

2025 AP English Language and Composition

Content Area: **Language Arts**
Course(s): **AP English 1**
Time Period:
Length: **Full Year**
Status: **Awaiting Review**

Course Overview: Objectives, benchmarking and screening plan

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing in the course should deepen and expand students' understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse. (College Board 2024) In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching that is taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in a manner that is meaningful and relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with disabilities, Multilingual Learners (MLL) and students requiring other modifications (504 plans) as well as Gifted Learners.

Students are eligible for the course based on their semester and quarterly exam grades, their performance on benchmark assessments, and the level of their English course at the time of placement decisions.

All 11th grade students, including those enrolled in the AP Language course, take part in ELA benchmarking for reading and writing.

Course Name, Length, Date of Revision and Curriculum Writer

Course Name: Advanced Placement English Language and Composition

Length: Full Year

Date of Revision: July 2025

Curriculum Writer: Carter Quinby

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Unit 1: Education, Arguments and Rhetoric

Content Area: **Language Arts**
Course(s): **AP English 1**
Time Period: **1st Semester**
Length: **3-4 Weeks**
Status: **Not Published**

Summary of the Unit

The implications of this title are far-reaching. Arguments are all around us and in this unit we explore the fundamental role that arguments play in our lives. Students will evaluate and interpret the nuances of a particular author and consider the ways in which even subtle details can influence our reading. Mark Twain's writing speaks to the human condition and the moral compass that operates in us all. We will read Twain's "What is Man?" -- an inquiry into human nature. The story is a conversation between an old man and a young man, and it is through dialogue that we arrive at a deeper understanding. Plato's "The Apology" will also serve as an introduction to the Socratic method. Being that there are arguments all around us, in order to make informed decisions, we must listen carefully and work through the ideas of others. We will also be working from excerpts from *Everything's an Argument* and *The Language of Composition*. These texts provide an excellent framework for the some of the broader goals of the course and introduce close reading strategies, the rhetorical triangle and other useful ideas.

Enduring Understandings

Language is a powerful force.

Writers use a variety of different techniques to express themselves.

Arguments are present in artwork, song and advertisements.

Philosophical inquiry holds value.

Through wrestling with big questions, we arrive at deeper understandings.

Essential Questions

Where do our values come from?

To what degree does our environment shape us?

What constitutes close reading?

What strategies and tools can we use to comprehend challenging sections of a text?

In what sense can the rhetorical triangle aid us in deepening our understanding of a particular text?

Unit Summative Assessments and Alternate Assessment Options

While a great deal of time is dedicated to modeling and preparation, in the end students need to be able to write an effective rhetorical analysis. This is the most challenging type of writing students

encounter during course and it is therefore important to introduce these materials early in the year. Working with the ideas of John Collins, students should have a limited number of Focus Correction Areas (no more than three). The purpose of this is so that students concentrate their efforts on key areas that the teacher has introduced in class. Students should write the FCAs at the top of their paper to ensure it is perfectly clear what they are being assessed on.

As an alternate to the traditional essay writing and multiple choice questions, Socratic Seminars present an opportunity for the teacher to witness students engaged in meaningful self-directed discussion. These should happen periodically. In terms of discussion formats, students tend to be at their best working with this format. They are familiar with a particular subject matter and have prepared essential questions in advance. One of the goals is for the group to ensure that every student has an opportunity to participate. General discussions or even in debate formats, particular students tend to dominate but here there is an increased level of involvement which leads to the assessment being more accurate and meaningful.

Resources

Short Story:

“What is Man?” by Mark Twain

Poetry:

"Song of the Open Road" by Walt Whitman

Non-fiction:

“Protecting Freedom of Expression at Harvard” by Derek Bok

“Creating a Criminal” by Michael Kingston

“Devastating Beauty” by Teal Pfeiffer

“My America” by Andrew Sullivan

“Pink Think” excerpt by Lynn Peril

The Apology by Plato

Textbooks:

Everything's An Argument by Andrea A. Lunsford, John J. Ruszkiewicz and Keith Walters

The Language of Composition by Renee H. Shea, Lawrence Scanlon and Robin Dissin Aufses

I Read It But I Don't Get It by Chris Tovani

College Board:

[AP Classroom and other College Board Resources. Requires Username and Password](#)

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
Close Reading for Deep Meaning	2 weeks	<p>Defining and setting clear expectations for close reading and annotating.</p> <p>Responding and taking positions on the essays that they have read over the summer. Also establishing clear expectations for the year. Establishing routines such as journaling and Socratic Circle. Engaging in deeper conversations about the writing craft, based on the readings.</p> <p>Students will be engaging in different types of writing. There will be time for process writing but also it important for them to take risks and work on their writer's voice in journals.</p>	<p>Examining samples together of annotated passages. What do strong readers do? Reference Chris Tovani's story and examples from <i>The Language of Composition</i>.</p> <p>General discussion of essays from <i>Everything's an Argument</i> that students read over the summer. Decide as a class on one essay to examine in Socratic Seminar. Derek Bok's essay "Protecting Freedom of Expression at Harvard" is a popular one. See details from earlier lessons. Note that it is possible to run two Socratics at the same time or run them on different days. It's good for students to make the most of their summer reading. They are engaging essay that students are generally eager to discuss. Check annotations carefully. Note that specific guidelines on the Socratic Circle can be found further down in this unit.</p> <p>Note that students are to also be journaling on selected essays from the summer work. Journals are where the majority of the informal writing is taking place. This is a place for them to process and work through their ideas. Journals also provide raw material for final edits. At the end of the quarter, students are to select entries for revision. Revisions should be based on the new ideas that we have encountered in <i>They Say I</i></p>	<p>Students will be able to successfully employ new close reading strategies, going beyond general reactions.</p> <p>Students will write frequently in journals as a way of engaging in the materials. Students will frequently asked to share their ideas with the class. In other instances, students may swap journals and be asked to respond to what their peer has written.</p>

		<p>Close reading, interpretation of Whitman poem. Identify the choices the poet is making with regard to diction and syntax. Which lines are intended to be metaphorical? Responding in writing and making comparisons to life experiences.</p> <p>Interdisciplinary component. Looking at the Civil War's impact on Whitman. How was he changed? Listening to</p>	<p>Say or from the excerpts of <i>On Writing Well</i>. Journals are to be between a half page and a page. These are to be written in class predominantly and graded once per quarter. Note that students will receive full as long as entries meet the length requirement and do not have too many mechanical errors. These entries are to be seen as practice. Note that particularly strong entries should be (with permission from the student) examined closely on the board so that students have a clear sense of the expectations.</p> <p>Small group collaboration, both generating and responding to essential questions.</p> <p>Read Whitman's poem entitled "Song of the Open Road." Reading the poem two or three times aloud is essential. Reference Huck Gutman's materials on teaching poetry and also his expertise on Whitman. Poetry should be integrated into the units throughout the year with some frequency and used as scaffolding and historical context. Note that this is also a good opportunity to model and define annotating. Cris Tovani writes about "listening to the voices in our heads." After reading the poem aloud, students are to annotated individually. Encourage them to pose questions within the margins along with their other reactions and general commentary. Encourage them to wrestle with the</p>	
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		<p>lecture and discussing questions in small groups.</p>	<p>language. Following this, students move into small groups, comparing annotations and discussing interpretations of the poem. Note that within the context of this early unit, this is a particularly useful poem for teaching the rhetorical situation. Explore the importance of speaker and audience and how this shapes our understanding of the poem.</p> <p>"Song of the Open Road" is also appropriate for the start of the year. Students too are on a journey and feel the allure of the unknown, the call to adventure, but are still bound by societal norms that they must navigate and adapt to.</p> <p>For additional historical context watch excerpts from Gutman's Huck Gutman's Lecture on Whitman and the Civil War. Gutman emphasizes Whitman's compassion and discusses his volunteer work at the makeshift infirmary tents in Washington.</p>	
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	2 weeks	<p>Early in the year it is essential for students to grow accustomed to AP Classroom. Developing a clear understanding of the AP exam format and the progression of the</p>	<p>Note that this guide draws heavily from the AP English Language and Composition guide that is updated frequently by the College Board. With the addition of AP Classroom there are now a wide array of</p>	<p>Annotation may serve as benchmarks. This interface with the text</p>
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	<p>course. Students should understand how the exam is graded, and a special emphasis should be placed on the updated College Board rubrics.</p>	<p>resources to draw from including instructional videos and sample problems. Instructors should always pair this guide with the current College Board updates and make every effort to cover the targeted skills outlined in the suggested units. Note that there is considerable flexibility in terms of content.</p> <p>Students are to read Lincoln's 1865 Second Inaugural Address, which can be accessed on AP Classroom. This is from a released exam. Use this an opportunity to introduce the formatting of the rhetorical analysis prompt, the updated 6 point rubric and sample student responses. Note that the most recent search filters on AP Classroom with thematic units. In this case Lincoln's speech provides helpful historical context for reading Twain and Whitman.</p>	<p>is very valuable. Even though many students in the class are strong readers it is still advantageous to touch on Kyleene Beers and her Sign Posts, especially when students are reading something very challenging.</p>
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The Socratic Method	2 weeks	<p>Explore the historical context of the Socratic Circle. Forming discussion questions. Taking notes in real time on the discussions as they are happening.</p> <p>These exercises require students to look very closely at short excerpts and show us the types of questions that we need to be asking on our own. What is the significance of this word choice? How does syntax impact the meaning?</p> <p>Reading and responding to Kohn's argument. Hearing perspectives from classmates and responding in Socratic Circle format. Follow up writing.</p>	<p>Close reading of “The Apology of Socrates” with attention to both content and style. Why was he regarded as a threat? Why was he so unpopular? We will also listen to audio clips from this. In His Own Defense Video Students will paraphrase highlights from speech and include their own reactions.</p> <p>Students will work from <i>Voice Lessons</i>. Short exercises that examine the impact of syntax, diction and detail. The real value here is that the questions posed enable students to enter into these conversations. Most come to the table being able to define these terms, but the challenge is being able to sustain an in-depth look at the impact of the writer’s decisions.</p> <p>This is a crucial activity that will be repeated frequently throughout the course. It is very important for the students to have a strong understanding of the process. In a nutshell students are in concentric circles. Inside circle is engaged in dialogue working from self-designed essential questions. Outside circle students are in an evaluative role. Each student on the outside circle has a partner on the inside that he or she is evaluating. Students then switch roles. Socratic Seminar Guidelines</p> <p>Students will read Punished By Rewards? A Conversation With Alfie Kohn by Ron Brandt and consider Kohn's argument, which challenges conventional attitudes about schooling and how we learn. Students respond in</p>	<p>Written responses to Voice Lessons and class participation. These model the type of questions that students need to be posing themselves in rhetorical analysis.</p> <p>Practice run working with current event. This should be a topic that invites serious dialogue. A good example would be the recent debate over the confederate flag. Students prepare 5 essential questions in advance.</p>
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			<p>journals, first summarizing the highlights of Kohn's argument in order to demonstrate a clear understanding of his views and then responding/reacting to Kohn's ideas. Are we in fact punished by rewards? Note that many firmly disagree with Kohn's viewpoints. Note that we are introducing a fundamental skill which students will build on throughout the course of the year. Students must be comfortable navigating and comprehending complex arguments and then articulating their own positions. Where do you stand?</p>	
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An Examination of Argument	2 weeks	<p>Developing the necessary vocabulary required for this type of analytical writing. Note that memorizing rhetorical devices does not necessarily help them. This work is rooted in careful observation. What elements are contributing? What</p>	<p>Students will be reading first sections from <i>The Language of Composition</i>. . Explores Logos, Ethos and Pathos. Most importantly students become adept at entering into these conversations. The dialectical journal sets up students for success with columns for both devices and the impact of</p>	<p>Examine annotated passages. The real evidence is of learning is in how these ideas are applied. These materials that they are reading at this point are to be used as resources</p>
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	<p>concrete decisions has the author made?</p> <p>Looking closely at the role that terminology plays in analysis. Listening to and watching analysis of music video.</p>	<p>impact these devices. Close reading and Discussion of Everything's an Argument excerpts. Continued discussion of rhetorical triangle. The section on lines of argument is a wonderful, in depth look at Logos, Ethos and Pathos in language that students can understand.</p> <p>Note the textbook (especially the first three chapters) allow students to see the broader framework and not simply study the terminology in isolation. Students are to take notes on the reading using a Google Doc. This will also be a workspace of sorts for completing particular exercises from these opening chapters. Students also benefit from seeing strong examples of writing and mixed media sources. The text explores in depth the different avenues into rhetorical analysis, which is one of the broader goals. Note that this textbook is designed especially for this course. These early chapters give students a real advantage.</p> <p>Watch Rhetorical Analysis of Taylor Swift's Blank Space. This is a gem from teachargument.com that students respond well to. Students need to see this being done before they can do it themselves. To go along with this, students will also read and evaluate strong written examples of rhetorical analysis. Examples may be taken from <i>Everything's an Argument</i>, <i>The Language of Composition</i> or the</p>	<p>throughout the course of the year.</p>
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		AP Practice books. “Joan Didion’s Santa Ana Winds: A Mechanistic View of Nature” is a great example.	
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An Examination of Argument	2 weeks	<p>Continuing to evaluate and explore the merits of various arguments, drawing from pop culture and debates over music censorship.</p> <p>Applying the concepts in a group presentation. Rhetorical analysis of a source that students have selected. Needs to be approved by instructor first.</p>	<p>There are endless possibilities for materials students can evaluate. Since there are references to advertisements in the textbooks the Carousel Clip from Madmen is particularly good to show. This is pathos city and students sometimes tear up over Don Draper’s Kodak Carousel pitch. Which lines from the pitch have the greatest impact? Another great video for an evaluation of debate is the Frank Zappa and John Lofton Crossfire Debate of Music Censorship. This is also an excellent opportunity for a Socratic Seminar.</p> <p>Students are to choose a video for rhetorical analysis. This may be a music video or a commercial or a speech. Students will work on chrome books putting together presentations.</p>	<p>Students will take notes on video and discuss what they’ve found with a partner. What does the author choose to focus on? Which devices stand out? How does his commentary fit into the rhetorical triangle?</p> <p>Presentations will be evaluated based on the following: Identifying specific rhetorical devices at work, exploring their impact, organization of ideas, general preparedness.</p>
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Standards for Course Content and Cross-Content Standards Addressed

