



Burlington County Institute of Technology

Medford Campus

Westampton Campus

AP English Language and Composition

Board Approval Date: August, 2023



Course Description

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Pacing Guide

Unit	Standards	Weeks
Unit 1: Intro to Rhetoric/ Rhetorical Situations	<ul style="list-style-type: none">• RI.11-12.2, RI.11-12.3., RI.11-12.4.• W.11-12.6, W.11-12.9, W.11-12.10.• RHS 1.A, CLE 3.A, CLE 4.A	Approx. 2 weeks
Unit 2: Language & Community	<ul style="list-style-type: none">• RI.11-12.1, RI.11-12.5, RI.11-12.7• W.11-12.1, W.11-12.1.A• RHS 1.B, RHS 2.B• CLE 3.A, CLE 4.A, CLE 3.B, CLE 4.B	Approx. 2 weeks
Unit 3: Economy	<ul style="list-style-type: none">• W.11-12.2, W.11-12.2A, W.11-12.2D• CLE 3.A, CLE 4.A• REO 5.A, REO 6.A, REO 6.A, REO 6.C	Approx. 2 weeks
Unit 4: Environment	<ul style="list-style-type: none">• SL.11-12.1, SL.11-12.1A, SL.11-12.1B, SL.11-12.2, SL.11-12.3• RHS 1.A, RHS 2.A• CLE 3.B, CLE 4.B• REO 5.C, REO 6.C	Approx. 2 weeks
Unit 5: Politics	<ul style="list-style-type: none">• W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8• REO 5.A, REO 6.A, REO 5.B, REO 6.B• STL 7.A, STL 8.A	Approx. 2 weeks
Unit 6: Education	<ul style="list-style-type: none">• RI.11-12.1, RI.11-12.6, RI.11-12.9• CLE 3.A, CLE 4.A, CLE 3.B, CLE 4.B• STL 7.A, STL 8.A	Approx. 2 weeks
Unit 7: Gender/ Identity	<ul style="list-style-type: none">• RL.11-12.2, RL.11-12.5, RL.11-12.10• RI.11-12.1, RI.11-12.6, RI.11-12.9• NJSLSA.R1, NJSLSA.R4, NJSLSA.W1, NJSLSA.W5, NJSLSA.W7, NJSLSA.SL1, NJSLSA.SL5• RHS 1.A, RHS 2.A• CLE 3.C, CLE 4.C• STL 7.B, STL 8.B, STL 7.C, STL 8.C	Approx. 3 weeks
	<ul style="list-style-type: none">• RI.11-12.1, RI.11-12.6, RI.11-12.9• NJSLSA.R1, NJSLSA.R9	



Unit 8: Pop Culture	<ul style="list-style-type: none">• NJSLSA.W1, NJSLSA.W2• NJSLSA.SL1, NJSLSA.SL5• RHS 1.B, RHS 2.B• STL 7.A, STL 8.A, STL 7. B, STL 8.B	Approx. 2 weeks
Unit 9: Sports	<ul style="list-style-type: none">• RI.11-12.1, RI.11-12.7• W.11-12.6• NJSLSA.R2, NJSLSA.R6, NJSLSA.R9, NJSLSA.W1, NJSLSA.W9, NJSLSA.SL1, NJSLSA.SL2, NJSLSA.SL5• CLE 3.C, CLE 4.C	Approx. 1 weeks
Unit 10: Independent Study/ AP Exam Review	<ul style="list-style-type: none">• RI.11-12.2, RI.11-12.5• W.11-12.4, W.11-12.5, W.11-12.6• NJSLSA.R1, NJSLSA.R8, NJSLSA.W1, NJSLSA.W2, NJSLSA.W7	Approx. 10 weeks (3rd MP)



Curriculum Maps

Unit 1: Introduction to Rhetoric/ Rhetorical Situations (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Determine rhetorical situation and strategies
2. Appeals to Logos, Pathos, Ethos
3. Determining effective/ineffective rhetoric
4. Studying and Applying AP/Rhetoric/Syntax Terms

NJSLS Standards:

- 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 W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

AP Skills:

- RHS 1.A- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- CLE 3.A- Identify and explain claims and evidence within an argument.



- CLE 4.A- Develop a paragraph that includes a claim and evidence supporting the claim.

Essential Questions:

- How does an audience of a text have shared, as well as individual beliefs, values, needs, and backgrounds?
- How do writers create texts within a particular context that includes the time, place, and occasion?
- How do writers defend their claims with evidence and/or reasoning?
- How do effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification?
- How do 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?

Understandings:

Students will understand that:

- Individuals write within a particular situation and make strategic writing choices based on that situation
RHS-1
- 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. CLE-1

Student Objectives (Outcomes):

- 1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- Reading – Identify and explain claims and evidence within an argument.
- Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

Assessment Evidence

Performance Tasks:

Suggested Formative/Summative Assessments:

- Formative Assessments:



- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis Essay
- By what criteria will “performances of understanding” be judged?- AP Scoring Guide(s) for Essay Writing

- Group Work, Discussion, Socratic Seminars, Google Classroom, Anticipatory Activities, Exit Tickets, Ind. Activities
- Summative Assessments:
 - Essays, Projects, Quizzes

Learning Plan

Learning Activities:

- Syntax Review
- Rhetoric in Music, “Blank Space” - Taylor Swift
- Vocab Term Project/Review Games
- Students will read Chapter 1 in Everyday Use: Rhetoric at Work in Reading and Writing, which describes rhetorical situations and the rhetorical triangle. Students have completed the reading of a nonfiction book over the summer. During the first two weeks of school, they will submit a series of reflections written during the summer; these reactions will include their thoughts on style, organization, subject matter, and other items. Before discussing their summer reading, they will read President George W. Bush’s “9/11 Speech,” using the rhetorical triangle to identify the parts of the rhetorical situation, as well as the author’s understanding of audience. Then, they will discuss in groups the components of the rhetorical situation addressed in the summer reading book (Skill 1.A). CR3 After a discussion in class of claim, evidence, commentary, student groups will then list in bullet-point form the major claim, evidence, and commentary in one chapter or segment in the book (Skill 3.A). Next, students will develop a group paragraph that explicates the claim, one piece of evidence, and commentary from the book. Finally, each student will continue the group paragraph by adding an additional example of claim, evidence, and commentary.
- Before listening to Malala Yousafzai’s speech to the United Nations, students will research some of the unfamiliar allusions, such as these: Mohammed al-Jinnah, Bacha Khan, the partition of India, the role of Gandhi and nonviolence in that partition, and other items. After reporting to the class, students will listen to and follow the transcript of Malala’s speech to the United Nations. As a class, they will brainstorm the elements of the rhetorical situation in the speech, particularly noting exigence and audience, both explicit and implied (Skill 1.A). They will also pinpoint elements of claim, evidence, and commentary (Skill 3.A). The class will generate a rubric, listing items to be included in the paragraphs they will write. Students will then divide into groups; each group member will contribute a paragraph on one element of the rhetorical



situation, using claim, evidence, commentary in the paragraph (Skill 4.A). CR3 CR5 CR6 As a final step, students will exchange paragraphs and peer edit for elements specified on the rubric. After peer editing, students will revise paragraphs. Groups will submit their finished product to the class for comment.

