**Hillsborough Township Public Schools**

**ENGLISH DEPARTMENT**
**ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION**

| | COMMON CORE | ESSENTIAL QUESTIONS | STUDENT LEARNING OBJECTIVES | ASSESSMENT - FORMATIVE AND SUMMATIVE | INTERDISCIPLINARY CONNECTIONS | 21st CENTURY CONNECTIONS | |
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| **UNIT 1: The Purposes, Uses, and Effects of Language**<br><br>**Time Frame 8 Weeks** | RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.<br><br>RL.11-12.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).<br><br>RI.11-12.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.<br><br>W.11-12.3.b - Use narrative | What makes a writer's prose unique?<br><br>What are the components of an author's style?<br><br>What are the tools a writer has at his or her disposal to create meaning?<br><br>What is the connection between a text's purpose and style?<br><br>Why do readers need to pay attention to a writer's choice of words?<br><br>How does process shape the writer's product?<br><br>What are the characteristics of clear and coherent writing? | Students will identify and employ elements of style such as syntax, diction, tone, tropes and schemes.<br><br>Students will identify word economy and practice this in their writing.<br><br>Students will identify the effects of subordination, coordination and parallelism.<br><br>Students will explore and develop their own style as a writer.<br><br>Students will identify the elements of point of views and explore their impact on the text.<br>Students will be use the SOAPSTONE strategy for reading | Formative- Student response to summer essay prompts<br><br>Formative - Students will engage in various revision activities involving word precision, syntax and diction.<br><br>Formative: Students will revise two of their summer essays<br><br>Formative: Students will write a 2-4 page paper which responds to the prompt: "What do you believe?"<br><br>Formative - Students will complete a journal for 14 consecutive days<br><br>Formative - Students will compare the point of view shift in the text and film version of *The Remains of the Day* | SCI.9-12.5.1.12.C.c - Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.<br><br>6.1.12.D.9.b -Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.<br><br>6.1.12.D.11.a - Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.<br><br>6.1.12.D.13.d-Determine the | 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives.<br><br>9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.<br><br>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context | |

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| techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br><br>W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br><br>W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br><br>SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, | What are the characteristics of clear, concise writing?<br><br><br>Why is it important to write routinely for periods of time?<br><br><br>Why is it critical to present information with strong word choice? | non-fiction<br><br>Students can create multiple drafts using revision and edits to strengthen the writing.<br><br><br>Students will determine and utilize a writing style to fit the purpose, audience and format.<br><br><br>Students will -resent information that allows the audience to follow a clear line of reasoning. | Formative - quizzes on *The Catcher in the Rye* & *As I Lay Dying*<br><br>Formative - Students will collaboratively score past AP analysis responses<br><br>Summative - AP analysis simulation<br><br>Summative - students will write and psychological analysis of Holden Caulfield in J.D. Salinger's *The Catcher in the Rye*<br><br>Summative: Students will analyze the role of point of view in William Faulkner's *As I Lay Dying* | extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. | 9.1.12.E.1 - Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.<br><br>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. | |

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| | substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | | | | | |
| **UNIT 2: The History of English and Linguistic Styles**<br><br>**Time Frame 5 Weeks** | RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama<br><br>RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact<br><br>RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain | What do good readers do?<br><br>When a word doesn't make sense, what can I do?<br><br>Am I clear about what I just read? How do I know?<br><br>How do I use what I know to figure out what I don't know?<br><br>Why do authors' choices matter? What makes a story a "great" | Students will identify the evolution of the novel<br><br>Students will gain understanding of various literary criticisms (i.e. feminist, psychological, intrinsic, extrinsic, historical, social, etc.)<br><br>Students will explore and develop their own style as a writer.<br><br>Students will explore wordplay as they | Formative - Students will discuss the origins of our language and various genres<br><br>Formative - Students will identify sexist language<br><br>Formative - Students will engage in in-depth class discussions and exercises related to class readings and projects / paper topics<br><br>Formative - In-depth class discussions checking for understanding of the | 6.2.12.D.1.e -Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.<br><br>6.2.12.D.1.F - Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies<br><br>6.1.12.1 - North American Colonial societies adapted European governmental, | 9.1.12.F.6 - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.<br><br>9.1.12.A.1 - Apply critical thinking and problem-solving strategies during structured learning experiences.<br><br>9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that |