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Historical sources and evidence provide an understanding of different points of view about historical events.
ELA.W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
ELA.W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
ELA.W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SOC.6.1.4	Civil War and Reconstruction (1850–1877)
ELA.SL.ES.11–12.3	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>
SOC.6.1.12.CivicsPR.4.a	<p>Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>There are multiple and complex causes and effects of historical events.</p> <p>Complex interacting factors influence people’s perspective.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>

Suggested Modifications for Students with Disabilities, 504-Eligible Students, Multilingual Learners, At Risk Students, and Gifted Students

Students with Disabilities*:

Individualized Support: Adapt essay prompts to align with students’ individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller, more manageable tasks with clear deadlines.

Students with 504 Plans*:

Individualized Support: Provide access to audio versions of texts. Provide visual aids and graphic organizers. Provide copies of class notes in advance. Clarify directions.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller pieces. Provide checklists for multi-step assignments.

ML (Multilingual Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ML students with proficient English-speaking peers for collaborative reading and discussion.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

At-Risk Students*:

Individualized Support: Provide frequent comprehension checks. Provide model essays or exemplars. Use digital tools for reminders. Provide choice of assignments when possible.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

*Consistent with individual plans, when appropriate.

Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.IC	Impacts of Computing
CS.9-12.ITH	Interaction of Technology and Humans
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.
	The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

In this unit there is an emphasis on philosophy, human nature and wrestling with ethical questions. Students are ideally developing an appreciation of the exchange of ideas that take place in the Socratic Seminar. There is a collaborative component here often associated with a functioning democracy. Also the whole idea of rhetorical analysis involves listening carefully to the ideas of others and developing a clear understanding of their purpose. Through a deepening appreciation of the many styles encountered throughout the unit students are in turn developing their own abilities to express themselves, a skill that will be crucial as we enter into the age of Aquarius.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Unit 2: Influence and Social Change

Content Area: **Language Arts**
Course(s): **AP English 1**
Time Period: **1st Semester**
Length: **3-4 Weeks**
Status: **Not Published**

Summary of the Unit

Having explored some of the nuts and bolts of argument and the rationale for this course of study, we move into influence. Whereas in the first unit we are focused squarely on the individual forging a path, we are now broadening our scope to look at key figures that have shaped the society that we live in today. In particular we will examine subjugation, oppression as well as revolution. Machiavelli's thoughts on influence and power paint a rather dismal picture of the masses. But are his points valid? We will turn to the study of rhetoric to aid us in deciding for ourselves. Excerpts from Robert Greene's *48 Laws of Power* will serve as supplemental reading material here and will help us navigate through, what is for most, uncharted territory. Howard Zinn's essay "U.S. Foreign Policy and Machiavellian Realism" will explore the far-reaching impact of Machiavelli. In this unit we will also examine influence from the perspective of the oppressed and those advocating for social change. We will read a wide selection of essays and excerpts that fall into this category including Thomas Paine's "Common Sense," Abraham Lincoln's "Gettysburg Address," and Ralph Waldo Emerson's "Self-Reliance." Toward the end of the unit we will read Martin Luther King Junior's "Letter From A Birmingham Jail." This piece is incredibly valuable to examine up close and provides us with many ripe examples that help to reinforce the forces at work in strong writing. There is an emphasis here on identifying devices such allusion, extended metaphor, anaphora, etc. and exploring the **function** of these devices.

In this unit we will be reading *They Say I Say*, which pushes students to think about the moves that matter in strong writing. Students will become familiar with the art of quoting, planting a naysayer, meta-commentary and other crucial moves. Through developing a working vocabulary and exploring templates that enable them to apply these moves, students over time can adopt these strategies into their own writing.

Enduring Understandings

Language has shaped the world we live in.

The study of rhetoric empowers writers to affect change.

Examining texts from a wide array of styles and time periods informs our own writing.

Rhetoric may be applied to original arguments.

Templates provide a way of trying out the moves that matter in academic writing.

Essential Questions

How can the study of rhetoric aid us in evaluating the strengths and weaknesses of arguments?
How do we as writers benefit from the study of speeches, letters and essays of influential writers?

Which techniques that we are now becoming aware of can we adopt effectively into our own writing styles?

Unit Summative Assessments and Alternate Assessment Options

It should be noted here that throughout the year many of the Summative Assessments described are interchangeable and may be used with any unit.

The Open-Argument essay appears on the exam and students should feel comfortable with this type of writing. The challenge of this assignment is that it is relying on prior knowledge. In this unit there are numerous opportunities for this type of writing. Having watched the Zinn interview clip, to what degree is aggression natural? These are broad questions that allow students to tap into reading they have encountered and develop an argument. In order to break away from the cookie cutter, formulaic pitfalls of high school writing, it is useful for students to work from the [Classical Model](#), although the Toulmin model is also useful.

In order to assess how students are doing with their analysis skills, they will periodically read and respond to questions from released multiple-choice sections. The College Board releases these every five years. Given the difficulty level of the questions, it is important to score these in a manner that is similar to how they are scored on the actual exam. When these are returned to the students, be sure to select a handful to go over carefully.

Alternate assessments might include Socratic Seminar, storyboarding, debate, and presentations.