- Ex: Construct and analyze a rhetorical situation for writing a review of a movie, video game, or concert. Be very specific in your analysis: What is your subject? What is your purpose? Who is your audience? What is your relationship to the audience?
- Ex: Identify and analyze elements of rhetorical triangle/ SOAPSTone in unit texts/lyrics (ie Blank Space by Taylor Swift)
- Ex: Identify and analyze literary elements and strategies in unit texts (ie Gettysburg Address)
- Ex: Write a paragraph in which you analyze how Twain uses dashes and metonymy to communicate his tone (Mark Twain, from 'On the Decay of the Art of Lying')
- Ex: Highlight syntax and figurative language with your group. Discuss which devices are better to discuss and create a topic sentence together. (Ralph Waldo Emerson, from "Self-Reliance")

Resources

Jay Heinrichs' Thank You for Arguing / Win Every Argument by Mehdi Hasan

Textbook: The Language of Composition, 2nd Edition [Unit-Based Pacing Guide](#)

- Ch.1 An Introduction to Rhetoric
- Ch.8 "Just Walk on By" - Q1, Q2, Q5, Q6, Q9
- Chapter 5: Margaret Talbot: "Best in Class." Exploring the Text, 223 Q1,Q5
- Chapter 6: Dinaw Mengestu: "Home at Last." Exploring the Text, 337 Q1,Q4,Q8
- Chapter 7: Booker T. Washington: "The Atlanta Expositions Address." 417 Exploring the Text: Q1, Q10.
- Chapter 11: James McBride: "Hip Hop Planet." 788
- Chapter 3: Claims & Evidence p. 81-85
- "Harrison Bergeron" Kurt Vonnegut
- The Gettysburg Address
- Malala Yousafzai's speech to the United Nations on education
- "My First Lifeline" by Maya Angelou from I Know Why the Caged Bird Sings;
- Excerpts from Frank McCourt's Angela's Ashes
- Laura Hillenbrand's Unbroken
- Matt Richtel's A Deadly Wandering
- David Margolick's Elizabeth and Hazel



- Trevor Noah's Born a Crime.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 2: Language & Community (Approx. 2 weeks)



Desired Outcomes

Established Goals: NJSLS

1. Developing tone and establishing credible voice in argument
2. Analyzing appeals to logos, pathos and ethos; how these appeals interact in the development of meaningful texts.

NJSLS Standards:

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 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.11-12.7 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.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the
- most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

AP Skills:

- RHS 1.B- Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- RHS 2.B- Demonstrate an understanding of an audience's beliefs, values, or needs.
- CLE 3.A- Identify and explain claims and evidence within an argument.
- CLE 4.A- Develop a paragraph that includes a claim and evidence supporting the claim.
- CLE 3.B- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.



- CLE 4.B- Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Essential Questions:

- What is an argument?
- How does a reader analyze a writer's techniques and rhetorical choices to understand how the writer is conveying a complexity of meaning?
- How can written techniques (anecdote, rhetorical questions, explanation, example) be used to convey information effectively to readers?
- How do we actively engage with a text, and what are the benefits of active reading?
- How can a lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.
- How can the arrangement of sentences in a text emphasize particular ideas?

Understandings:

- 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.
- The rhetorical situation informs the strategic stylistic choices that writers make.

Student Objectives (Outcomes):

- 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
- Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.
- Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. (Note: Students should be able to read and analyze these



complexities but are not expected to write with them on timed essays.)

- Writing – Write sentences that clearly convey ideas and arguments.
- 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.

Assessment Evidence

Performance Tasks:

- Through what authentic performance task(s) will students demonstrate the desired understandings?
- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis Essay
- By what criteria will “performances of understanding” be judged?
- AP Scoring Guide(s) for Essay Writing

Suggested Formative/Summative Assessments:

- Through what other evidence will students demonstrate achievement of the desired
- Formative Assessment: Discussions, group work, online component, warm-ups, exit tickets, practice test in reading and writing.
- Summative Assessment: Quizzes, Argumentative Essay, Rhetorical
- Analysis Reaction Paper

Learning Plan

Learning Activities:

- Students read “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan. They then view the TED Talk, “How Language Shapes the Way We Think” by Lera Boroditsky. In groups, they consider the rhetorical situation for both the essay and the TED Talk (Skill 1.A); and explain the manner in which both authors qualify their claims, using modifiers, counterarguments, and alternate perspectives (Skill 3.C). They then discuss and explain the authors’ uses of independent and dependent clauses to show relationships between and among ideas (Skill 7.B), as well as the contribution made by grammar and mechanics to the clarity and effectiveness of each argument (Skill 7.C).
- Students react to “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan or “How Language Shapes the Way We Think” by Lera Boroditsky by writing a claim about one of the selections. They write a cogent introduction to an essay in which they make a claim and then qualify it, using modifiers, counterarguments, or alternate perspectives. The sentences in their essay should clearly convey their ideas



and arguments; they use the established conventions of grammar and mechanics to communicate clearly and effectively

- EX: Write a research argument on a topic developed by classroom discussion surrounding the need for national languages.
- EX: Listen to, and critique the validity of, a controversial claim. In other words, refute a conspiracy theory.
- EX: Re-write a piece by changing the intended audience. In other words, change the target, but not the message.

Resources

Textbook: The Language of Composition, 2nd Edition Unit Guide

- “How I Used Dungeons and Dragons to Teach Ethics” by Christopher Robichaux (TED Talk)
- “How Language Shapes the Way We Think” by Lera Boroditsky (TED Talk)
- “What Students Know that Experts Don’t: School Is All about Signaling, Not Skill-Building” by Bryan Caplan
- “An Innocent at Rinkside” by William Faulkner;
- “Warren Buffett, Bill Gates, and the Billionaire Challenge” by the Christian Faith Monitor Editorial Board;
- “Slang in America” by Walt Whitman
- “Learning to Read” from The Autobiography of Malcolm X by
- Malcolm X;
- “Learning to Read and Write” from Narrative of the Life of Frederick Douglass by Frederick Douglass
- “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan.
- Cartoon from World Economic Forum by Zapiro
- “For Mohammed Zeid of Gaza, Age 15”
- “Why I Could Not Accept Your Invitation” by Naomi Shihab Nye
- “Utopia” - Thomas Moore Excerpt

Accommodations

Special Education/ 504/ At Risk Students
Accommodations & Modifications:

- Extended time for assignments, tests, or exams.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.



- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 3: Economy (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Analyze claims and evidence in multiple sources Identify thesis and indications of structure / line of reasoning
2. Write overarching argumentative thesis statement; thesis may preview argument's structure
3. synthesize information and evidence from multiple sources
4. evaluate credibility of sources and evidence
5. discuss distinction between position and perspective
6. build awareness of biases and limitations of evidence

NJSLS Standards:



- W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- W.11-12.2B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

AP Skills:

- CLE 3.A- Identify and explain claims and evidence within an argument.
- CLE 4.A- Develop a paragraph that includes a claim and evidence supporting the claim.
- REO 5.A- Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- REO 6.A- Develop a line of reasoning and commentary that explains it throughout an argument.
- REO 5.C- Recognize and explain the use of methods of development to accomplish a purpose.
- REO 6.C- Use appropriate methods of development to advance an argument.

Essential Questions:

- How do visual features of an
- informational text (i.e., charts, graphs, infographics, illustrations, section breaks and headings) influence the reader's engagement with the text?
- How can effective use of evidence use commentary to establish a logical relationship between the evidence and the claim it supports?



- How does commentary explain the significance and relevance of evidence in relation to the line of reasoning?
- How do some typical methods of development like narration, cause and effect, comparison-contrast, definition, and description help to advance an argument?
- In what ways do the economy influence a learning environment?

Understandings:

- Discerning different types of writing (e.g. expository, narrative, analysis, synthesis), time management for research, analysis, class assignments, classifying evidence and connecting it to current and historical issues.
- What specific understandings about them are desired? Compare and contrast different rhetorical writing styles, writer's purposes, and the structure of arguments.
- What misunderstandings are predictable? Structure and purpose can be subjective based on personal experience, without sufficient prior knowledge.

Student Objectives (Outcomes):

- TSWBA to acquire key knowledge and skills such as analytical/higher level thinking skills, 21st century skills, research and collaboration skills, problem solving skills.
- Show mastery through expository writing prompts based on the topic of economy.

Assessment Evidence

Performance Tasks:

- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis/Synthesis/Argument Essays
- By what criteria will "performances of understanding" be judged- AP Scoring Guide(s) for Essay Writing

Suggested Formative/Summative Assessments:

- Formative Assessment:
- Discussions, group work, online component, warm-ups, exit tickets, practice test in reading and writing.
- Summative Assessment: Quizzes, Argumentative Essay, Rhetorical
- Analysis Reaction Paper

Learning Plan



Learning Activities:

- Students read and annotate “The Case for Working with Your Hands” by Matthew Crawford, marking the text for claim, evidence, and commentary (Skill 3.A). They then write and compare claims made by Crawford within the text, making a bullet-point list of evidence to support at least three claims (Skill 3.A). Students prepare a chart or short video that describes Crawford’s line of reasoning in the article; they explain how the line of reasoning supports his argument’s overarching thesis, as well as the method of development used to create the argument (Skills 5.A, 5.C). Students then write a thesis statement and a paragraph using claim, evidence, and commentary in which they describe the effect of Crawford’s arguments (Skill 4.A).
- Students read and listen to President Roosevelt’s Fireside Chat #4, “On Economic Progress.” They then read “Dear Mrs. Roosevelt: Cries for Help from Depression Youth” by Robert Cohen. This text is a springboard for classroom discussion about the economic concerns that impacted teens during the 1930s versus the economic realities that impact high school students today. After discussing the economic issues faced during the Depression, they research one current economic issue faced by youth today. Students must find a minimum of four sources; one must be an interview and one must be a visual source. After completing their research and analyzing the source information, students write an argument that develops a position on the role that state and local governments should play in eliminating negative economic factors for U.S. teenagers. The essay includes a clear thesis and the development of a line of reasoning and commentary to support the reasoning (Skill 6.A). Students choose an appropriate method of development in which to present their argument, depending on the information gathered (Skills 4.A, 6.C). The argument must also synthesize at least three of the sources, including the visual.
 - Ex: Construct an informative essay on a current economic issue by introducing a topic and investigating complex ideas.
 - EX: Using SOAPSTone, examine a political address on a current economic situation in the world.
- Students will partake in warmups, transitional, and concluding activities to encourage independent and critical thinking. Students will use these activities to study rhetoric used in visuals, quotes, questions, and language. Students will connect current events to past events, and write viewpoints using rhetorical techniques.
- Students will have access to all materials on classroom and online via Haikulearning.
- Students will continue to work in LP teams to analyze texts and synthesize ideas for further study.
- Students will be evaluated in formative and summative assessments mentioned above. Students will also be assessed with practice AP multiple choice and essay prompts.
- Students will work in their assigned LC teams and will have access to instructor during classroom instruction to meet needs.



- The classroom schedule will be essential to maximize organization and engagement. Students will also have access to EdPuzzle, Haiku Learning, and Google Drive for out-of-class support and enrichment.

Resources

Textbook: The Language of Composition, 2nd Edition [Unit-Based Pacing Guide](#)

- The Great Gatsby by F. Scott Fitzgerald
- Fireside Chat #4, "On Economic Progress," October 22, 1933 by President Franklin Delano Roosevelt
- Letter from Elizabeth Stacey to her father-in-law (AP Prompt);
- "Dear Mrs. Roosevelt: Cries for Help from Depression Youth" by Robert Cohen
- "The Case for Working With Your Hands" by Matthew B. Crawford;
- "Stuff is Not Salvation" by Anna Quindlen;
- "Blue-Collar Brilliance" by Mike Rose
- Thomas Malthus on Population Growth
- "The Global Importance of the Technology Economy" by Marco Antonio Cavallo
- Visuals: "Chancellor Segueir at the Entry of Louis XIV into Paris in 1660" by Charles LeBrun and "The Chancellor Sequier on Horseback" by Kehinde Wiley; Forbes Price Index of Luxury Goods Keeps Pace With Inflation by Scott DeCarlo
- "To Be of Use" (poem) by Marge Piercy

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.



provided lecture notes.

- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 4: Environment (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSL

1. Analyze and interpret non-fiction texts, such as articles, essays, and speeches, on environmental issues and themes.
2. Develop skills in argumentation and persuasion by constructing and presenting well-supported arguments on environmental issues and topics.
3. Critically evaluate the use of rhetoric and persuasive techniques in environmental discourse, such as emotional appeals, logical fallacies, and rhetorical devices.
4. Explore the use of language to describe and represent the natural world, and examine the role of literary devices, such as imagery, symbolism, and metaphor, in environmental writing.
5. Practice writing skills in different genres, such as persuasive essays, research papers, and creative writing, focused on environmental issues and themes.
6. Develop critical reading and viewing skills by analyzing visual texts, such as photographs, videos, and documentaries, on environmental topics.
7. Engage in collaborative learning activities, such as debates, group discussions, and peer reviews, to foster critical thinking and analysis of environmental issues.



NJSLS Standards:

- SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1A- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1B- Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1D- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

AP Skills:

- RHS 1.A- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- RHS 2.A- Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- CLE 3.B- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- CLE 4.B- Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- REO 5.C- Recognize and explain the use of methods of development to accomplish a purpose.
- REO 6.C- Use appropriate methods of development to advance an argument.



Essential Questions:

- What provocative questions will foster inquiry, understanding, and transfer the learning?
- What is our responsibility to the natural environment?
- Are nature and humankind necessarily in conflict?
- What is the relationship between the citizen and the state?
- What is the relationship between the individual and the community?
- What is the nature of patriotism in a democracy?

Understandings:

Students will understand that:

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

Student Objectives (Outcomes):

- 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.
- 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
- Reading – Recognize and explain the use of methods of development to accomplish a purpose.
- Writing – Use appropriate methods of development to advance an argument.

Assessment Evidence



Performance Tasks:

- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis/Synthesis/Argument Essays
- By what criteria will “performances of understanding” be judged- AP Scoring Guide(s) for Essay Writing

Suggested Formative/Summative Assessments:

- Formative Assessment:
 - Discussions, group work, online component, warm-ups, exit tickets, practice test in reading and writing.
- Summative Assessment:
 - Quizzes, Argumentative/ Rhetorical/ Synthesis Essay or Research Paper

Learning Plan

Learning Activities:

- Ex: Analyze historical content of environmental issues in articles
- Ex: Engage and participate in socratic seminar/debate on politics in environmental issues
- Ex: Analyze author's rhetoric and its impact on speech, inferring views
- Ex: Compare and contrast author messages on unit topics
- Ex: Students read “The Serpents of Paradise” from Desert Solitaire, annotating for rhetorical situation, anthropomorphism, allusions, and diction choices (Skill 1.A). Students also read Henry David Thoreau’s “Where I Lived and What I Lived For,” annotating for the same categories. Students then choose one of these pieces as the subject of study. They identify and describe the overarching thesis, as well as the use of claim, evidence, commentary. Using Toulmin as a model, they write an analytical thesis statement that requires proof and previews the structure of the argument (Skills 3.B, 4.B). CR5 CR6 Students then write an introduction and conclusion to an essay on one of these pieces, paying particular attention to the method of development used by the author or speaker.
- Ex: Students read a variety of texts that focus on how nature impacts individuals. Then, students conduct interviews with classmates about how nature impacts and informs their own experience. They share their findings with the class. After sharing, each student writes a Toulmin-type thesis statement that creates an original argument about nature. Class members vote on the three best thesis statements; they may then adopt one of the three statements for use in their own writing, or they may use their own statement. Students decide on the rhetorical situation underlying their essay and make choices that demonstrate an understanding of their audience’s values or needs. Students then choose a method of development in which



to present their findings, write an introduction to support the thesis statement, and develop at least four paragraphs to address argument and counterargument. The essay closes with a well-crafted conclusion

Resources

- Textbook: The Language of Composition, 2nd Edition [Unit-Based Pacing Guide](#)
 - Ch.12 The Environment
 - Speeches: “Mind-Blowing, Magnified Portraits of Insects” by Levon Bliss (TED Talk)
 - “Why Even a Little Nature Is Good for Your Brain” by Alex Hutchinson
 - From Nature by Ralph Waldo Emerson;
 - “Illusions” by Ralph Waldo Emerson;
 - From The End of Nature by Bill McKibben;
 - “The Serpents of Paradise” from Desert Solitaire by Edward Abbey
 - From Walden “Where I Lived and What I Lived For” by Henry David Thoreau
 - Excerpts from I Contain Multitudes by Ed Yong.
 - From Hungry Planet: What the World Eats by Peter Menzel

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.



- management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 5: Politics (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Determine rhetorical situation and strategies
2. Appeals to Logos, Pathos, Ethos
3. Determining effective/ineffective rhetoric
4. Studying and Applying AP/Rhetoric/Syntax Terms

NJSLS Standards:

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 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.

AP Skills:

- REO 5.A- Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- REO 6.A- Develop a line of reasoning and commentary that explains it throughout an argument.
- REO 5.B- Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- REO 6.B- Use transitional elements to guide the reader through the line of reasoning of an argument.
- STL 7.A- Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- STL 8.A- Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Essential Questions:

- How do authors use rhetorical devices to examine social issues and politics and to communicate their points of view?
- What provocative questions will foster inquiry, understanding, and transfer the learning?
- How do we honor our models but create independent, original work?
- How do we develop our own written voice and style?

Understandings:

- 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.
- Individuals write within a particular situation and make strategic writing choices based on that situation.

Student Objectives (Outcomes):

- Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- Reading – Identify and explain claims and evidence within an argument.
- Writing – Develop a paragraph that includes a claim and evidence supporting the claim



Assessment Evidence

Performance Tasks:

- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis/Synthesis/Argument Essays
- By what criteria will “performances of understanding” be judged? -AP Scoring Guide(s) for Essay Writing

Suggested Formative/Summative Assessments:

- Formative Assessment:
 - Discussions, group work, online component, warm-ups, exit tickets, practice test in reading and writing.
- Summative Assessment:
 - Quizzes, Argumentative/Rhetorical/Synthesis Essay or Research Paper

Learning Plan

Learning Activities:

- Writing in political tone using rhetorical strategies
 - Ex: Construct an informative essay on a current economic issue by introducing a topic and investigating complex ideas.
 - EX: Using SOAPSTone, examine a political address on a current economic situation in the world.
- Warm Ups: crossword puzzles, reading quizzes, vocabulary/terms quizzes, grammar quizzes, journal response to quote, respond to visual text (art museum) Daily activities: close readings, analysis of text, transparency jigsaw, discussions/audio responses, think-pair-square-share, evaluation of sources/types
- Transitions: multimedia analysis/discussion (video clips), sentence diagramming, Summarizers: exit tickets, pop quizzes, oral assessment
- Homework: Vocabulary; Grammar; Rhetorical Elements, Literary Terms, Style terms
 - 2x500 Word Readings per Week - keep and use throughout semester as sources (Self-Select - must have clear author)
 - 35 Word Summary of the text
 - Identify Author's Purpose - Why?
 - Identify Audience
 - Identify the Context - Why now?



