



AP Language and Composition

English Language Arts Department

Developed By: Jessica Lemire, Michael Gurrieri

Effective Date: September 2023

Scope and Sequence

Month	Unit
September- early November	Unit 1 - Rhetorical Analysis
	Unit 2 - Argument
	Unit 3 - Synthesis
Mid- November r-late January	Unit 4 - Identity and Crafting the Rhetorical Analysis
	Unit 5 - Environment and Crafting an Argument
	Unit 6 - Money and Crafting a Synthesis
February to late April	Unit 7 - Community and Sophistication in the Rhetorical Analysis
	Unit 8 - Justice and Sophistication in Argument
	Unit 9 - Culture and Sophistication in Synthesis
Early May to June	Unit 10 - From Text To Screen: Modern Adaptations of Classic Literature (Post-Exam Unit)

Unit 1

Rhetorical Analysis

Summary and Rationale

Aristotle defined rhetoric as “the faculty of observing in any given case the available means of persuasion.” At its best, rhetoric is a thoughtful, reflective activity leading to effective communication, including the rationale exchange of differing viewpoints. Those who understand and can use the available means to persuade an audience of one or many find themselves in a position of strength. They have the tools to resolve conflicts, without confrontation, persuade readers or listeners to support their position, or move others to take action.

Rhetoric is everywhere. Every essay, political cartoon, photograph, speech, or advertisement is designed to convince you of something. While understanding rhetoric is an important tool for sorting through the information we encounter in the world, there’s an even bigger purpose: informed citizenship. Without properly informed citizens, democracy simply doesn’t work; a government by consent of the people will always need its people to be well-informed and to engage with others in civil discourse. Building off of skills from previous units in 9 and 10 Honors, students will review the rhetorical situation, rhetorical appeals, and rhetoric and style, all while considering how to defend claims with evidence.

Recommended Pacing

9-12 class periods

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.
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 (e.g., how Madison defines faction in Federalist No. 10).
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.

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.
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.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Writing	
W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Speaking and Listening	
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language	
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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.				
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment				
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- Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas.

Suggested Resources/Technology Tools

AP Classroom

The Language of Composition (4th Edition)

AP English Language and Composition: Course and Exam Description

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.

- Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Argument

Summary and Rationale

What is argument? Is it a conflict? A contest between opposing forces to prove the other side wrong? A battle with words? When done well, and civilly, argument is a process of reasoned inquiry and rational discourse seeking common ground. We engage in argument whenever we explore ideas reasonably and think clearly about the world.

Have you ever changed your mind about something? What caused you to re-examine a belief or an idea? Most likely, you read or heard someone else's perspective that challenged you to think about an issue in a different way. It might have been a clear, thoughtful presentation on information, a personal story that tugged at your conscience, a startling statistic, or even a bit of humor or satire that presented a familiar issue in a new and enlightening way. It's less likely that you were bullied into reconsidering your opinion by a loud voice that belittled your ideas.

By carefully and respectfully reading the viewpoints of others and considering a range of ideas on an issue, develop a clearer understanding of our own beliefs - a necessary foundation to writing effective arguments. In this unit, students will garner a better understanding of types of claims and evidence, inductive and deductive reasoning, methods of development in shaping arguments, and logical fallacies. At the end, they'll have a better understanding of defending an argumentative claim with evidence.

Recommended Pacing

9-12 class periods

Standards

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Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions ● On- demand analytical responses ● Language of Composition: <ul style="list-style-type: none"> ○ Multiple Choice Practice ○ Composition Questions ○ Culminating Activities 	
Objectives (SLO)	