Resources

Non-fiction:

The Prince by Machiavelli

The 48 Laws of Power by Robert Greene

“Machiavellian Realism and U.S. Foreign Policy” Howard Zinn

“Common Sense” by Thomas Paine

“Gettysburg Address” by Abraham Lincoln

“Self-Reliance” by Ralph Waldo Emerson

Narrative of the Life of Fredrick Douglass by Fredrick Douglass

“Public Statement by Eight Alabama Clergymen”

“Letter from a Birmingham Jail” by Martin Luther King Junior

Film:

The Great Debaters Simple Justice

Textbooks:

Everything's An Argument by Andrea A. Lunsford, John J. Ruszkiewicz and Keith Walters

The Language of Composition by Renee H. Shea, Lawrence Scanlon and Robin Dissin Aufses

They Say I Say by Gerald Graff and Cathy Berkenstein

Voice Lessons by Nancy Dean

College Board:

[AP Classroom and other College](#)

[Board Resources. Requires Username](#)
[and Password](#)

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
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Machiavelli and Power	2 Weeks	<p>Students will consider the value of context and how it shapes our understanding of the text. Placing Looking at the rhetorical situation surrounding The Prince excerpts.</p> <p>Making modern day comparisons to the letter written to Lorenzo. In what sense is this a delicate situation? Continuing to explore context. Identifying strategies at work, referencing terms students have encountered in their <i>Language of Composition</i> reading.</p>	<p>On the board, write the words Immigrant and Illegal Alien. What are your associations with each of these words? As the list grows, enter into conversation about diction. Everyone can define this term but discussing the function of diction is the challenge.</p> <p>Watch short documentary film that explores what was happening in Florence during Machiavelli's lifetime. This looks at not only Machiavelli the man but also at the Renaissance in general and at the changes taking place.</p> <p>Students will read and annotate the opening letter to Lorenzo written at the start of <i>The Prince</i>. What is his purpose? To what degree is the writing of The Prince simply an act of self- preservation? He wants to be reinstated. Are there traces of sarcasm? Consider the complexity of his predicament. This is an excellent piece for getting into both purpose and audience.</p>	<p>This exercise may be modified and given to students as an individual assignment. The exercises from Voice Lessons may also be used to evaluate how students are doing with diction.</p>
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Machiavelli and Power	2 weeks		<p>Students will read excerpt from The Prince, evaluating his argument with the aid of the rhetorical triangle and working with the materials introduced in the previous unit. Complete this exercise in small groups. Each will be</p>	<p>Written response. What is Machiavelli's purpose in writing the book?</p>
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		<p>Students will pair Machiavelli with Greene and consider some of the similarities and differences. Both employ heavy logos and turn to historical examples to substantiate their claims. Students will experiment with Greene's method of organizing his argument, creating a law of their own.</p> <p>In order to reinforce the idea of there being multiple audiences, students will read and annotate Zinn's essay. Exploring long term impacts and how Machiavellian thought has influenced our thinking on war.</p>	<p>presenting their findings. This is also an opportunity for students to write an open-argument essay responding to Machiavelli's claims.</p> <p>Students will read excerpts from Robert Greene's book <i>The 48 Laws of Power</i>. We will focus on Law 29 (Plan All The Way To The End) and Law 30 (Make Your Accomplishments Seem Effortless). Students will be evaluating these claims and observing how Greene incorporates historical examples. This is a also a place for observing the balance of detail and analysis. We will also watch a video: Robert Greene on Chapter 2: 50th Law.</p> <p>Continuing to explore the validity and influence of Machiavelli we will read "Howard Zinn's U.S. Foreign Policy and Machiavellian Realism." This is an excellent piece to evaluate in terms of ethos, logos and pathos. This, like the others will be a close reading exercise with a lot of discussion. What is his purpose? We will also watch Howard Zinn on Human Nature and Aggression. <u>This is an excellent piece for discussion. To what degree is war a natural phenomenon?</u></p>	<p>Reference specifics from his letter to Lorenzo.</p> <p>Open-argument essay.</p> <p>Develop your own law of power and writing a short piece emulating Greene's style.</p> <p>Develop a verbal argument either supporting or refuting Zinn's claims. This may be focused on the essays. Students may also wish to focus on the interview clip.</p>
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Revolution and Unity	2 Weeks	<p>Extension activity reading excerpts from another influential author who is working with some similar ideas. It is important for students to have exposure to a wide range of authors and become comfortable navigating writing from earlier time periods.</p>	<p>Close reading of excerpt from Thomas Paine’s “Common Sense.” What types of allusions is he making? Identify places in which structure mirrors content. Use SOAPStone technique as an avenue into the text. This will be an ongoing technique for analysis. Acronym stands for Speaker, Occasion, Audience, Purpose, Subject and Tone. Students tend to have a hard time knowing where to begin. Excellent scaffolding for rhetorical analysis.</p> <p>Watch Remember the Titans Gettysburg Speech. This will set the stage for a close examination of Abraham Lincoln’s Gettysburg Address. Again this is an opportunity to look at historical context and audience. Who would have been there? Give the statistics on how many died. The bodies would have still been out in the fields. Careful examination of diction and tone. Students will respond to AP multiple-choice questions. These are to be graded and curved.</p>	<p>AP Practice problems. Periodically a single passage and the accompanying questions should be given and graded.</p>
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			This is also an opportunity to talk about how the questions are graded on the exam.	
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Transcendentalism	2 weeks	<p>Close reading and analysis of Emerson. Small group discussion. At times presenting in sections to the class, highlighting Emerson's points and noting strategies at work.</p> <p>Socratic Circle with an emphasis on the modern day relevance of Emerson. Studying in-context vocabulary.</p>	<p>Students will respond in journals, examining sections of "Self Reliance" by Ralph Waldo Emerson. Students will read the work in its entirety but in class we will focus on particular sections. The advantage of the Dialectical Journal takes Tovani's basic double entry diary a bit further. The reader first selects a Quotation, then Paraphrases the Quotation, then Identifies Rhetorical Strategy or Style Element at work and then last of evaluates the Function of this items named in the previous column. Students will also develop essential questions based on their reading, which will then be used in a Socratic Seminar. This type of analysis will also be supplemented with vocabulary study. Vocabulary will be</p>	<p>Dialectical Journals</p> <p>Share a copy of "Self Reliance" and have students annotate in the margins. Students can then share the document with a classmate. Classmate responds to first student's annotations. A third student can be added as well. This allows there to be some quiet dialogue happening with the text. Students are encouraged to pose real questions. What are you struggling with?</p> <p>Socratic should involve basic questions about content. Many students struggle with Emerson. What is he talking about? Why is he rejecting everything? Also encourage students to explore the modern</p>
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			Continuing to seek opportunities to work directly from released exams. Reviewing exam formatting and providing them with many opportunities to take both multiple-choice questions and free response questions.	pulled from text in advance and students will be asked to define. At the end of each quarter students will submit a set of 40 vocabulary cards that they have either encountered in our reading or words that they have come across on their own. This serves as an incentive and helps students to get into the habit of looking up new words. For this assignment, in addition to the definition, students are to also include where the word came from.	day relevance of Emerson. Exam connections: Students will respond to the following Emerson quote that appears in an argument essay prompt from a released exam: “Books are the best of things, well used; abused, among the worst.” Note that this can be easily found using the search bar in the AP Classroom question bank.
Social Change	2-3 Weeks	Close analysis of poem, drawing concepts we have covered in the textbook. Examining strong examples on the board. Important for students to be seeing student examples.	Read Slave Ships by Lucille Clifton and have students evaluate the poem. Reference the guidelines for “unlocking” a poem: 1. Solve vocabulary problems. 2. Identify the speaker. 3. Describe what is happening. 4. Notice patterns. 5. Trust your instinct. One of the really important messages to be communicating here is that we always need to return to the poem. What is your interpretation based on? Again an excellent place for looking at how structure mirrors content. This piece will generate different responses depending on the audience. Read excerpts from “Narrative of the Life of Fredrick Douglas.” Included in this section students will spend time reading and responding to the Rhetorical Analysis prompt	Highlighting of student samples.	

			<p>from the 1997 released exam. (Page 219 in the Drew Binder)</p> <p>The question asks students to “identify the stylistic elements in the third paragraph that distinguish it from the rest of the passage and show how this difference reinforces Douglass’ rhetorical purpose as a whole.”</p> <p>This is also a great opportunity for students to look at released student samples and see how they scored.</p> <p>Students can mark up these student samples on their own with highlighters: Yellow for device, blue for example and orange for how and why.</p>	
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Social Change	2-3 Weeks	<p>Approaching the text as a dialogue. Note that They Say I Say referencing King's letter as an example of writing that is being fueled by something very specific. This is a response.</p> <p>Interdisciplinary component. Looking deeply into the historical context,</p>	<p>Read Martin Luther King Junior’s “Letter From A Birmingham Jail.” There is a good deal of scaffolding for this assignment that is aimed at context. We will listen to Nina Simone’s version of “Strange Fruit” and analyze the lyrics as we have done with poetry in the past. Students will present their findings in small groups. We next look at a selection of newspaper articles that reveal the racial tensions in Birmingham. In one particular article children who have arrested for protesting are interviewed. Again turning to the study of rhetoric, why were these articles having such an impact? Watch clip from Birmingham Jail Documentary for a glimpse into the King's lawyer's insight. He speaks about when King wrote the letter and typing it up at a hotel</p>	<p>Strange Fruit analysis presentations.</p> <p>SOAPStone may be collected and used as an assessment.</p> <p>Rhetorical Analysis Essay.</p> <p>Journal responses, working with materials that explore the context. Students are to respond, referencing the text and film clips that we are encountering.</p> <p>Socratic Circle, working with the</p>
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		<p>bringing the text to life so that it becomes more meaningful. Note that King's letter is useful for reviewing the rhetorical appeals.</p>	<p>nearby, early publishing and reactions. Be sure that students have the context to appreciate what King is responding to.</p> <p>Next, we read the letter written by the eight clergymen from Alabama that was directed at King. This is to be read slowly aloud and deconstructed one paragraph at a time. Students are asked to summarize the main points here and consider possible responses. SOAPStone may also be used here. This is an especially useful time for a Socratic Circle. Students are inevitably anticipating King's responses here. One of the benefits is that we are speculating about both the speaker and the audience, bringing the rhetorical situation to the forefront. This is also an opportunity to explore the impact of formal diction and in this case the diction of the church and the language used by the wider power structure of Birmingham.</p> <p>Questions to ask: Why didn't the name King? Difficult to demonize. What gave them credibility? Who had power? Did the clergymen mean well? Were they being exploited or perhaps used? Important not to move too quickly while reading King's letter. Looking at the organization and how structure mirrors content. Look at the section that</p>	<p>Clergymen's letter. Note that in recent years I have modified the assignment slightly. Students in outer circle are summarizing the highlights of what is happening in the discussion and may referencing multiple classmates. They are then responding to these notes. What would you have said if you had been in the circle? Here students are stepping into different roles and rebutting, supporting, questioning. They are learning of the course of the year how to think critically and engage in meaningful discussion.</p>
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			<p>stretches on and on that includes images of oppression. Periodic sentence creates the feeling of oppression in the reader. Tone: Angry but then pulling back and recognizing audience. Where is King establishing credibility? Examining his logic, define syllogism here. Students can also be highlighting for ethos, pathos and logos as they read. Here is a link to both Letter Written by Clergymen and King's Letter From A Birmingham Jail.</p> <p>Students will be engaged in reading about the writing craft. While The Language of Composition deals with the frameworks that are particular to the Language and Composition course and the exam, They Say I Say and Zinsser's On Writing Well, deal with academic writing in a more general sense. Students are to read They Say I Say and complete selected exercises that appear at the end of the chapters. These deal with the application of the templates. Note that it's important for students to understand that the templates are secondary to the moves themselves. They should not force the templates. During process writing, students should at times make special efforts to incorporate things that they have learned from</p>	
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			<p>They Say I Say. For example, at the end of a final draft students should write a paragraph about their efforts to incorporate a naysayer or metacommentary.</p> <p>Students will also read excerpts from On Writing Well. Again these are broader concepts in writing that apply to academic writing in general. What does Zinsser have to say about the role of simplicity and clutter in writing? Note that it is useful to pair They Say I Say with On Writing Well. They Say I Say helps students to write longer, more sophisticated paragraphs. On Writing Well pushes them to be ruthless and take out anything that is extraneous. It is useful for them to explore this spectrum and take lessons from both sides.</p>	
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Standards for Course Content and Cross-Content Standards Addressed

SOC.6.1	U.S. History: America in the World
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time and place, and is sometimes contested.
ELA.L.SS.11–12.1.B	Observe hyphenation conventions.
ELA.L.SS.11–12.1.C	Recognize spelling conventions.

ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
ELA.L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
ELA.L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
ELA.RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
ELA.W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ELA.W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ELA.W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.11–12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
ELA.W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.11–12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
ELA.W.WR.11–12.5	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.
ELA.W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA.SL.ES.11–12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
SOC.6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
SOC.6.1.13	Postwar United States: Civil Rights and Social Change (1945 to early 1970s) Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Students with Disabilities, 504-Eligible Students, Multilingual Learners, At Risk Students, and Gifted Students

Students with Disabilities*:

Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentation, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller, more manageable tasks with clear deadlines.

*Consistent with individual plans, when appropriate.

Students with 504 Plans*:

Individualized Support: Provide access to audio versions of texts. Provide visual aids and graphic organizers. Provide copies of class notes in advance. Clarify directions.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller pieces. Provide checklists for multi-step assignments.

*Consistent with individual plans, when appropriate.

ML (Multilingual Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ML students with proficient English-speaking peers for collaborative reading and discussion.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

At-Risk Students*:

Individualized Support: Provide frequent comprehension checks. Provide model essays or exemplars. Use digital tools for reminders. Provide choice of assignments when possible.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.IC	Impacts of Computing
CS.9-12.ITH	Interaction of Technology and Humans Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture. The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

Unit 3: Self-Discovery and the Writing Experience

Content Area: **Language Arts**
Course(s): **AP English 1**
Time Period: **1st Semester**
Length: **3-4 Weeks**
Status: **Not Published**

Summary of the Unit

This unit explores a wide range of content that explores self-discovery and at times the unique role that writing plays in this process. Alice Munro's short story, "The Office," explores writing as a symbolic act of independence and also looks at how writing is perceived as a vocation. During Socratic Circles, students will pose questions and discuss the broader implications of the text, for example, what subtle arguments and social commentary are established by the protagonist's strong-willed character? Students will also watch an excerpt from an interview with Munro that took place shortly after she received the Nobel Prize in 2013, in which she describes her early experience as a writer. Note that parallels may be drawn between Munro's early experiences and some of the readings that we encountered earlier in the year. Zinsser writes about gaining clarity through the arduous editing process. Graff and Birkenstein similarly write about the confidence required to write in the first person. Students will write compare/contrast essays working with poems by Elizabeth Bishop and Stephanie Lennox. Both are depictions of self-discovery at a young age. What role does family play? To what degree am I related to those who are different than I am? In this unit students will also evaluate and interpret self-portraits. What does the painting say about the artist's journey of self-discovery? Are there conflicting elements that we can detect? Students will look at portraits by Johan Van Mullem and Frida Kahlo. Continuing to work with Nancy Dean's Voice Lessons exercises, students will look at excerpts from Joy Luck Club. Note that these exercises help students to focus on the choices that writers make and the impact of these choices. Throughout the units we will never stray far from rhetorical analysis. We will also examine Truman Capote's life as a writer and the exigence for In Cold Blood. As with the other units, content will also come from the released AP exams and other recently published articles from reputable newspapers. "Are Emojis Language" examines how technology is changing how we define language in our modern world.

Enduring Understandings

Research and analysis are essential skills that inform strong writing and critical thinking.
Writing and research and other forms of artistic expression play a role in self-discovery.
Discussion challenges the reader to articulate and question their own views. Compare/contrast writing encourages writers to closely examine context.
Mentor texts provide examples for young writers to emulate.

Essential Questions

What challenges do writers face, and how is writing perceived as a vocation?
Can writing and other forms of artistic expression play a role in self-discovery?
In what ways can compare/contrast writing help to prepare writers for the synthesis essay?
What role can rhetorical analysis play when developing arguments of our own?

Unit Summative Assessments and Alternate Assessment Options

The Compare/Contrast essay requires students to first familiarize themselves with two poems. They will be assessed on the quality of their initial annotations. Within the thesis statement, students will develop defensible claims that they will support in the body paragraphs. There will be an emphasis on the organization of ideas. Students will also be assessed on their ability to incorporate quotations seamlessly into their writing.

Rhetorical analysis will continue. In this unit there are numerous opportunities for this type of writing. During Socratic Circles as well students will consider the ramifications of word choice, tone and other decisions that the author has made.

In addition to working with text, it is important for students to also be familiar with visual arguments. Note that on the exam, the synthesis essay always requires students to evaluate visuals. Students must return to what the author is doing and determine what this is helping the author to achieve.

Students will demonstrate an ability to work with a diverse range of non-fiction texts and apply what they have learned using released AP exam multiple-choice questions. Note that students will be asked to think like a writer and make editing decisions for the composition questions.

Alternate assessments might include Socratic Seminar, self-reflection activities, presentations, and group discussions.

Resources

Short Story:

“The Office” Alice Munro

Poem:

"Inheritance" Stephanie Lennox

"In the Waiting Room" Elizabeth Bishop

Non-fiction:

“Letter From Abigail Adams to John Quincy Adams” by Abigail Adams

Email: Stephanie Lennox to Carter Quinby regarding her poem “Inheritance.”

Excerpts from *In Cold Blood* by Truman Capote

["Emojis Aren't Debasing Language—They're Enriching It"](#) by Benjamin Weissman

Excerpts from “The Joy Luck Club”

Film:

[Alice Munro Interview](#)

Amy Tan: Unintended Memoir (excerpts)

Capote (excerpts) Bennett Miller Version (excerpts)

[1972 Truman Capote Interview on Johnny Carson](#)

Paintings and Songs :

Selection of Self Portraits by [Johan Van Mullem](#)

“Self Portrait with Cropped Hair” by Frida Kahlo

“Waiting Room” by Fugazi

Textbooks:

The Language of Composition by Renee H. Shea, Lawrence Scanlon and Robin Dissin Aufses

They Say I Say by Gerald Graff and Cathy Berkenstein

Voice Lessons by Nancy Dean

College Board:

<https://myap.collegeboard.org/login> [AP Classroom and other College Board Resources. Requires Username and Password](#) <https://myap.collegeboard.org/login>

Unit Plan

Topic/ Selection	Suggest ed Timelin e per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
“The Office” Writing and the Challengi ng of Tradition	2 weeks	What arguments are present in the story? What does Malley's character represent? Drawing parallels between the protagonist's experience in the story and modern day challenges that young women face in the home and in the workplace. Also	Alice Munro's short story “The Office” is another extension assignment where students will explore the complexities of the main character's predicament. What is the author communicating in the story with	Poetry and the Short Stories appear infrequently over the course of the year. Responses to “unlocking a poem” guidelines and a critique of Munro's language and or style may be used. Annotations of short story and written

		<p>looking at depictions of the writer's lifestyle. What does it mean to be a writer? As a vocation, is writing looked down upon?</p> <p>Considering where stories come from and what motivates the author to write at an early age. Interview also shapes our reading of the story. To what degree is all writing autobiographical?</p>	<p>regard to gender roles and stereotypes? Students are to annotate and prepare questions for Socratic Circle. Note that even though fiction does not appear on the exam, we can still be evaluating purpose and audience and considering different interpretations of the text. Malley's character might be described as predatorial, their exchanges representing a battle of sorts.</p> <p>Note that this is an opportunity to look at allegory. What are initially regarded acts of kindness take on a more symbolic meaning as the story develops. In what sense are the houseplants loaded with symbolic value?</p> <p>Students will watch the Munro interview from shortly after she won the Nobel Prize in 2013. Students will reflect on their own history of writing at a young age or other</p>	<p>responses in journal, demonstrating engagement with the text.</p>
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			forms of storytelling.	
Self-Discover y: Challenges and Growth.	2 Weeks	Observe and comment on the stylistic differences in letter formatting and tone. 1780 versus modern day. Students will identify rhetorical elements that contribute to the effectiveness of the letter. What are her intentions?	<u>Abigail Adams's letter to her son John Quincy Adams</u> offers a mother's perspective on personal growth. She comments on the benefits of adversity and in many places uses metaphorical language. Students will respond to the usefulness of these comparisons and consider what metaphors would be suitable today.	Cold reads from released AP exams will be given to students to assess their ability to grapple with diverse texts. Note that the Abigail Adams letter also appears as passage in a multiple-choice section. Important for students to have experience with texts and questions from the exam.
		Students will examine two poems side by side and explore the similarities and differences. Applying useful terminology from Language of Composition. Note that compare/ contrast work is excellent preparation for the synthesis essay, which requires them to examine and draw conclusions from a wide range of sources.	Students will read Lennox's poem "Inheritance" in which the author delves into the mystery, wonder and fear involved in navigating childhood. Her grandfather is the guide. We as readers too are mystified and unable to distinguish between what is real and what is not. Again, poetry should be read aloud, annotated individually and then discussed in small groups. This prepares the class for discussion.	Annotation of poems. Journal writing and discussion. Compare/contrast essay. Good to use the John Collins approach and limit Focus Correction Areas, so that students are targeting very specific skills. Also good to be working with the AP rubrics as much as possible. Note that the sophistication point can be used as a Focus Correction Area. Remember that students benefit enormously from process writing and rewrites should be allowed for many assignments. Rewrites should be required of all students (not just those who struggled)

