readings including a variety of canonical American literature (both “classic” and more modern)</p>	
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