| Standards | Essential Questions | | Assessments | | |
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| RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text | story?<br><br>How does situation affect meaning?<br><br>What do good writers do?<br><br>What's my purpose and how do I develop it? | create original palindromes, rebuses, anagrams, puns<br><br>Students will apply reasoning and knowledge of problems with our language including jargon, doublespeak, and inflated language. | elements of style and how they range from work to work<br><br>Diagnostic, Summative, and Formative - Students will include at least three previously unknown words in their writing assignments after having used George Will and George Orwell as stylistic models for diction | economic, and cultural institutions and ideologies to meet their needs in the New World. | leads to successful completion of a challenging task or project. |
| W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence | Why do rules matter?<br><br>What does it take to communicate clearly? | Students will extend and refine their vocabulary knowledge through their reading, writing, speaking, and listening | Summative - create a contemporary "Modest Proposal" using Swift as a model | | |
| W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience | What makes collaboration meaningful? | Students will participate in a discussion by posing questions that connect ideas of several speakers. | Formative - quizzes on *Frankenstein* and *Robinson Crusoe* | | |
| W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific audience and purpose | What makes collaboration more meaningful? | Students will identify when a speaker uses rhetoric and evidence and analyze how these techniques strengthen the point of view. | Summative - establish an argument for the relationship between purpose and style in *Robinson Crusoe* and *Tristam Shandy*<br><br>Summative - write an argument for Shelley's main moral in *Frankenstein* | | |
| SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively | Why do the rules of language matter? | | Diagnostic and Summative - AP analysis simulation | | |
| SL.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence | How does situation affect meaning? | Students will recognize the standard usage of English and how it can change over | | | |

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| | and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used<br><br>L.11-12.1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.<br><br>L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking<br><br>L.11-12.3 - Apply knowledge of language to understanding how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening<br><br>L.11-12.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | How does the integration of figurative devices affect the meaning in varied rhetorical situations? | time.<br><br>Students will identify how language functions in different contexts.<br><br>Students can identify and analyze figures of speech | | | | |
| **UNIT 3: Autobio-graphical and Personal Writing**<br><br>**Time Frame 9 Weeks** | RI.11-12.2 -Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | What do good readers do while reading biographical information? | Students will identify elements of biographical prose | Formative-class discussions on non-fiction texts | 6.1.12.D.3.a -Determine how expansion created opportunity for some and hardship for others by considering the perspectives of different groups<br><br>6.1.12.D.3.d-Analyze the role education played in improving | 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.<br><br>9.1.12.D.1 Interpret spoken and written | |

| Standards | Essential Questions | Objectives | Assessments | Interdisciplinary Connections | Technology Standards |
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| RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | How does textual evidence support a position? | Students will analyze the author's intended meaning within biographical writing | Formative-open-ended questions from non-fiction text | economic opportunities and developing responsible citizens | communication within the appropriate cultural context. |
| | | | Formative-Class discussions on non-fiction text | 6.1.12.D.3.a -Determine how expansion created opportunity for some and hardship for others by considering the perspectives of different groups | 9.1.12.B.3 Incorporate varying perspectives and effective problem solving strategies |
| RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | How are individuals and events interconnected? | Students will understand how individuals and events interact in an autobiography | Formative- Complete graphic organizer to compare and contrast author's biographical and autobiographical information | 6.1.12.D.3.b -Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity | 9.1.12.E.1 - Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets. |
| RI.11-12.7 -Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem | In what ways does creative choice impact audience? | Students will analyze a web site that summarizes a non-fiction author | Summative Explanatory Essay | 6.1.12.D.9.b -Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities | 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context |
| | What is the purpose, audience, subject, and format for the informative response to literature? | Students will be able to construct a pre-write for a reflective essay | Summative-Explanatory essay | 6.1.12.D.11.b -Compare and contrast differing perspectives about how the United State should respond to aggressive policies and actions taken by other nations at this time | 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural context |
| W.11-12.2.a - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds | | Students will draft reflective essay | Summative- College Essay | 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust | 9.1.12.B.1 Present resources and data in a format that effectively communicates the |