			<p>Students will also read the email that Mr. Quinby received from Stephanie Lennox in which she responds to a handful of questions that students had about her poem "Inheritance." Encourage students to reach out to authors. Sometimes they will write you back. What does her email reveal about the poet's intentions and how we may best do approach the poem?</p> <p>For comparison, students will read "In the Waiting Room" by Elizabeth Bishop, also a coming-of-age story. This is a darker poem where the speaker reflects back on feelings of loneliness and fear of a strange world filled with the unknown. Note that as an extension activity students may write an analysis of the song "Waiting Room" by Fugazi, which contains similar themes. This is an excellent opportunity for students to do compare/contrast</p>	<p>and should be a separate, relatively small grade. Students should resubmit through Google Classroom. Check edits in the edit history in order to quickly see the changes that were made.</p>
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			<p>work. While this is not an essay type that appears on the exam, it is still beneficial for students to write this and may be considered a precursor to the synthesis essay and other writing that requires research. After writing assignments be sure to look at the strongest examples on the board. What makes them strong? In some cases, it may be beneficial to look at early drafts on the board as the essays are progressing. As with all major writing assignments, carve out time for conferencing with students individually and also give them time in class for peer editing.</p>	
Joy Luck Club Excerpt	2-3 Days	<p>Considering other classic qualities of the Bildungsroman. Observing the unique qualities of Amy Tan's writing. What is unique about her style?</p>	<p>Note that this excerpt is drawn from Nancy Dean's excellent book, Voice Lessons. Students will watch a short clip from The Joy Luck Club that depicts the section of the novel that we are examining. Students will respond in</p>	

			<p>their journals. What emotions does she experience up on stage? Which passages contribute to the growing sense of anxiety? Is she capturing something fundamental about growing up in this passage?</p> <p>Students will also watch a short clip from the recent documentary on Amy Tan entitled <i>Amy Tan: Unintended Memoir</i>. Again, we will circle back to a focus on the writing experience, drawing from the author's memories.</p>	
Self-Discovery: Visual Mediums	2-3 days	Exploring self-discovery as depicted in paintings. Are there universal themes associated with self-discovery that appear in the selection of paintings. Students will comment on what they see in the paintings and draw comparisons to short biographies.	For the synthesis essay on the exam, students are required to evaluate paintings, photography, advertisements etc. As an extension activity, students will be asked to write about what they see in the portrait? Self-portraits tell stories about the journey to self-discovery. Often there are self-portraits from different periods that reflect how the artist has changed over the	Evaluating visual mediums in journals and collectively in small groups. Presenting findings to whole class.

			<p>years. Students will respond to paintings in journals. In Socratic students may look at a single portrait together and discuss what they see.</p> <p>Note that there are also specific strategies for evaluating visual sources. Refer to synthesis essay preparation videos and other resources available to AP Classroom</p>	
Truman Capote and the Exigence for <i>In Cold Blood</i>	2 weeks	Students consider what is driving Capote to write this. Why does he dedicate years of his life to capturing the stories of Perry Smith and Richard Hickock? Defining and exploring the elements that inform exigence. What is trying to convey in this non-fiction novel?	<p>Students will begin by reading an excerpt from <i>In Cold Blood</i> and annotate in the margins. What is unique about his style? What stands out to you? Working with the tools and vocabulary that they have acquired from Language of Composition, students will evaluate passages that they have selected.</p> <p>In order to understand more fully the life of the writer, students will watch the opening section of the film <i>Capote</i> and consider the unique, working relationship that</p>	Annotations of <i>In Cold Blood</i> excerpt. Formal rhetorical analysis of excerpt modeled after AP exam question. Students have become familiar with the formatting.

			<p>forms between Truman Capote and Harper Lee. They work together as a team. Students will consider the role of collaboration in research and writing.</p> <p>What sort of effect does this type of writing have on the author? Students will watch a clip from a Capote interview from 1972 on the Johnny Carson Show, in which he speaks about how the experience changed him.</p>	
Evolving Language	2-3 Days	Truman Capote wrote everything on a typewriter. How is the writing experience changing with new technology? Students will answer this question for themselves and read an article taken from a released exam that considers emojis and language.	Students will read and respond to Benjamin Weissman's article "Emoji's Aren't Debasing Language—They're Enriching It." Note that students will have the opportunity to challenge this. Some may feel that language is becoming more watered down. Support your perspectives drawing from details found in the article.	Students will complete the multiple-choice questions that accompany the article. However, we will extend beyond this and respond in journals and discuss.

Standards for Course Content and Cross-Content Standards Addressed

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
ELA.L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
VA.9-12.1.5.12prof.Re	Responding
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

ELA.W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
ELA.W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
VA.9-12.1.5.12prof.Re8	Interpreting intent and meaning.
ELA.W.AW.11–12.1.E	<p>Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> <p>Interpret</p>
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
ELA.W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
ELA.W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.WR.11–12.5	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.
ELA.W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
ELA.SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Students with Disabilities, 504-Eligible Students, Multilingual Learners, At Risk Students, and Gifted Students

Students with Disabilities*:

Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller, more manageable tasks with clear deadlines.

Students with 504 Plans*:

Individualized Support: Provide access to audio versions of texts. Provide visual aids and graphic organizers. Provide copies of class notes in advance. Clarify directions.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller pieces. Provide checklists for multi-step assignments.

ML (Multilingual Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ML students with proficient English-speaking peers for collaborative reading and discussion.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

At-Risk Students*:

Individualized Support: Provide frequent comprehension checks. Provide model essays or exemplars. Use digital tools for reminders. Provide choice of assignments when possible.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

*Consistent with individual plans, when appropriate.

Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.IC	Impacts of Computing
CS.9-12.ITH	Interaction of Technology and Humans
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time.

These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

The readings in this unit promote a certain open-mindedness or willingness to entertain perspectives that are different from one's own. Sometimes students struggle with this and wonder whether they're getting it right or whether the author ever intended this reading. This is a good place to enter into and helps them to also become more confident in their analysis. Too much dependency on content-driven assignments contribute to this lack of confidence.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Unit 4: Ethics and the Impact of Technology

Content Area: **Language Arts**
Course(s): **AP English 1**
Time Period: **2nd Semester**
Length: **3-4 Weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will explore how technology has changed our lives. In *The Jungle*, by Upton Sinclair, Jurgis stares in wonder at the efficiency and precision of the factory. We will explore the ironies and allegory and the effect that these have upon the reader. Again, referencing the rhetorical triangle, students will consider why Sinclair's writing had such a dramatic impact and eventually lead to changes in policy. Shifting to the modern-day significance, we will watch Michael Moore's first film *Roger and Me*, in which he explores what he believes are the dangers of unchecked capitalism. As always, we will analyze and evaluate the arguments expressed in these works. We will continue to explore perspectives on the corporate production line and move into more current material working with Schlosser and Pollan. Through all of the texts, we will look at how these changes have affected the individual's sense of self-worth, family relationships, and friendships. There will also be a section where we consider the role of the internet.

Enduring Understandings

Innovations in technology continue to present challenges on a micro and macro level.
Literature has played a key role in prompting change.
Arguments are all around us and take many forms.
Evaluating the arguments of others improves our ability to craft effective arguments of our own.
Critical thinking and research require evaluating multimedia formats in addition to texts.

Essential Questions

To what degree does a company have a responsibility to its employees?

How would you describe the changing impact of technology?

Are there places where our advances in technology hinder progress or lead to new ethical questions?

How is social networking influencing our friendships?

Unit Summative Assessments and Alternate Assessment Options

Much of the course revolves around identifying rhetorical devices as they appear in our reading; however, students need to have more exposure than this. A list of rhetorical devices should be presented, and then later in the unit, students take a simple objective test on the devices. This unit should have a mix of different types of writing assignments: several low stakes writing in journals, short pieces, and couple of longer works. In addition, students should complete a rhetorical analysis and either an open-argument or a synthesis.

Alternate assessments might include journal entries, presentations, graphic organizers, and group discussions.

Resources

Novels:

The Jungle by Upton Sinclair

Fast Food Nation by Eric Schlosser

In Defense of Food by Michael Pollan

Speeches:

“Connected but Alone?” by Sherry Turkle

Non-fiction:

“The Weeklies” by Monica Potts

“People For Sale” by Benjamin Skinner

Half the Sky by Nicholas Kristof and Sheryl Wudunn

“The Omnivore’s Delusion: Against the Agri-intellectuals” by Blake Hurst

Film:

Roger and Me by Michael Moore

Sight by Eran May-raz and Daniel Lazo

High Maintenance by Philip Van

Textbooks:

The Language of Composition by Renee H. Shea, Lawrence Scanlon and Robin Dissin Aufses

They Say I Say by Gerald Graff and Cathy Birkenstein

Voice Lessons by Nancy Dean

College Board:

[AP Classroom and other College](#)

[Board Resources. Requires](#)

[Username and Password](#)