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs (Reading) ● Demonstrate an understanding of an audience’s beliefs, values, or needs (Writing) 	<p>Students will know:</p> <ul style="list-style-type: none"> ● Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make. ● To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values ● Arguments seek to persuade or motivate action through appeals—the modes of persuasion.
<ul style="list-style-type: none"> ● Identify and explain claims and evidence within an argument (Reading) ● Develop a paragraph that includes a claim and evidence supporting the claim (Writing) 	<ul style="list-style-type: none"> ● Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. ● Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility. ● An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument.
<ul style="list-style-type: none"> ● Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure (Reading) ● Write a thesis statement that requires proof or defense and that may preview the structure of the argument (Writing) 	<ul style="list-style-type: none"> ● A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence. ● A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement.
<p>Suggested Resources/Technology Tools</p>	
<p>AP Classroom <i>The Language of Composition (4th Edition)</i> AP English Language and Composition: Course and Exam Description</p>	
<p>Tier 1 Modifications and Accommodations</p>	

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

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English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Synthesis

Summary and Rationale

Most of the academic essays we write are called “informed arguments” because they are informed by evidence presented in logical patterns of development. In some instances, students will choose personal experiences as evidence, but for the most part, source-based arguments. As we develop an argument, we are constantly drawing on the ideas of others to develop our own informed position, to provide evidence, or to explore the counterargument. Synthesis is the process of bringing together many different sources in order to construct a new argument. Synthesis requires consideration, explanation, and integration of others’ arguments into the expression of a writer’s own position. For this style of writing and argument, you enter into the conversation by carefully reading and understanding the perspectives and ideas surrounding an issue, examining your own ideas on the matter, and then synthesizing all the views into a more informed position than you could otherwise have written. In this unit, students will consider how to use sources to inform an argument and appeal to an audience before analyzing multiple sources to find evidence to defend a claim.

Recommended Pacing

9-12 class periods

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.
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 (e.g., how Madison defines faction in Federalist No. 10).
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.
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.
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.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Writing	
W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two

or more texts from the same period treat similar themes or topics”).

Speaking and Listening

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Language

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.
A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Connections

Social Studies

6.2 US History All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Integration of Technology

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Career Readiness, Life Literacies and Key Skills

9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4 Evaluate different careers and develop various plans.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. 	<ul style="list-style-type: none"> How do writers support and/or justify their claims? How do writers guide understanding of a text's lines of reasoning and claims?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> AP Classroom Progress Checks Participation in small-group and whole-class discussions On- demand analytical responses Language of Composition: <ul style="list-style-type: none"> Multiple Choice Practice Composition Questions Culminating Activities 	
Objectives (SLO)	
Students will be able to: <ul style="list-style-type: none"> Describe the line of reasoning and explain whether it supports an argument's overarching thesis (Reading) 	Students will know: <ul style="list-style-type: none"> Commentary explains the significance and relevance of evidence in relation to the line of reasoning. The sequence of paragraphs in a text reveals the argument's line of reasoning. Flaws in a line of reasoning may render an argument specious or illogical.
<ul style="list-style-type: none"> Develop a line of reasoning and commentary that explains it throughout an argument (Writing) 	<ul style="list-style-type: none"> Writers may lead readers through a line of reasoning and then arrive at a thesis. Writers may express a claim and then develop a line of reasoning to justify the claim.

	<ul style="list-style-type: none"> Writers explain their reasoning through commentary that connects chosen evidence to a claim.
<ul style="list-style-type: none"> Recognize and explain the use of methods of development to accomplish a purpose (Reading) 	<ul style="list-style-type: none"> Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument. Some typical methods of development are narration, cause effect, comparison-contrast, definition, and description.
<ul style="list-style-type: none"> Use appropriate methods of development to advance an argument (Writing) 	<ul style="list-style-type: none"> When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences. When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s).