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| 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. | How does point of view, style, and word choice impact a reflective essay? | Students will construct the draft of the college essay | Summative-College Essay | 6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights and the describe the subsequent impact of these organizations | meaning of the data and implications for solving the problem(s) using different perspectives. |
| W.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. | How do writers develop a well-written product? | Students will construct the draft of the college essay | Summative-College Essay Formative-Peer review checklist for explanatory essay | 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
6.1.12.D.3.b -Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity | 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences. |
| W.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. | How do good writers express themselves? | Students will construct the draft of the college essay Students will revise essays for clarity and structure | Formative-Class discussions | 6.1.12.D.11.b -Compare and contrast differing perspectives about how the United State should respond to aggressive policies and actions taken by other nations at this time | 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data

9.1.12.B.3 Incorporate varying perspectives and effective problem solving strategies |
| W.11-12.2.e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | How do students develop and maintain a purpose while writing? | | Formative- completion of graphic organizers and class discussion | 6.1.12.D.3.b -Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity | |
| | How does revising a peer's essay | Students will analyze how specific individuals develop within a complex set of ideas | Formative-Group activities to analyze non- | 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, | 9.1.12.B.3 Incorporate varying perspectives and effective problem solving strategies |

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| | W.11-12.2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br><br>W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br><br>RI.11-12.3- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.<br><br>RI.11-12.6 -Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the | improve a student's writing?<br><br>Why do readers need to pay attention to a writer's choice of words?<br><br>How does the author's point of view shape a text and why does it matter?<br><br>What makes collaboration meaningful? | Students will determine author's point of view and explain the purpose for writing the text.<br><br>Students will participate, evaluate, and discuss the point of view during group discussions<br><br>Students will evaluate the point of view of the speaker and assess stance and word choice | fiction Summative-diagnostic test for non-fiction text<br><br>Formative-group activities | and perpetrators during the Holocaust | 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences. |

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| | power, persuasiveness, or beauty of the text<br><br>SL.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. | | | | | |
| **UNIT 4: Persuasive Writing**<br><br>**Time Frame 5 Weeks** | RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.<br><br>RI.11-12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.<br><br>RI.11-12.5 - Analyze and evaluate 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. | What is tone should an author use in order to be persuasive?<br><br>How is our environment immersed in rhetoric?<br><br>What rhetorical devices does the writer have at his or her disposal when engaging in persuasion?<br>What is the relationship between speaker, audience and message in the rhetorical triangle? | Students will identify arguments of fact, value and policy<br><br>Students will identify the logical, ethical, and emotional appeals used in persuasive writing<br><br>Students will identify logical fallacies<br><br>Students will use syllogisms to prove conclusions<br><br>Students will use the Toulmin model to identify the elements of an argument | Formative: Logic exercises and class discussion<br><br>Formative: analysis of Plato's recording of Sophocles comments to Simmias<br><br>Formative - Annotate Bibliography of sources<br><br>Formative - rough draft of cons and pros<br><br>Formative: Outline and thesis of proposal paper<br><br>Formative: AP simulation of synthesis question<br>Formative: AP simulation of argument question | SCI.9-12.5.1.12.B.c - Empirical evidence is used to construct and defend arguments.<br><br>SCI.9-12.5.1.12.C.c - Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.<br><br>5.4.12.G.f - Scientific, economic, and other data can assist in assessing environmental risks and benefits associated with societal activity.<br><br>6.3.12.D.1 - Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. | 9.1.12.1 -Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.<br><br>9.1.12.2 - There are ethical and unethical uses of communication and media.<br><br>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.<br><br>9-12.9.1.12.F.5 - Formulate an opinion regarding a current workplace or societal/ethical issue based on research. |