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments

Sinclair's Context and Purpose.	1 Week	Explore historical context. Looking at the choices that Sinclair makes in the early parts of the novel. Students need to be able to look at these decisions and articulate how they are shaping the reader's perception of the protagonists. Note that although <i>The Jungle</i> is a novel it is particularly useful because Sinclair is attempting to persuade the public to see things from his perspective. Students are to identify the key components of his argument which of these are the most compelling.	Watch clips from The Lithuanian Jungle . This is a recent documentary that looks at some of the places depicted in the novel and the actual people that the characters were based on. This provides a bit of context for students. It is also a place to draw on prior knowledge. They know a bit about Sinclair from history. Why does the Lithuanian language play such an important role? What effect does this have? Have students who can speak Polish help with the pronunciation on the names.	Establishing the importance of context. Students at times must read into the text in order to do the best they can. This is sometimes the case with AP prompts, when very little information is given. Relating context to the rhetorical triangle and this shapes our reading.
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Evaluating the Function of Language in The Jungle	3 Weeks	Again, lens can be used in order to dig deeply into the text and evaluate different possible readings. Lenses help students to generate arguments of their own and Tyson's accompanying questions also model the	Working with SOAPStone, read the opening chapter. Defining and discussion of <i>In media res</i> . Why does Sinclair choose to start the story in this manner? Why not give a linear telling and start at the beginning? As with the study of <i>The Scarlet Letter</i> earlier, students are evaluating the author's decisions. Character analysis: Consider how each main character is depicted and what each character represents. Why does the reader feel so connected to	Written responses in journals on Sinclair's choices and how they influence our reading. Application of the Marxist Lens. This is a similar assignment to what is described earlier.
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	<p>type of questioning that they must be engaged in.</p> <p>Developing thesis and formal paper working from Tyson's chapter on the Marxist lens. Reading and responding to supplemental materials in journals. Note that again the Socratic Circle will be used to ensure that authentic discussion is taking place. It is useful for students to write after Socratic, while the ideas are still fresh.</p>	<p>Jurgis? Where do you see sense Ona's fragility? Select passages that allow the reader to experience the struggles of the characters. While there are numerous opportunities for open-argument essays, students may also write a Marxist Critique again working from Tyson's <i>Critical Theory Today</i>. The process is the same. Students first become familiar with the lens and then develop a thesis statement. Outside sources are then used to support the argument. One resonating theme that develops is the dehumanizing effect of capitalism on the individual and that it is a system where morality is sacrificed for survival. Students will read supplemental non-fiction work that offer real world perspectives. Students will read: "Rescuing Girls is the Easy Part" from <i>Half the Sky</i>, "People for Sale" by Benjamin Skinner and "The Weeklies" by Monica Potts. Students at this stage of the year should be comfortable with analysis. As always students are to be approaching the articles as writers and focusing on the how. This is an excellent opportunity for a Socratic Seminar. See guidelines included earlier.</p>	<p>Socratic Seminar. Detailed guidelines are provided in the earlier unit.</p>
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Capitalism and Socialism	1-2 Weeks	Interdisciplinary component. Students will be looking deeply at both sides of the argument. What made capitalism unique and attractive? Why were so many concerned about negative outcomes and the potential for exploitation of workers. Why were immigrant groups in particular easy to manipulate?	During the novel it becomes clear that Sinclair is representing the Socialist Party. We will be watching and evaluating a short film made in 1948 called Why Capitalism? The film depicts a group of high school students debating over how to define capitalism. Students will respond to the short film in their journals and then discuss. We will also read an Essay by Albert Einstein called “Why Socialism.” Students will annotate the short essay and then discuss his claims and evidence in small groups.	Checking annotations here. Students can also be assessed based on their level of participation in small groups.
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Technology, Profits and Food	3 Weeks	Close reading of a modern non-fiction piece that uses extensive research. Note that students will observe and respond to questions on style. Pollan has a distinct voice that is intended to reach a broad audience. He is real and	Students will next read excerpts from Michael Pollan’s <i>In Defense of Food</i> . This is excellent piece to look at as he draws from research in many fields and looks at the impact of our changing relationship with food. Students will be	Students should be annotating as they go. Periodically we will examine sections in class up close. The paper described here is a Pollan-
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	<p>avoids pedantic language. Reflect back on <i>They Say I Say</i> chapters in which Birkenstein pushes for preserving our natural voices.</p> <p>Research, working from personal interviews and online sources. Students will learn how to seamlessly incorporate quotes and paraphrasing into their writing. Some students will give presentations based on their interviews and research.</p> <p>Continuing to draw from AP Classroom and</p>	<p>writing a research paper and this is a model that we can turn to. As students annotate, they are to be looking closely at Pollan's research. In reading this piece we will also be referring back to moves from <i>They Say I Say</i> that can be spotted in Pollan's writing. It is important for students to be able to recognize moves such as meta-commentary.</p> <p><i>In Defense of Food</i> is an effective example to work with because there are many moving parts that impact how we make our food choices. It is also good for students to see writing that makes use of research. This is writing that we can emulate. Synthesis essays are practice for journalism. Students will watch and respond to a Bill Moyers Interview with Michael Pollan and respond in journals. This was made soon after the release of the book. Exploring political angles, lobbying and some of the obstacles to making changes on a macro level.</p> <p>Recently the documentary film <i>Food Inc. II</i> was released. This is an excellent follow up to reading the book. Many of the individuals that Pollan interviews appear in the film. How was the food industry disrupted during the Covid pandemic? The film also looks at the exploitation</p>	<p>inspired. Your main source besides Pollan, is to be an interview with a family member of an older generation. Students will research further on things that they need to know more about.</p> <p>Assessment based on small group discussion. Students may also write short responses in which counterarguments are developed.</p>
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		<p>practice with materials that align with thematic units.</p>	<p>of immigrants. Students respond to excerpts in journals.</p> <p>Drawing from AP Classroom materials, students are to complete the multiple-choice questions based on the 2021 New York Times article written by Winnie Hu that looks at the fast-food industry. In the AP Classroom question bank search "McDonalds." Note that in many instances it makes sense to limit the class to a single multiple-choice prompt. Have read the passage and respond to the questions and then go through them together. Note that there are many alternatives to assigning practice multiple-choice sections as quizzes. Have them work individually and then go through them together in small groups with the goal of their discussion of the most challenging questions. Where did I do go wrong? Which types of questions are the most challenging? Between the instant feedback from AP Classroom and discussion with peers, students should be able to "master" passages and the accompanying questions.</p> <p>Note that it is also important for students to see the connection between the multiple-choice section of the exam and the rhetorical analysis essay. The multiple-choice section helps students to become careful observers of language. The multiple-</p>	
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choice section is in a sense modelling for us the type of thinking that is required in order to complete the rhetorical analysis essay.

Students will also read a piece criticizing Pollan entitled “The Omnivore’s Delusion: Against the

Agri-Intellectuals. It is good to preface this with student criticism. Who can form a counter argument here? What is Pollan failing to realize? This is a course that revolves around arguments and language and students need to be reading counterarguments so that they can form their own.

Students will also read excerpts from Fast Food Nation and compare both content and style.

Impact of the Internet on Family and Relationships	1 Week	Evaluating the role of technology in our lives. Looking at the impact closely, referencing a wide range of materials. Note that this can be paired with either an open-argument essay or synthesis.	<p>To start off this final section students will be watching two short films: <i>Sight</i> and High Maintenance. In Sight (by Sight Systems) we imagine a blending of reality and virtual world. We also think about the impact of having endless information at our fingertips. The question posed beforehand is a simple one. What is the purpose and how do we know what the purpose is? <i>High Maintenance</i> is also making a statement about advancing technology and perhaps the impact of this on relationships. Here there really are no definitive answers. The strength of your analysis depends on how you support yourself.</p> <p>Last of all we will watch Sherry Turkle's TED talk entitled "Connected But Alone?" This shows the impact of social media. After discussing students will write an open-argument essay.</p>	<p>Students may be assessed in small groups and submit their findings. Students also create a movie of their own using some of the devices that we have discussed.</p> <p>Open argument. This should be timed and in class.</p>
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Standards for Course Content and Cross-Content Standards Addressed

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
ELA.L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
ELA.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

ELA.W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
ELA.W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
ELA.W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
MA.K-2.1.2.2.Re	Responding
ELA.W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
ELA.W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
MA.K-2.1.2.2.Re8	Interpreting intent and meaning. Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?
	Interpret
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.11–12.5	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.

Students with Disabilities, 504-Eligible Students, Multilingual Learners, At Risk Students, and Gifted Students

Students with Disabilities*:

Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller, more manageable tasks with clear deadlines.

Students with 504 Plans*:

Individualized Support: Provide access to audio versions of texts. Provide visual aids and graphic organizers. Provide copies of class notes in advance. Clarify directions.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller pieces. Provide checklists for multi-step assignments.

ML (Multilingual Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ML students with proficient English-speaking peers for collaborative reading and discussion.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

At-Risk Students*:

Individualized Support: Provide frequent comprehension checks. Provide model essays or exemplars. Use digital tools for reminders. Provide choice of assignments when possible.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

*Consistent with individual plans, when appropriate.

Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.EC	Ethics & Culture
CS.9-12.IC	Impacts of Computing
CS.9-12.ITH	Interaction of Technology and Humans
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Students in this unit are again hearing multiple perspectives on subjects that should appeal to them. Students need to feel invested in what they're doing and every effort should be made to ensure that content material is of high interest. There are many ways to build these skills and teachers should be careful not to become too settled in with regard to content. Keep things fresh. Also, periodically articles need to be coming from the daily news. When school becomes too abstract students fail to see the value in what they are doing.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

Unit 5: Human Nature—A Philosophical Inquiry

Content Area: **Language Arts**
Course(s): **AP English 1**
Time Period: **2nd Semester**
Length: **3-4 Weeks**
Status: **Not Published**

Summary of the Unit

In this unit, we will continue to explore topics from the previous unit (i.e., our relationship with technology and the questions that arise out of this) and wrestle with large questions concerning the nature of reality and how we experience reality. Are there shared common experiences? To what degree does our environment sustain us? Working with Plato’s “Allegory of the Cave” students will probe and define large questions such as these. As in other units, there will be an emphasis on seeking greater understanding through collaboration. The second main text is *The Stranger*, in which the main character through introspection and close observation of the world around him, finds himself detached and unaffected. As a modern day allegory we will look at sections of the film *The Matrix*, specifically how Neo’s understanding of the world suddenly changes as he comes to see the true nature of the world around him. We will supplement this with works such as Carl Matheson’s essay “The Simpsons, Hyper-irony and The Meaning of Life” and others. The outcome of this type of reading, which may seem abstract, is rooted in how to live one’s day-to-day life. We will also read excerpts from Robert Persig’s *Zen and the Art of Motorcycle Maintenance* and John Krakauer’s *Into the Wild*.

Enduring Understandings

Philosophical inquiry requires careful consideration of one's values.
Classical philosophy persists in pop culture today in many forms.
Literature has the capacity to challenge our views on a broad scale.
Both the reading of and writing of poetry encourage experimenting with language.
Fundamental questions about human nature require critical thinking and discussion.

Essential Questions

Do universal truths exist?

If reality is made up of subjective experiences, how do we accurately define the world around us?

To what degree are we as individuals invested in the society that we live in?

Is the individual taken care of by society?

What happens when the individual strays from societal norms?

Unit Summative Assessments and Alternate Assessment Options

Students will write rhetorical analyses in order to demonstrate their ability to grapple with and assess philosophical arguments. A number of different texts may be used.

It is important to talk about how to handle this type of writing in timed situations. When you don't have the luxury of time it requires a different approach.