Suggested Resources/Technology Tools

AP Classroom
The Language of Composition (4th Edition)
 AP English Language and Composition: Course and Exam Description

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

- IEP/504:**
- Give written directions to supplement verbal directions
 - Provide due date on written assignments
 - Provide clear, concise directions and concrete examples for assignments
 - Make class notes, slides, and materials available to all on Schoology
 - Provide opportunities for movement/activity change
 - Use checklists/agendas to help the students get organized
 - Reinforce students for appropriate behaviors
 - Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
 - Allow student to edit a 'first draft' on essay questions and grade final edited copy

- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
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English Language Learners (ELL):

- Sheltered instruction strategies:
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- Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
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 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
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- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4

Identity and Crafting the Rhetorical Analysis

Summary and Rationale

Psychologist Erik Erikson wrote that, “in the social jungle of human existence, there is no feeling of being alive with a sense of identity.” When thinking about identity, words like *personality*, *characteristics*, *individuality*, *self-esteem*, or even *status* might come to mind. Perhaps you see your identity within wider contexts such as family dynamics, cultural background, and even current or historical events. We undergo profound changes as we transition from childhood - when our parents made many decisions for us - to adulthood, when we make decisions for ourselves. The options and opportunities to explore our identities as we get older can be incredible, confusing, and even contradictory.

Even so, we possess a fundamental sense of self that stays constant as we change.

In this unit, students will consider texts from a variety of authors across multiple intersectional identities to better understand the notion that no person’s identity can ever be distilled to just one feature. Instead, these works recognize identities as complex, multifaceted, and interdependent.

Students will perform rhetorical analysis of these different tasks that will help them develop thesis statements, write introductions, use evidence for support, and craft conclusions.

Recommended Pacing

9-12 class periods

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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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.
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 (e.g., how Madison defines faction in Federalist No. 10).
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.
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.
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.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

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W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
Speaking and Listening	
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language	
L.11-12.3.	<p>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.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>
L.11-12.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the</p>

	text. B. Analyze nuances in the meaning of words with similar denotations.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Individuals write within a particular situation and make strategic writing choices based on that situation. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and 	<ul style="list-style-type: none"> • How do writers' choices reflect the components of the rhetorical situation? • How do writers support and/or justify their claims?

often acknowledge or respond to other, possibly opposing, arguments.

- Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

- How do writers guide understanding of a text's lines of reasoning and claims?

Evidence of Learning (Assessments)

- AP Classroom Progress Checks
- Participation in small-group and whole-class discussions
- On- demand analytical responses
- Language of Composition:
 - Multiple Choice Practice
 - Composition Questions
 - Culminating Activities

Objectives (SLO)

Students will be able to:

- Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

Students will know:

- The introduction of an argument introduces the subject and/ or writer of the argument to the audience.
 - An introduction may present the argument's thesis.
 - An introduction may orient, engage, and/or focus the audience by presenting:
 - Quotations
 - intriguing statements
 - Anecdotes
 - Questions
 - Statistics
 - Data
 - contextualized information
 - a scenario.
- The conclusion of an argument brings the argument to a unified end.
 - A conclusion may present the argument's thesis.
 - It may engage and/or focus the audience by:
 - explaining the significance of the argument within a broader context
 - making connections
 - calling the audience to act
 - suggesting a change in behavior or attitude

- proposing a solution
- leaving the audience with a compelling image
- explaining implications
- summarizing the argument
- connecting to the introduction

- Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
- Writing – Use appropriate methods of development to advance an argument.

- Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments.
 - A method of development provides an audience with the means to trace a writer’s reasoning in an argument.
- When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison.
 - When analyzing similarities and/or differences, like categories of comparison must be used.
- When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.

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 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- Tiered Assignments:
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:

- Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5

Environment and Crafting Arguments

Summary and Rationale

Throughout history, we have tried to conquer wilderness, tame the jungles, and master the elements, and we're still trying to conquer outer space. But are nature and humankind necessarily in conflict? Today, our experience of the natural world is so mediated that many of us know it only as it is presented on television or online. Has our relationship with nature changed so drastically that nature now exists *within* civilization, as contemporary naturalist Bill McKibben suggests? Do we now contain nature rather than being contained by it? How does our perspective of Emerson's classic essay "Nature" change now that nature is threatened? Can we balance human progress and economic well-being with environmental protection?