- Evidence/Tools - How did the author get the message across? (Opinions, evidence, narration, quotes, other devices?)
- Students will work in heterogeneous groups based on learning processing inventory, which will continue throughout the course. Students will work independently with time to process and then move into established learning teams.
- This unit is the final stage before the AP Exam. Students must apply and demonstrate their knowledge of rhetoric through a synthesis paper. They must gather appropriate and credible materials, and cohesively design their essays using rhetorical tactics.
- This portion of the unit is ONLINE, which will incorporate blended learning using the Haiku Learning Online Platform. Students have been using the online component already, and will easily access the coursework. Students will meet for scheduled online discussions/conferences with peers and instructor.
- Students will have coursework online, which will enable them to work at their own pace and ability. Students can contact instructor through email, or during school hours.
- Unit 5 works as an independent study. Students will be able to conference with instructor through online component for feedback. Students are also encouraged to seek learning processing team members in the class for feedback. Students may also schedule an appointment with instructor for critical feedback.
- Students will use the AP Writing Scoring Rubrics for their essays and projects. Students should be familiar with these rubrics since they have been used throughout the course.
- Students will be able to work at their own skill level and pace.
- All materials, resources, and assignment drop-off will be utilized in an online platform component that encourages maximum engagement.

Resources

- Textbook: The Language of Composition, 2nd Edition [Unit-Based Pacing Guide](#)
- Ch.13 Politics
- "Politics & The English Language" - George Orwell
- 1984 - George Orwell

Accommodations

Special Education/ 504/ At Risk Students
Accommodations & Modifications:

ELL:

- Provide English language support tools, such as



- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 6: Education (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSL

1. Practice using claims/evidence
2. Explain expression of tone / style; note shifts in tone; note negative/positive connotations
3. 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.
4. A source provides information for an argument, and some sources are more reliable or credible than others.
5. 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.



6. 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.
7. The degree to which a source does or does not consider other positions reflects the degree to which that source is biased.
8. Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words.

NJSLS Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

AP Skills:

- CLE 3.A- Identify and explain claims and evidence within an argument.
- CLE 4.A- Develop a paragraph that includes a claim and evidence supporting the claim.
- CLE 3.B- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- CLE 4.B- Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- STL 7.A- Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- STL 8.A- Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.



Essential Questions:

- How is a position and a perspective different?
- How does the degree to which a source considers other positions reflect the degree to which that source is biased?
- How is a writer's attitude or feeling about a subject, conveyed through word choice and writing style?
- How can we, as readers, infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words?

Understandings:

- 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.

Student Objectives (Outcomes):

- Reading – Identify and explain claims and evidence within an argument.
- Writing – Develop a paragraph that includes a claim and evidence supporting the claim.
- 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.
- 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.

Assessment Evidence

Performance Tasks:

- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis/Synthesis/Argument Essays

Suggested Formative/Summative Assessments:

- Formative Assessment:
 - Discussions, Seminars, group work, online component, warm-ups, exit tickets, practice



- By what criteria will “performances of understanding” be judged? -AP Scoring Guide(s) for Essay Writing

- test in reading and writing.
- Summative Assessment:
 - Quizzes,
 - Argumentative/Rhetorical/Synthesis Essay or Research Paper

Learning Plan

Learning Activities:

- Ex: Education Stations - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Ex: Plan and revise writing by creating a SOAPSTone Graphic Organizer for Synthesis Essay
- Compare & Contrast Different Education Systems Globally
- Ex: AP Prompt - 2014 Response Question Synthesis
- Ex: Students choose one selection from this list: “School” by Kyoko Mori; “Shanghai Schools’ Approach Pushes Students to Top of Tests” by David Barboza; “I Know Why the Caged Bird Cannot Read” by Francine Prose. Students annotate the selection for claim, evidence, commentary (Skill 3.A). They note the overarching theme of the selection, as well as the indications showing the argument’s structure (Skill 3.B). They outline the use of word choice, comparisons, and syntax to discover the relationship between these elements and the style or tone of the piece (Skill 7.A). CR9 Students then write an analysis of that selection. They write a thesis statement requiring proof and previewing the structure of the argument (Skill 4.B). Then, they write two to four paragraphs that utilize claim, evidence, commentary to analyze the style and organization of the selection (Skill 4.A). CR6 As they write, students use strategically chosen words, comparisons, and syntax to convey a specific tone or style; they may choose to echo or imitate the style or tone of the original piece (Skill 8.A).
- Ex: Students will read “Me Talk Pretty One Day” by David Sedaris and “Superman and Me” by Sherman Alexie. They write a comparison/contrast essay that addresses the style, diction choices, organization, comparisons, and syntax used by each author (Skill 7.A). In their own writing, they use strategically chosen words, comparison, and syntax to convey their own tone or style to the argument (Skill 8.A).

Resources



Textbook: The Language of Composition, 2nd Edition Unit-Based Pacing Guide

- Ch.5 Education
- [10 reasons why Finland's education system is the best - Big Think](#)
- "A Talk to Teachers" by James Baldwin
- "Let Teenagers Try Adulthood" by Leon Botstein
- From Education by Ralph Waldo Emerson
- "School" by Kyoko Mori
- "Me Talk Pretty One Day" by David Sedaris
- "Best in Class" by Margaret Talbot;
- "Shanghai Schools' Approach Pushes Students to Top of Tests" by David Barboza
- "I Know Why the Caged Bird Cannot Read" by Francine Prose
- "Superman and Me" by Sherman Alexie
- "Does Technology in the Classroom Help or Harm Students?" by Seth J. Gillihan
- "The Spirit of Education," painting by Norman Rockwell
- "What I Learned," cartoon by Roz Chast
- From US Math Performance in Global Perspective by Erica A. Hanushek, et al.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.



- management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 7: Gender/ Identity (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSL

1. Identify elements of rhetorical situation
2. Identify ways claims are qualified
3. Discuss use of dependent / independent clauses to enhance meaning and understanding in a text; note and explain how punctuation (colon, semicolon, dashes, etc.) enhance meaning and effectiveness
4. Qualify a claim using various strategies

NJSLS Standards:

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- 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.11-12.6. 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.11-12.9. 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.
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

AP Skills:

- RHS 1.A- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- RHS 2.A- Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- CLE 3.C- Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives
- CLE 4.C- Qualify a claim using modifiers, counterarguments, or alternative perspectives.
- STL 7.B- Explain how writers create, combine, and place independent and dependent clauses to show



relationships between and among ideas.

- STL 8.B- Write sentences that clearly convey ideas and arguments.
- STL 7.C- Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- STL 8.C- Use established conventions of grammar and mechanics to communicate clearly and effectively.