Alternate assessment: Another major assignment for assessment this quarter is the research presentation. This is a collaborative effort mostly given on PowerPoint. This is an exercise in sifting through information and making choices. Researching the author they have selected, they are to be drawing biographies, articles and of course samples of the author's work. In addition to content, they are being assessed of course on the organization of their ideas and preparedness.

Resources

Novels:

The Stranger by Albert Camus

Zen and the Art of Motorcycle Maintenance by Robert Pirsig

Into the Wild by John Krakauer

Non-fiction:

"The Allegory of the Cave" by Plato

"The Simpsons, Hyper-irony and The Meaning of Life" by Carl Matherson

Poetry:

"From Cocoon Forth A Butterfly" by Emily Dickinson

"What I've Learned" by Aja Monet

Film:

The Matrix

Textbook:

The Language of Composition by Renee H. Shea, Lawrence Scanlon and Robin Dissin Aufses

They Say I Say by Gerald Graff and Cathy Birkenstein

Voice Lessons by Nancy Dean

College Board:

[AP Classroom and other College Board Resources. Requires Username and Password](#)

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments

<p>What Do We Know To Be True?</p>	<p>3 Weeks</p>	<p>Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>Write sentences that clearly convey ideas and arguments.</p> <p>Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p>	<p>We looked at Plato earlier in the year when we introduce Socrates. Now we will be looking at “The Allegory of the Cave.” Students will be exploring questions about the nature of reality and what we know. Students will revisit the term allegory and explore Plato’s argument in terms of logos. Where are there traces of the classical model? Students will annotate and respond to analysis questions.</p> <p>Students write their own version of Plato’s famous work, using language that they are comfortable with. The idea here is to be stepping into his shoes and exploring argument in a similar fashion.</p> <p>Next students will be watching sections from <i>The Matrix</i>. Most have seen the film already. Evaluate what the film is saying with regard to reality and how we perceive reality. What does each of the characters represent? Students will write short rhetorical analysis pieces looking at the scene in which Neo first becomes unplugged from the matrix. What are we seeing?</p> <p>"Thinking it Through" is an excerpt from a philosophy textbook published in 2003. This can be found in the AP Classroom question bank. Students are to read closely and respond to the</p>	<p>Check student annotations and written responses.</p> <p>Original version, creating a modern version of Plato’s work.</p> <p>Rhetorical analysis practice working with visual argument.</p>
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			multiple-choice questions. Again, there should be times where we are modelling how to best approach these passages up on the board and reading the passage with them. Model what you notice and where you pause. Use these passages to supplement and reinforce the terminology that students learn in <i>Language of Composition</i> .	
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Poetry Exploring Our Place in the World	1 Week	<p>Students will be exposed to modern poetry. What are young author's writing about? Consider their style and word choice and compare with the writing of Emily Dickinson.</p> <p>Writing is a creative act and original poetry pushes them to experiment and be bold. Students are less inclined to take these types of risks with research and rhetorical analysis essays. Students will have the opportunity to read original poems aloud in class.</p>	<p>We will be looking at Emily Dickinson's poem "From Cocoon Forth A Butterfly" and consider her use of language. Refer to guidelines outlined earlier on "unpacking" poems. It is good to read the poem at least twice aloud. Students will next spend a bit of time individually reading and annotating the poem. Following this they should be in small groups having conversation about what they've discovered. We will also read Aja Monet's poem "What I've Learned." There is a video that goes along with this. In this she is exploring what she knows to be true. These poems fit</p>	<p>Collect annotated poems in order to get a clear sense of how students are doing with this type of analysis. Writing original poetry can also help students to develop an awareness of how language functions and how the reader is affected by words.</p>
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			<p>nicely into the theme of the unit the messages contained within the poems may be compared to those expressed in the other texts.</p> <p>Students will write an original poem inspired by Aja Monet's poem. Lines will start with "I know..."</p> <p>A second poem that fits nicely into the unit is Kaveh Akbar's poem "Rimrock". He reflects on his fears and how they relate to his identity. Similar to our approach with earlier poems, we will first read aloud, then students annotate individually, then small group discussion based on annotations. This prepares students for full-class discussion. Note that it's important to remind students that there are no definitive answers to our questions and that there may be differences in our interpretations at times. This is about process. This being said, the poet did have something particular in mind that he is trying to convey and we should basing our interpretations off of our close reading. In other words, students need to be able to substantiate their interpretation. Remind students of the different types of comments they can include in their annotations. Encourage</p>	
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			questions and the rephrasing of key concepts and noting where the poet is doing something unique.	
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Applications to How We Live	3 Weeks	Students will read excerpts from texts that dig into philosophy. Note that exploring this territory can be useful for students who are defining themselves and discovering what their values are. Summarizing highlights and responding to excerpts in journals. Discussing the relative merits in small groups and at times during Socratic.	<p>We will read, annotate and discuss an excerpt from <i>Zen and the Art of Motorcycle Maintenance</i>. This is a piece that is again using extended metaphor to show the main character's approach to day-to-day living. What is he rejecting? What is he embracing? What does he know to be true? Students will be asked to paraphrase and deconstruct excerpts.</p> <p>Next we read John Krakauer's <i>Into the Wild</i>. Students will be considering how he structures this piece. It is not a linear telling of the story. While on one level he is writing about McCandless he is also writing about a broader phenomenon that has repeated itself throughout history. Krakauer also writes about himself and his perspectives on</p>	<p>Hear written responses aloud. Level of participation in discussion is also an indicator of how students are doing.</p> <p>During the days leading up to the presentations, be sure to check on sources and give students time in class to outline their plan. Monitor these stages closely.</p>
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			<p>climbing and the lure of wilderness. McCandless was without a doubt living deliberately and authors he had read inspired much of his lifestyle. Students in small groups will be researching and presenting their findings on an author that they select that is referenced in the text. The question is why was McCandless drawn to this particular author? What comparisons can we make between the author's writing and the way in which McCandless lived?</p> <p>Students will read excerpts from Victor Frankl's <i>Man's Search for Meaning</i>. Students can draw from their prior knowledge of the holocaust for this reading. Essential Questions: What insights does Frankl gain from living at the camp? How is it that Frankl is able to persevere despite the devastating conditions of the camp? What gives him strength? Note that students will continue to work with rhetorical analysis throughout the year as a base, interpreting first and</p>	
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			then examining the language being used and the choices the writer has made. Note that it's important for them to see rhetorical analysis as the foundation for crafting their own arguments. Rhetorical analysis prepares them for both the open argument and synthesis essays which also appear on the exam.	
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Thoreau and the Natural World	2 Weeks		<p>Thoreau is referenced in <i>Into the Wild</i> and we will be reading an excerpt from Walden. As we have done in the past, we will be looking at this largely in class and analyzing one paragraph at a time. We are again continuing with the question of how one should live one's life. What is Thoreau proposing? Who was his audience? Why was he unpopular? Who were his critics? In addition to responding to these questions in written responses, students will also collaborate and share viewpoints in Socratic Seminars.</p> <p>Students will also have the opportunity to read excerpts from</p>	<p>Collect partial essays or outlined versions. There is not enough time for students to write full-length essays for each piece we look at.</p>
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			<i>Siddhartha</i> by Herman Hesse. Students will again wrestle with deciphering Hesse's world view and values.	
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Standards for Course Content and Cross-Content Standards Addressed

SOC.6.1	U.S. History: America in the World
ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time and place, and is sometimes contested.
ELA.L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
ELA.L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and

	build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
ELA.W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ELA.W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.NW.11–12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
ELA.W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.11–12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
SOC.6.1.11	The Great Depression and World War II: World War II (1929–1945) To better understand the historical perspective, one must consider historical context.
SOC.6.1.12.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

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ML (Multilingual Learners):

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Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ML students with proficient English-speaking peers for collaborative reading and discussion.

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Gifted Students:

Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

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Computer Sci Design Thinking

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CS.9-12.IC	Impacts of Computing
CS.9-12.ITH	Interaction of Technology and Humans Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture. The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

As we find in other units there is a heavy emphasis on close reading and analysis. Collaboration is a crucial skill that they are experiencing in the classroom that will serve them well in whichever field they go into. Collaboration and creativity need to have real places in the classroom and students need to receive grades for this type of work. There are simple ways to facilitate this type of work, and it should be a high priority. The Socratic Seminar is just one example of this, but often informal discussion where many students are involved can have the same effect.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Unit 6: The Environment and Global Citizenship

Content Area: **Language Arts**
Course(s): **AP English 1**
Time Period: **2nd Semester**
Length: **3-4 Weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will be looking at the natural world and considering some of the arguments that have arisen in recent years regarding preserving the wild and to what degree this is a moral obligation. Do we have a responsibility to the environment? If so, then to what degree? In Richard Louv's book *Last Child in the Woods* he argues that time spent outdoors is crucial to our development. He works with recent statistical studies as well as personal narratives to establish his claims. In this way, we are beginning the unit by looking at how people, young and old, are related to the natural world. Next, we will look at excerpts from Rachel Carson's *Silent Spring*. What are young people hearing about the environment? Are we so bombarded by images of destruction and hopelessness that we are less likely to feel connected to the environment? We will also look at more current examples of writing that focuses on environmental issues, many of which appear in the *Language of Composition* textbook. Along

with this we will also be looking at the idea of global citizenship. What is our role as global citizens? How are we perceived abroad? We will be reading an ethnographic study by Elizabeth Warnock Fernea called *Guests of the Sheik*. The author lives abroad in an Iraqi village and her writing explores some of the questions listed above. She is a humble ambassador, seeking acceptance and understanding, with a remarkable ability to develop friendships that cross cultural barriers. Students will be looking closely at her style and consider the messages she sends in her writing. As always, we will be evaluating each piece with regard to the effectiveness of the language used.

Enduring Understandings

Understanding and helping to solve environmental problems will require collaboration.

Both fiction and non-fiction texts explore the importance of global citizenship.

Research of a more abstract nature reaches a wider audience when the writing is engaging.

Travelogues, and literature that depicts foreign cultures accurately, aid in breaking down barriers.

Direct experiences in nature helps to foster global citizenship.

Essential Questions

What role does the natural world play in our lives?

How important do you feel this is?

What are some of the major environmental concerns facing the world today and how are governments responding to these?

What are some of the opposing arguments out there?

Where do we find disagreement?

What does it mean to be a global citizen?

What responsibilities come with this?

How do other countries view us?