In this unit, students will read a variety of selections that consider the environment from many perspectives and consider their responsibility to the natural world. At the end, in a short response, they will establish a position to develop a thesis, craft an introduction, support their thesis with evidence, and conclude their argument in a cohesive way.

Recommended Pacing

9-12 class periods

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.
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 (e.g., how Madison defines faction in Federalist No. 10).
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.

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.
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.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Writing	
W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Speaking and Listening	
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Language	
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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
<ul style="list-style-type: none"> Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. The rhetorical situation informs the strategic stylistic choices that writers make. 	Essential Questions:
	<ul style="list-style-type: none"> How do writers guide understanding of a text's lines of reasoning and claims? How does the rhetorical situation inform a writer's choices?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> AP Classroom Progress Checks Participation in small-group and whole-class discussions On- demand analytical responses Language of Composition: <ul style="list-style-type: none"> Multiple Choice Practice Composition Questions Culminating Activities 	
Objectives (SLO)	
<p>Students will be able to:</p> <ul style="list-style-type: none"> Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis. Writing – Develop a line of reasoning and commentary that explains it throughout an argument. 	<p>Students will know:</p> <ul style="list-style-type: none"> The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.
<ul style="list-style-type: none"> Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. Writing – Use transitional elements to guide the reader through the line of reasoning of an argument. 	<ul style="list-style-type: none"> Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next. Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.

- Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.
- Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.

- Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

- Words have both connotative and denotative meanings.
- Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- Precise word choice reduces confusion and may help the audience perceive the writer’s perspective.

Suggested Resources/Technology Tools

AP Classroom

The Language of Composition (4th Edition)

AP English Language and Composition: Course and Exam Description

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)

- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):

- Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6

Money and Crafting a Synthesis

Summary and Rationale

Hardly a day goes by when we don’t think about money. Our experience with money usually begins with the consumption of goods, and then with work. We form labor to earn money. We need to purchase goods and pay for services - especially those that are necessary to life, but also those experiences and things we believe will make us happy. And yet it’s not so simple. How do we know how much money is enough to live happily? How do we choose what work to do? What counts as important work? Should work do more than pay the bills - should it satisfy the soul? And what exactly do we mean by expenses that are “necessary for life”?

Our national mythology - the American Dream - is based on the belief that hard work will not go unrewarded. Yet recently that dream seems increasingly difficult to realize. We consume more and more goods but produce less and less of them here in the United States. Wages are no longer aligned with the level of productivity of the average

worker. For the first time in history, we are participating in a truly global economy. Where will these economic changes lead us?

In this unit, students will read selections that offer a variety of perspectives on the role that money plays in our economy and in our everyday lives. It will culminate in a synthesis essay where students will practice with summarizing sources, analyzing qualitative evidence, comparing and contrasting sources, formulating a position, developing a thesis statement, writing an introduction, and finishing strong with a conclusion.

Recommended Pacing

Approximately 10 class periods.

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.
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 (e.g., how Madison defines faction in Federalist No. 10).
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.
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.
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.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Writing

W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
Speaking and Listening	
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language	
L.11-12.3.	<p>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.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>
L.11-12.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>

Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. The rhetorical situation informs the strategic stylistic choices that writers make. 	<ul style="list-style-type: none"> How do writers support and/or justify their claims? How does the rhetorical situation inform a writer's choices?

Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions ● On- demand analytical responses ● Language of Composition: <ul style="list-style-type: none"> ○ Multiple Choice Practice ○ Composition Questions ○ Culminating Activities 	
Objectives (SLO)	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Reading – Identify and explain claims and evidence within an argument. ● Writing – Develop a paragraph that includes a claim and evidence supporting the claim. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument. ● A source provides information for an argument, and some sources are more reliable or credible than others ● A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise ● When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning ● The degree to which a source does or does not consider other positions reflects the degree to which that source is biased.
<ul style="list-style-type: none"> ● Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. ● Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 	<ul style="list-style-type: none"> ● Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning.

- Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

- A writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style.
- Readers infer a writer’s tone from the writer’s word choice, and especially the positive, negative, or other connotations of those words.
- A writer’s shifts in tone from one part of a text to another may suggest the writer’s qualification, refinement, or reconsideration of their perspective on a subject.

Suggested Resources/Technology Tools

AP Classroom

The Language of Composition (4th Edition)

AP English Language and Composition: Course and Exam Description

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
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- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.

- Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 7

Community and Sophistication in the Rhetorical Analysis

Summary and Rationale

How can individuals maintain integrity and pursue personal dreams while contributing to the society in which they live? This central question faces every community. In the US, we pride ourselves on rugged individualism and the pioneering spirit; at the same time, we believe in collective values. In other parts of the world, people perceive the balance of the individual and the community differently, but the history and literature of most societies depict the struggle of the individual to live life in good faith or conscience while being part of something larger.

We find and forge communities based on geography, ethnicity, race, religion, marital status, occupation, class, economic status, gender, political affiliation, shared interest, or even language. Are those features more important than values, principals, or ideals? Or do we belong to various communities based on distinct criteria? How can we belong to several communities simultaneously?

In this unit, students will gain a fuller appreciation of what it means to be a part of community by examining a variety of texts from authors with many different identities. In the end, they will focus on developing sophistication in a rhetorical analysis response by explaining the significance of the writer's rhetorical choices, making sure to create a sound and logical line of reasoning.

Recommended Pacing

9-12 class periods

Standards

Reading: Informational Text

RI.11-12.1.

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.
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 (e.g., how Madison defines faction in Federalist No. 10).
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.
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.
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.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Writing	
W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
Speaking and Listening	
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language	
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. <ul style="list-style-type: none"> A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.

9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● Individuals write within a particular situation and make strategic writing choices based on that situation. ● Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● The rhetorical situation informs the strategic stylistic choices that writers make. 	<ul style="list-style-type: none"> ● How do writers' choices reflect the components of the rhetorical situation? ● How do writers support and/or justify their claims? ● How does the rhetorical situation inform a writer's choices?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions ● On- demand analytical responses ● Language of Composition: <ul style="list-style-type: none"> ○ Multiple Choice Practice ○ Composition Questions ○ Culminating Activities 	
Objectives (SLO)	

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. ● Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations. ● Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms. ● Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.
<ul style="list-style-type: none"> ● Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. ● Writing – Write sentences that clearly convey ideas and arguments. 	<ul style="list-style-type: none"> ● Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent. ● The arrangement of sentences in a text can emphasize particular ideas. ● Subordination and coordination are used to express the intended relationship between ideas in a sentence. ● Writers frequently use coordination to illustrate a balance or equality between ideas. ● Writers frequently use subordination to illustrate an imbalance or inequality between ideas. ● The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.
<ul style="list-style-type: none"> ● Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. ● Use established conventions of grammar and mechanics to communicate clearly and effectively 	<ul style="list-style-type: none"> ● Grammar and mechanics that follow established conventions of language enable clear communication. ● Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence. ● Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer’s purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone. ● Some design features, such as italics or boldface, create emphasis.
<p>Suggested Resources/Technology Tools</p>	

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction

- Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 8

Justice and Sophistication in Argument

Summary and Rationale

Different in every culture, evolving throughout history, justice is difficult to pin down. Perhaps it is the process that determines what is fair, perhaps it is a means of protecting human rights, perhaps it is the embodiment of morality, or perhaps it is something else. The ancient Greek philosopher Plato argued that it is the “harmonious condition of both the individual and the state,” while many religions hold that God dispenses justice. Enlightenment thinkers like John Locke believed in natural law, or the idea that humans are entitled to certain unalienable rights. The idea of a social contract, in which people consent to be governed in exchange for the protection of their natural rights, is integral to any discussion of justice. Utilitarian thinkers such as John Stuart Mill subscribed to the idea of a basic moral standard: that what is right has the best consequences for the most people.