Essential Questions:

- What is the impact of the gender roles that society creates and enforces?
- Are narrative stories “gendered”?
- Does the gender of an author matter in character development, plot, or theme?

Understandings:

- 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

Student Objectives (Outcomes):

- 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.
- Reading – Identify and explain claims and evidence within an argument.
- Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

Assessment Evidence

Performance Tasks:

- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis/Synthesis/Argument Essays

Suggested Formative/Summative Assessments:

- Formative Assessment:
 - Discussions, group work, online component, warm-ups, exit tickets, practice test in reading and writing.
- Summative Assessment:



- By what criteria will “performances of understanding” be judged?- AP Scoring Guide(s) for Essay Writing

- Quizzes, Argumentative/Rhetorical/ Synthesis Essay or Research Paper

Learning Plan

Learning Activities:

- Ex: Analyze and reflect on historical and cultural context of gender roles in history and literature
- Ex: Analyze how an author’s choices concerning structure contribute to its overall meaning as well as its aesthetic impact in unit texts (ie “A Rose for Emily”)
- Ex: Analyze author’s word choice and connotations and effects of pronouns/ Gendered Language (Ch.8)
- Ex: Determine and compare and contrast author view on gender
- Students read “Arm Wrestling with My Father” by Brad Manning and “Gender in the Classroom” by Deborah Tannen. Student groups use markers to identify claim, evidence, and commentary in each selection (Skill 3.A). After completing group work, students share their findings with the rest of the class; they use these two segments as the basis for discussing identity. Students consider how the writers drive the organization and structure of each argument (Skill 3.B).
- After reading several selections on identity, students divide into groups. Each group discusses and lists the elements of the rhetorical situation in one selection, as well as the primary and secondary audiences, writing their findings on the text (Skill 1.B). Groups then trade articles; they use different colored markers to identify and mark claim, evidence, and commentary in a selected paragraph from that article (Skill 3.A). Groups trade articles again; this time, they locate the thesis statement, making a judgment as to whether that statement previews the article’s structure (Skill 3.B). CR3 CR5 As a class, students discuss their findings on each article. Students then choose one of the articles to use as the basis for writing. First, students think about their impressions of the article and its implications. They then write a reaction to the article that follows these steps: A. Write a thesis statement that makes a claim about the content of the article, previewing the structure if possible (Skill 4.B). CR6 B. Write a paragraph that demonstrates an understanding of the audience’s beliefs, values or needs (Skill 2.B) by utilizing claim, evidence, and commentary

Resources

- Textbook: The Language of Composition, 2nd Edition [Unit-Based Pacing Guide](#)
- Ch.8 Gender



- “Professions for Women” - Virginia Woolf
- The Great Gatsby by F. Scott Fitzgerald
- “The Speech of Miss Polly Baker” by Benjamin Franklin;
- Florence Kelley’s speech (AP prompt);
- Sojourner Truth’s “Ain’t I A Woman?” L
- Letters of John and Abigail Adams
- “Arthur Miller’s The Crucible: Fact and Fiction” by Margo Burns;
- “Guys vs. Men” by Dave Barry;
- “Vindication of the Rights of Women” by Mary Wollstonecraft;
- “Declaration of Sentiments” by Elizabeth Cady Stanton
- “Joseph McCarthy,” U.S. History.com
- Articles by Martin Salazar, reporting on the Wenatchee Witch Hunts of 1995;
- “What Caused the Salem Witch Trials?” by Rebecca Beatrice Brooks, History of Massachusetts.org
- Visuals: Photographs from the Salem Witch Trials archive Other Texts: The Crucible by Arthur Miller; “Observations of a Bewitched Child” from Remarkable Providences (1684) by Cotton Mather

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools



- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 8: Pop Culture (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Write about audience's beliefs, values, or needs
2. identify audience values, beliefs, needs, background identify evidence to persuade this audience (through illustration, clarification, mood, exemplification, association, or amplification)
3. identify appeals to persuade and motivate this audience (ethos, pathos, logos)
4. note strategic nature of selection of evidence (reasoning, emotions, credibility)
5. note sufficiency of evidence
6. identify and write a thesis – an overarching claim thesis may be explicit or implicit
7. The rhetorical situation informs the strategic stylistic choices that writers make.

NJSLS Standards:

- 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.11-12.6. 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.11-12.9. 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.
- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant



connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

AP Skills:

- RHS 1.B- Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- RHS 2.B- Demonstrate an understanding of an audience's beliefs, values, or needs.
- STL 7.A- Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- STL 8.A- Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- STL 7. B- Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- STL 8.B- Write sentences that clearly convey ideas and arguments.

Essential Questions:

- To what extent does pop culture reflect our society's values?
- How do writers use effective comparisons to advance their purpose?
- How do writers' choices regarding syntax and diction influence how the writer is perceived by an audience and influence the degree to which an audience accepts an argument?
- Why is it important for writers consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument?
- How does popular culture affect the mindset of the average learner in school?
- How do writers signal a complex or ironic perspective through stylistic choices? Can irony emerge from the differences between an argument and the readers' expectations or values?



Understandings:

- 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.
- 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.

Student Objectives (Outcomes):

- Reading – Interpret rhetorical tactics in closed readings.
- Writing – Demonstrate an understanding of an audience's beliefs, values, or needs.
- Writing – Produce analytical writing that relates to relevant issues in students' lives.
- Reading – Identify and explain claims and evidence within an argument.

Assessment Evidence

Performance Tasks:

- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis/Synthesis/Argument Essays
- By what criteria will "performances of understanding" be judged?- AP Scoring Guide(s) for Essay Writing

Suggested Formative/Summative Assessments:

- Formative Assessment:
 - Discussions, group work, online component, warm-ups, exit tickets, practice test in reading and writing.
- Summative Assessment:
 - Quizzes, Argumentative/Rhetorical/Synthesis Essay or Research Paper



Learning Plan

Learning Activities:

- Ex: Students view the two Hogarth paintings: “Marriage a la Mode: The Marriage Contract” and “Marriage a la Mode: The Toilette.” They deconstruct the painting, utilizing their knowledge of rhetorical situation to deduce the elements of the rhetorical triangle, as well as anything else they can glean from the paintings, considering the paintings as visual arguments (Skill 1.B). They then read Thackery’s selection describing the paintings from English Humorists of the 18th Century. Again, students consider the rhetorical situation; then, they explain Thackery’s word choice, comparisons, and syntax to create tone or style, as well as explaining how the author creates, combines, and places independent and dependent clauses to show relationships (Skills 7.A, 7.B). Finally, students choose a school-appropriate painting to use as the basis for their own description and analysis. They will write an essay defining the rhetorical situation and analyzing the visual and its message; they strategically use words, comparisons, and syntax to convey tone or style (in imitation of Thackery) and write sentences that clearly convey ideas and arguments
- Ex: After reading The Great Gatsby, students write an analytical essay considering one of the major themes of the book and comparing those themes to “The New American Dream” by Courtney E. Martin (TED Talk) or Gatsby’s American Dream: Reading The Great Gatsby Critically, Chapter 1” by John Green (YouTube). They pay particular attention to defining the rhetorical situation; they strategically use words, comparisons, and syntax to convey tone or style and write sentences that clearly convey ideas and arguments. Students also identify the audience to whom they are writing. They include language that appeals specifically to their intended audience. (Skills 2.B, 8.A, 8.B). After finishing their first drafts, students utilize peer workshops, conferencing (with teacher and others), revision, rewriting, and publishing. After completing the process, students write a reflection on the entire process, addressing their understanding of the metacognitive process.
- Ex: Participate in socratic seminar analyzing unit texts and self-assess participation (Gatsby)
- Ex: Analyze themes and cite textual evidence of unit texts (ie symbolism in Gatsby, analyzing historical context 19th century)
- Ex: As part of their study of style, students examine short reading passages, annotating for language and syntax that develop a particular tone or style. Students highlight sentences with independent and dependent clauses and discuss the relationship between the parts of the sentence. Students then write their own sentences to practice what they have just read and discussed.

Resources



- Textbook: The Language of Composition, 2nd Edition [Unit-Based Pacing Guide](#)
- Ch.11 Popular Culture
- “The New American Dream” by Courtney E. Martin (TED Talk);
- Gatsby’s American Dream: Reading The Great Gatsby Critically, Chapter 1” by John Green (YouTube)
- F. Scott Fitzgerald to Willa Cather and Cather’s answer;
- “My Zombie, Myself: Why Modern Life Feels Rather Undead” by Chuck Klosterman
- “An Image a Little Too Carefully Coordinated” by Robin Givhan;
- “High School Confidential: Notes on Teen Movies” by David Denby;
- “Hogarth” from English Humorists of the 18th Century by William Makepeace Thackeray
- “A Miserable Merry Christmas” from Autobiography of Lincoln Steffens by Lincoln Steffens
- “Learning Through Visuals: Visual Imagery in the Classroom” by Haig Kouyoumdjian
- Visuals: “Finding the Story Inside the Painting” by Tracy Chevalier (TED Talk); cartoon: From Show and Tell by Scott McCloud; Hogarth’s paintings “Marriage a la Mode: The Marriage Contract” and “Marriage a la Mode: The Toilette.”
- Other Texts: The Great Gatsby; “To – ” by Percy Bysshe Shelley (poem); Everyday Use: Rhetoric at Work in Reading and Writing by Hephzibah Roskelly and David A. Jolliffe.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.



- management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 9: Sports (Approx. 1 week)

Desired Outcomes

Established Goals: NJSL

1. Trace reasoning and how it supports the thesis
2. Explain how organization of text creates unity and coherence and reflects a line of reasoning
3. Explain effect of diction, comparison, syntax on tone or style
4. Overarching thesis
5. Line of reasoning
6. Commentary to explain connections among claims, evidence, and the overarching thesis
7. Audience awareness to build coherence and strength in argument
8. Examine unifying features of argument, especially: flow of ideas that build a logical coherence from paragraph to paragraph repetition, parallel structure, particular choice of transition words to guide understanding of the line of reasoning tone and style through word choice, comparisons, syntax connotation and denotation in word choice
9. Recognizing and using precision and strategy in word choice

NJSLS Standards:

- 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.11-12.7. 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.

- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

AP Skills:

- CLE 3.C- Explain ways claims are qualified through modifiers, counter-arguments, and alternative perspectives.
- CLE 4.C- Qualify a claim using modifiers, counter-arguments, or alternative perspectives.

Essential Questions:

- How do the values of sports affect the way we see ourselves?
- Why do writers refute and demonstrate, using evidence, that all or a portion of a competing position or claim is invalid?



- Why do writers concede to accept all or a portion of a competing position or claim as correct, agreeing that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument?
- How do evidence and sources either support, complement, or contradict a writer's thesis?

Understandings:

- 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.

Student Objectives (Outcomes):

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

Assessment Evidence

Performance Tasks:

- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis/Synthesis/Argument Essays
- By what criteria will “performances of understanding” be judged?- AP Scoring Guide(s) for Essay Writing

Suggested Formative/Summative Assessments:

- Formative Assessment:
 - Discussions, group work, online component, warm-ups, exit tickets, practice test in reading and writing.
- Summative Assessment:
 - Quizzes, Argumentative/Rhetorical/Synthesis Essay or Research Paper

Learning Plan

Learning Activities:



- Ex: Analyze and reflect on how two or more texts address Sports and compare and contrast rhetoric/ central message
- Ex: Write argument on sport ethics/ college athlete pay
- Ex: Listen to peers and engage in discussion on unit topics (debate sport ethics, gender roles in sports)
- Ex: Students view the cartoon, “The 12th Player in Every Football Game” and then read “Can Science Solve Football’s Concussion Crisis?” by Ryan Blasen and “What Happens to the Brain During a Concussion?” by Richard Smayda. They explain the ways that Blasen and Smayda qualify their claims through modifiers, counterarguments, and alternate perspectives (Skills 3.C). CR5 2. Students choose a controversial topic from the field of sports, possibly including pay inequity between the genders, paying college athletes, young people and injuries, or any other topic that interests them. They then choose two articles they find on the internet; the articles should present two sides of the chosen controversy. They create a thesis statement and outline an essay; they choose one paragraph to write, in which they qualify their claim using modifiers, counterarguments, or alternate perspectives (Skill 4.C).
- EX: Write an argumentative essay on the topic of changing the rules of one sport.
- EX: Listen to and analyze retirement speeches of professional athletes and compare the use of rhetorical devices.

Resources

- Textbook: The Language of Composition, 2nd Edition [Unit-Based Pacing Guide](#)
- Ch.9 Sports
- Lou Gehrig’s Farewell Speech; another student-chosen speech given by an athlete or coach, showing quality of thought and organization
- “Paying Students to Play Would Ruin College Sports” by Cody J. McDavis
- “Barbaro” by Jane Smiley; “The Silent Seasons of a Hero” by Gay Talese
- “The Four Horsemen” by Grantland Rice
- From How I Learned to Ride the Bicycle by Frances Willard
- “Can Science Solve Football’s Concussion Crisis?” by Ryan Blasen;
- “What Happens to the Brain During a Concussion?” by Richard Smayda
- Visuals: “The 12th Player in Every Football Game,” cartoon, 1897 New York World; “Yes!” 1999 Sports Illustrated
- “Ex-Basketball Player” by John Updike (poem)

Accommodations



Special Education/ 504/ At Risk Students
Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 10: Independent Study/ AP Exam Review (Approx. 10 weeks)

Desired Outcomes

Established Goals: NJSL

1. Identify and evaluate the rhetorical strategies used by authors to achieve their purposes, including appeals to ethos, pathos, and logos
2. Understand the historical, social, and cultural context in which texts were written, and the ways in which these contexts influence meaning.