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| RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.<br><br>RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem<br><br>W.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.<br><br>W.11-12.1.b - Develop claim(s) and counterclaims fairly 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<br><br>W.11-12.1.c - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create | How does empathy play role rhetoric?<br><br>Why conduct research?<br><br>How does process shape the writer's product?<br><br>How do writers develop a well-written product?<br><br>What do effective communicators do during a presentation?<br><br>What is my purpose and how do I develop it?<br><br>What do good writers do?<br><br>How does a strong conclusion affect | Students will evaluate and integrate sources into an argument<br><br>Students will identify standard format for citation to create a bibliography or Works Cited.<br><br>Students will identify precise, knowledgeable claims and establish their significance.<br><br>Students will organize claims, reasons, and evidence into a logical sequence.<br><br>Students will establish an objective and formal style while attending to the norms of the discipline in which they are writing.<br><br>Students will provide a concluding statement that supports the thesis. | Summative - 10-12 page proposal argument<br><br>Summative - 3 to 5 minute oral presentation of their proposal argument<br><br>Formative: AP simulation of synthesis question<br><br><br><br>Summative - 10-12 page proposal argument<br><br>Formative-Peer review of proposal argument<br><br>Summative - 10-12 page proposal argument | 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances has impacted the quality of life in different countries<br><br>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and the impact on traditional cultures and values<br>6.3.A.12.2 Analyze current case studies of slavery, child labor, or other unfair labor practices in the United States and other nations and draw parallels to recognize the universalities of these problems<br><br>6.3.D.12.1 Evaluate current laws involving individual rights and national security, and analyze how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights<br><br>6.2.12.C.6.a Evaluate efforts made by governmental, non-governmental, and international organizations to address economic imbalances and social inequalities<br><br>6.2.12.C.6.d Determine how the | 9.1.12.C.2 Analyze the common traits of effective state, national or international leaders.<br><br>9.1.12.C.3 Research exemplars of effective leadership that have had a national or worldwide impact.<br><br>9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.<br><br>9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives<br><br>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.<br><br>9.1.12.A.1 Apply critical thinking and problem |

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| cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br><br>W.11-12.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br><br>W.11-12.1.e - Provide a concluding statement or section that follows from and supports the argument presented.<br><br>W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br><br>W.11-12.6 - Use technology, | the oral presentation?<br><br>What are the characteristics of clear, concise writing?<br><br>What makes a difference when writing clearly?<br><br>How does technology allow students to publish writing effectively?<br><br>What do good researchers do?<br><br>Why is it important for students to utilize research when writing? | Students will compose clear and logical writing that demonstrates an understanding of a writing style.<br><br>Students will analyze writing to determine purpose and audience and revise as necessary.<br><br>Students will implement technology to produce and publish their writing products.<br><br>Students will construct research papers to demonstrate understanding of a subject.<br>Students will recognize that different writing tasks required varied | Summative - 10-12 page proposal argument<br><br>Summative - 10-12 page proposal argument<br><br>Summative - 3 to 5 minute oral presentation of their proposal argument<br><br>Formative- Peer review of argument paper | availability of scientific, technological, and medical advances has impacted the quality of life in different countries<br><br>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use<br><br>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences | solving strategies during structured learning experiences.<br><br>9.1.12.F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.<br><br>9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives.<br><br>9.1.12.C.3 Research exemplars of effective leadership that have had a national or worldwide impact. |

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| including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.<br><br>W.11-12.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.<br><br>W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br><br>SL.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.<br><br>SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners | What makes collaboration meaningful?<br><br>What makes a presentation great?<br><br>Why is it important for students to utilize research when writing? | time frames to complete.<br>Students can analyze the information presented in diverse media and format.<br><br>Students can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.<br><br>How does peer revision increase students' ability to write effectively? | | | | |