In this unit, students will read a variety of texts related to the concept of justice, culminating in an activity where they explore the complexities or tension of an argument, consider alternative perspectives (qualifying arguments), and analyze assumptions.

Recommended Pacing

9-12 class periods

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.
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 (e.g., how Madison defines faction in Federalist No. 10).
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.
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.
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.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and

	dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Writing	
W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
Speaking and Listening	
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language	

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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	

<ul style="list-style-type: none"> ● Individuals write within a particular situation and make strategic writing choices based on that situation. ● The rhetorical situation informs the strategic stylistic choices that writers make. 	<ul style="list-style-type: none"> ● How do writers' choices reflect the components of the rhetorical situation? ● How does the rhetorical situation inform a writer's choices?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions ● On- demand analytical responses ● Language of Composition: <ul style="list-style-type: none"> ○ Multiple Choice Practice ○ Composition Questions ○ Culminating Activities 	
Objectives (SLO)	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Reading – Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. ● Writing – Demonstrate an understanding of an audience's beliefs, values, or needs. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer's purpose. ● Writers' choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument. ● Word choice may reflect writers' biases and may affect their credibility with a particular audience. ● Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.
<ul style="list-style-type: none"> ● Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. ● Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 	<ul style="list-style-type: none"> ● A writer's style is made up of the mix of word choice, syntax, and conventions employed by that writer. ● Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers' expectations or values.

- Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- Writing – Write sentences that clearly convey ideas and arguments.

- Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.
- Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.

Suggested Resources/Technology Tools

AP Classroom

The Language of Composition (4th Edition)

AP English Language and Composition: Course and Exam Description

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.

- Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
- Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is

extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 9

Culture and Sophistication in Synthesis

Summary and Rationale

Culture is ever evolving, shaped by our participation in it, and our appreciation of it. It is the customs, social institutions, and achievements - or even just habits - of a nation, people, or social group. Writer Joe Klein, in his review of historian David Hackett Fischer's book on British migration to colonial America notes, "Culture is a sticky thing." He quotes Fischer: "To change culture in any fundamental way, one must transform many things at once. How does culture change? What makes it sticky? And why does culture even matter?"

We use the word *culture* to describe collective evidence of human intellectual achievement, or something just to describe the way of life of a group of people. Culture is not genetic; it is not inherited. It is taught, sometimes explicitly but often implicitly as a part of a set of commonly understood norms.

In this unit, students will look at texts that will provide some answers as to what culture is, but will likely be left with even more questions. At the end, they will work on developing sophistication in synthesis responses by focusing on articulating the implications or limitations of an argument, acknowledging the limits of a source, using counter arguments to address a wider context, and making effective rhetorical choices to address complexities and tensions.

Recommended Pacing

9-12 class periods

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.
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 (e.g., how Madison defines faction in Federalist No. 10).
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.
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.
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.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Writing

W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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	<ul style="list-style-type: none"> ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
Speaking and Listening	
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language	
L.11-12.3.	<p>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.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>
L.11-12.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 	<ul style="list-style-type: none"> How do writers support and/or justify their claims?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> AP Classroom Progress Checks Participation in small-group and whole-class discussions On- demand analytical responses Language of Composition: <ul style="list-style-type: none"> Multiple Choice Practice Composition Questions Culminating Activities 	

Objectives (SLO)

Students will be able to:

- Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Students will know:

- Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.
- Evidence and sources will either support, complement, or contradict a writer’s thesis.
- Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence.
- When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.
- When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.
- When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid.
- Transitions may be used to introduce counterarguments.
- Not all arguments explicitly address a counterargument.

Suggested Resources/Technology Tools

AP Classroom
The Language of Composition (4th Edition)
AP English Language and Composition: Course and Exam Description

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized

- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
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