3. Write clear, organized, and persuasive essays that demonstrate an understanding of the rhetorical strategies used by authors.
4. Develop and support a thesis statement using evidence and analysis.
5. Write effectively in a variety of genres, including argumentative, persuasive, and synthesis essays.
6. Students will be able to use a variety of rhetorical strategies in their own writing to achieve their purposes and connect with their audience.
7. Revise and edit their writing for clarity, coherence, and style.
8. Use proper citation techniques and avoid plagiarism.
9. Write about literature, analyzing the use of literary devices, the development of character and theme, and the ways in which texts reflect the historical and social contexts in which they were written.

NJSLS Standards:

- 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.11-12.5. 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.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Essential Questions:

- How do different writing styles affect the overall effectiveness of a piece of writing?
- What sources of information will be most useful in answering the research questions, and how will they be obtained?
- In what ways do cultural, political, and social contexts influence the language and rhetoric used in a particular text?
- What are the key rhetorical strategies used by writers to persuade their readers, and how effective are they?
- What is the relationship between audience, purpose, and tone in persuasive writing?
- How do different forms of media, such as advertisements, news articles, and social media posts, use language and rhetoric to influence public opinion?
- How do writers use language to express and challenge cultural stereotypes and biases?
- How can critical analysis of rhetorical strategies in writing and media help us become more informed and discerning readers and consumers?

Understandings:

- Formulate research questions and develop a research plan
- Evaluate sources of information that are relevant to their research questions.
- Effectively synthesize information from multiple sources to support their arguments and claims.
- Effectively use evidence to support their arguments and claims, while also acknowledging and addressing counter arguments.
- Develop and articulate their own perspectives and opinions on a topic, while also considering alternative viewpoints.
- Effectively cite sources using appropriate citation styles, while also avoiding plagiarism
- Revise and edit their writing, using feedback from peers, teachers, and other sources to improve their work
- Use technology to support their research and writing, such as through online databases, word processing software, and citation tools.

Student Objectives (Outcomes):



- Reading – Identify and explain claims and evidence within an argument.
- Writing – Develop a line of reasoning and commentary that explains it throughout an argument.
- Writing – Write sentences that clearly convey ideas and arguments.

Assessment Evidence

Performance Tasks:

- Closed readings from Language of Composition textbook with supplemental texts
- Rhetorical Analysis/Synthesis/Argument Essays
- By what criteria will “performances of understanding” be judged?- AP Scoring Guide(s) for Essay Writing

Suggested Formative/Summative Assessments:

- Formative Assessment:
 - Online Components, Practice AP Exam Sections, Timed Writing, AP Classroom Units
- Summative Assessment:
 - Quizzes, AP Classroom Unit Assessments, Argumentative/Rhetorical/Synthesis Essay or Research Paper

Learning Plan

Learning Activities:

- Review AP Units & Skills, Expand on Units
- AP Exam Practice: Multiple Choice & Writing
- Ex: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience through annotated bibliography and rough draft writing.
- Ex: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience through AP Writing Skills (Research Paper, Argument Writing, Rhetorical Analysis Writing, Synthesis Writing)
- During the writing of the synthesis research papers, students discuss outlines with peers and brainstorm arguments and counterarguments, conference individually with the teacher after completion of the first draft, edit for language and syntactical choices, rewrite incorporating feedback, and publish a final product (Skill 8.A). After completing the process, students write a reflection on the task, addressing their understanding of the metacognitive process.



Resources

- Textbook: The Language of Composition, 2nd Edition Unit-Based Pacing Guide
- AP Classroom
- AP Sample Exams: Multiple Choice & Writing Prompts

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Appendix A: Culturally Relevant Pedagogy Examples

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Appendix B: English Language Learners

WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support



Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
 - a. Extra time for assigned tasks
 - b. Adjust length of assignment
 - c. Timeline with due dates for reports and projects
 - d. Communication system between home and school
 - e. Provide lecture notes/outline
2. Processing
 - a. Extra Response time
 - b. Have students verbalize steps
 - c. Repeat, clarify or reword directions
 - d. Mini-breaks between tasks
 - e. Provide a warning for transitions
 - f. Partnering
3. Comprehension
 - a. Precise processes for balanced math instructional model
 - b. Short manageable tasks
 - c. Brief and concrete directions
 - d. Provide immediate feedback
 - e. Small group instruction
 - f. Emphasize multi-sensory learning
4. Recall
 - a. Teacher-made checklist
 - b. Use visual graphic organizers
 - c. Reference resources to promote independence
 - d. Visual and verbal reminders
 - e. Graphic organizers
5. Assistive Technology
 - a. Computer/whiteboard
 - b. Tape recorder
 - c. Video Tape
6. Tests/Quizzes/Grading
 - a. Extended time
 - b. Study guides
 - c. Shortened tests
 - d. Read directions aloud
7. Behavior/Attention
 - a. Consistent daily structured routine
 - b. Simple and clear classroom rules
 - c. Frequent feedback
8. Organization
 - a. Individual daily planner
 - b. Display a written agenda
 - c. Note-taking assistance
 - d. Color code materials



Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none">• Planned and purposeful• Different, or differentiated, work – not just more work• Responsive to students’ needs and situations• A promotion of high-level thinking skills and making connections within content• The ability to apply different or multiple strategies to the content• The ability to synthesize concepts and make real world and cross curricular connections• Elevated contextual complexity• Sometimes independent activities, sometimes direct instruction• Inquiry based or open-ended assignments and projects• Using supplementary materials in addition to the normal range of resources• Choices for students• Tiered/Multi-level activities with flexible groups (may change daily or weekly)	<ul style="list-style-type: none">• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)• Worksheets that are more of the same (busywork)• Random assignments, games, or puzzles not connected to the content areas or areas of student interest• Extra homework• A package that is the same for everyone• Thinking skills taught in isolation• Unstructured free time



Appendix E: Resources

Textbook:

Shea Renée Hausmann et al. The Language of Composition : Reading Writing Rhetoric. Second ed. Bedford/St. Martin's 2013.

Bentley and Ziegler. 2014. Traditions and Encounters, 6th ed. United States: McGraw-Hill.



Appendix F: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.