Unit Summative Assessments and Alternate Assessment Options

Following our reading of selected short works, students will write a synthesis essay. Just like on the exam, they are to use three sources. Students should be assessed on the organization of their writing and how effectively they integrate the sources into their writing. As with the open-ended argument, students should be referencing the classical model for structuring argument.

In this unit, students will be writing a rhetorical analysis essay. One reason for not over emphasizing the need to memorize every rhetorical device is that for the essay, they only need a few. It's better for them to develop a lot of practice writing about the diction of selected passages than to spend their time memorizing obscure ones. It is a real challenge to sustain a lengthy paragraph that focuses on the function of diction in the piece and this requires practice.

Alternate assessments might include Socratic Seminar, presentations, storyboarding, and group discussions.

Resources

Novels:

Last Child in the Woods by Richard Louv

Silent Spring by Rachel Carson

Guests of the Sheik by Elizabeth Warnock Fernea

Baghdad Without a Map by Tony Horwitz

Non-fiction:

"The Magic Mountain" by Matthew Power

"Natural Man" by Lewis Thomas

"The Future of Life" by E.O. Wilson

"We Should Treat the Earth as Kindly as We Treat Spacecraft" by Chris Hadfield

Poetry:

"Inversnaid" by Gerard Manley Hopkins

Visual Art

Andy Goldsworthy (Various Works)

Film:

No Impact Man by Laura Gabbert and Justin Schein

Textbooks:

The Language of Composition by Renee H. Shea, Lawrence Scanlon and Robin Dissin Aufses

They Say I Say by Gerald Graff and Cathy Berkenstein

College Board:

[AP Classroom and other College Board Resources. Requires Username and Password](#)

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks Assessments
Connections to the Natural World	3 Weeks	<p>Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p>	<p>Students will read excerpts from Richard Louv’s <i>Last Child In the Woods</i>. Louv’s makes some bold statements and his writing has had wide appeal. What is he proposing and what are your reactions to this? Do you agree that our experiences outdoors are essential to our development? As we have in the past, students will be annotating the text. One skill that continues to be emphasized on the Language and Composition exam deals with reading footnotes. We will talk about how these are set up and why certain footnotes are included. Since there is a good deal of research and references to outside sources this is a good piece to use for this.</p> <p>Louv can also be searched in the AP Classroom question bank. There is a rhetorical</p>	<p>Check close reading frequently. Students may also be given questions to respond to that deal with the reading of footnotes.</p> <p>Multiple-choice quiz.</p>

			<p>analysis question from an excerpt of Louv writing about the concept of Forest Kindergarten. There are also some multiple-choice questions that appear in the bank. Ideally exam prep is blended with the thematic units so that there is less of a need for exam prep as an isolated category.</p> <p>Following our close reading and discussion of the text, students will respond to multiple-choice questions from a second passage from the book. These are from a released exam. Note that it is best to work from the released exams. The D and L practice books are helpful but these are actual questions and have been generated elsewhere. Next students will read “Inversnaid” by Gerard Manley Hopkins. This poem, which appears in <i>The Language of Composition</i> looks at our connection to the natural world. Students will analyze this poem using the process outlined earlier.</p>	
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Connections to the Natural World	3 Weeks	As is implied by the title Everything's an Argument, it's important for students to also be looking beyond print. Arguments are embedded in the world all around us. Students need to be adept at examining different types of art. Considering the messages and meaning behind Goldsworthy's work.	Visual art often appears in the synthesis and it's good to have students looking closely at artwork and thinking about the decisions that the artist has made. Many of them are used to plowing through material searching for answers so this is good exercise in slowing the process down. We will look at some of Andy Goldsworthy's Artwork . Students will also read about how he works and why he chooses to work in this manner. This is about making analysis more accessible and asking the types of questions that we often ask of text. What are your associations with this color? What emotions are evoked by this image?	Collect annotated Poems and written responses. Students may also receive points for participation in discussion. Mini rhetorical analysis. It's the thought process that is most valuable here. This can be either an outline or an intro with only the first paragraph.
Environmental Issues	2-3 Weeks	Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	Next we will look excerpts from <i>Silent Spring</i> , reading passages closely and annotating. How does she organize her ideas? We also will be looking at her diction exploring the different reasons why this piece of writing was so influential for the environmental movement. What about her writing spoke to so many people?	Close reading with annotation. Synthesis essay. Collect written analysis. Discuss with students so that multiple viewpoints are heard aloud.

Close reading and annotation of non-fiction. Identifying

We will be looking at a small collection of shorter non-fiction essays and excerpts:

["The Magic Mountain"](#)

by Matthew Power,

"Natural Man" by

Lewis Thomas,

"The Future of Life" by

E.O. Wilson and

["We Should Treat the](#)

[Earth as Kindly as](#)

[We Treat Spacecraft"](#)

by Chris Hadfield.

The essays without links here are in *The*

Language of

Composition. After

having looked closely at

these, students will

write a synthesis essay

in which they reference

any three. Prior to this

we will look at and

evaluate a handful of

synthesis essays from

the sample available on

AP Central. Watch and

analyze clips from *No*

Impact

Man. What is his

purpose? Who is his

audience? Which scenes

are particularly

effective?

Note that the rhetorical

analysis, argument,

synthesis

progression. In the

second semester,

students are getting into

utilizing sources. Note

that in order to score the

elusive sophistication

point on the essay, they

should be familiar with

Annotating chapters from Slaght's book, noting deliberate choices that he has made in his writing. Considering how these choices affect the piece as a whole. What is trying to accomplish? Who is his audience? Note that a great deal is accomplished by exposing students to a wide range of authors. Every time they are reading in an authentic way and "reading as a writer"

central arguments and stylistic elements. How has he made an obscure subject matter more accessible and palatable to the average reader? Consider the rhetorical appeals.

Examining maps and working with other multi-media sources in order to gain a deeper into the simulated field experience.

counterargument. Can you see beyond using the sources that simply align with your view? Are you capable of utilizing a source that represents the opposing viewpoint? How can this be done effectively? Ideally students can use sources such as this to dismantle the opposing viewpoint. Note that this is fundamentally what *They Say I Say* is all about. Strong writing does not come out of thin air but is being fueled by what others have said.

Students will read excerpts from *Owls of the Eastern Ice* by Jonathan Slaght. This looks at Slaght's efforts to research the Blakiston's fish owl in the remote wilderness of eastern Russia. In an engaging and at times humorous manner he takes us deeply into the challenges of doing this type of field research. Conservation work involves working with many different groups. Currently Slaght is the Regional Director of the Wildlife Conservation Society's Temperate Asia Program, with oversight of programs in Russia, China, Mongolia, and Afghanistan, and

they are moving in the right direction.

projects in Central Asia. Slaght, a personal friend of mine, has Zoomed with my classes three times. This has provided students a unique opportunity to speak with an award winning author. Note that this is a great example where excerpts are appropriate. Students do not need to read the entire book. They benefit enormously from being exposed to his remarkable writing style, which we look at closely, and wrestling with the many obstacles he encounters in the field.

Note that this is also an opportunity to work with Google Earth to see the exact locations of where he is, close to Ternei, and to look at photographs from the field. There are even audio recordings of fish owls on his website that students can listen to in class. Slaght's writing is interesting to students who are considering something in the sciences or who are interested in pursuing research of some form.

Global Citizens Abroad	3 Weeks	<p>Exploring ethnographic and travel literature. Students will consider what life is like in different parts of the world. This genre is often appealing and pushes students to envision the different paths that writers take. What does it require to do this type of research and immerse oneself in a foreign culture?</p>	<p>We will be reading <i>Guests of the Sheik</i> and thinking about how she presents herself. How would you describe in particular her approach? What sorts of sacrifices does she need to make? What are some of the cultural barriers that are difficult for her to overcome? In addition to annotating and examining passages in class, students will also respond frequently in their journals in which they summarize highlights and include their own reactions.</p> <p>Also during this section we will be reading at least one chapter from Tony Horwitz's book, <i>Baghdad Without a Map</i>. Horwitz has a distinct style and many respond to his sense of humor. What is he capturing in his writing and how is he accomplishing this. Students will write a rhetorical analysis essay on either Fernea or Horwitz.</p> <p>Note that students will also read excerpts from Mr. Quinby's collection of essays on North Indian classical music which he wrote while studying in India.</p>	<p>Journal entries and marked up passages. Rhetorical analysis at the close of unit.</p> <p>Examining samples. Students will also have the opportunity to experiment with this genre with less formal written pieces that go beyond the formulaic approach we sometimes take when writing in an academic setting. Students will write about a time when they traveled and things that they learned.</p>
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Standards for Course Content and Cross-Content Standards Addressed

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.C	Recognize spelling conventions.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
ELA.L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
VA.9-12.1.5.12prof.Re	Responding

ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA.W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Perceive
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
ELA.W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
ELA.W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
ELA.W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
SCI.HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
SCI.HS.LS2.A	Interdependent Relationships in Ecosystems Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.
SCI.HS.LS2.C	Ecosystem Dynamics, Functioning, and Resilience Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.
SCI.HS-LS4	Biological Evolution: Unity and Diversity

Students with Disabilities, 504-Eligible Students, Multilingual Learners, At Risk Students, and Gifted Students

Students with Disabilities*:

Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller, more manageable tasks with clear deadlines.

Students with 504 Plans*:

Individualized Support: Provide access to audio versions of texts. Provide visual aids and graphic organizers. Provide copies of class notes in advance. Clarify directions.

Flexible Timelines: Provide extended time for reading, writing, and revising essays.

Scaffolded Instruction: Break assignments into smaller pieces. Provide checklists for multi-step assignments.

ML (Multilingual Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ML students with proficient English-speaking peers for collaborative reading and discussion.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

At-Risk Students*:

Individualized Support: Provide frequent comprehension checks. Provide model essays or exemplars. Use digital tools for reminders. Provide choice of assignments when possible.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

*Consistent with individual plans, when appropriate.

Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.IC	Impacts of Computing
CS.9-12.ITH	Interaction of Technology and Humans
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

This unit is all about exploring the idea of responsibility and broadening the horizon. We are citizens of the earth and we need to have opinions about environmental issues. You can't be neutral on a moving train. All arguments are welcome. There may be students who feel we have zero responsibility to the environment. Welcome these arguments. Lastly this unit is also looking at what it means to be an American abroad and the cultural barriers that we encounter. It is good for students step outside of there own culture and think about far away lands.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