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| | can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.<br><br>L.11-12.1.b - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. | | | | | | |
| **UNIT 5: Exploratory Writing** <u>**Time Frame**</u> **10 Weeks** | LA.11-12.L.11-12.3 - 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.<br><br>W.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.<br><br>W.11-12.3.a - Engage and | How does process shape the writer's product?<br><br>How do writers develop a well-written product?<br><br>How do good writers express themselves? | Students will organize complex ideas through the introduction of a topic<br><br>Students will introduce characters and engage the readers through development of plot<br><br>Students will incorporate varied dialogue tags to develop characters | Formative-draft of narrative profile<br><br>Formative-draft of narrative profile<br><br>Formative-draft of narrative profile<br><br>Summative-5-15 page narrative profile final | 1.1.12.1 - Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.<br><br>8.1.12.A.3 - Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. | 9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.<br><br>9.1.12.C.4 - Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.<br><br>9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. | |

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| 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.<br><br>W.11-12.3.b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br><br>W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | How does technology support writers as they publish narratives?<br><br>How does peer revision provide students with stronger writing skills? | and experiences<br><br>Students will implement technology and the Internet when publishing writing<br><br>Students will work with peers to strengthen writing and discuss revisions | copy<br><br>Formative-peer review workshop<br><br>Formative: Draft a found poem<br><br>Summative - Class publication of a 'zine | | 9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |

**Resources for AP Language and Composition**

**Fiction**
*As I Lay Dying* - William Faulkner
*The Catcher in The Rye* - J.D .Salinger
*Frankenstein: The Modern Prometheus* - Mary Shelley
*The Great Gatsby* - F. Scott Fitzgerald
*Obasan* - Joy Kogawa
*The Remains of the Day* - Kazuo Ishiguro
*Robinson Crusoe* - Daniel Defoe
Excerpts from *Tristram Shandy* - Laurence Sterne


**Non-Fiction**
"The American Man at Age Ten" - Susan Orlean
"The Greatest Nature Essay Ever" - Brian Doyle
"How to Write a Letter" - Garrison Keillor (*The Norton Reader*)
*I Know Why the Caged Bird Sings*- Maya Angleou
*In Cold Blood* - Truman Capote
"Is Google Making Us Stupid?" **-** Nicholas Carr
*Journal of a Solitude* - May Sarton
*The Lessons of History* - Will and Ariel Durant
"Letter to President Pierce" - Chief Seattle (*The Norton Reader*)
*Mother Tongue* - Bill Bryson
*Newsweek* - Selected Magazine Columns - George Will
*Night*-Elie Wiesel
*Notes from a Big Country* - Selected Newspaper Columns - Bill Bryson
"Once More to the Lake" - E.B. White (*The Norton Reader*)
"Philosophy - Who Needs It?" - Ayn Rand
"Politics and the English Language" - George Orwell (*The Norton Reader)*
Selected Essays by Bacon, Donne, Clemens, and Lord Chesterfield (*The Norton Reader*)
"Shooting an Elephant" - George Orwell (*The Norton Reader*)
"The Ugly Tourist" - Jamaica Kincaid (*The Norton Reader*)
"Who's In Charge of the English Language, Anyway" - Casey Miller and Kate Swift (*The Norton Reader*)
*The World's Religions* - Huston Smith
**Non-Fiction Anthologies**
*The Best American Science Essays* 2009
*The Best American Science & Nature Writing 2002*
*Literary Journalism*

*The Norton Reader* - Ninth Edition

**Style Manuals**
*The Elements of Style*  - William Strunck Jr. and E.B. White
*The Oxford Dictionary of American Usage and Style* - Bryan A. Garner
*The MLA Handbook for Writers of Research Papers* - Joseph Gibaldi
*On Writing Well* - William Zinsser

**Poetry**
"The Red Wheelbarrow" - William Carlos Williams
"Since Feeling is First" - e.e. Cummings

**Suggested Texts**
*The Language of Composition - Reading , Writing ad Rhetoric* - Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses, 2nd Edition, Bedford St. Martin