

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP Language and Composition

December 2021

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Jenny Cox

New Milford's Mission Statement

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

AP Language and Composition

Grades 11 & 12

Advanced Placement English Language and Composition is a college-level composition course for grades 11 and 12. Students engage in rhetorical analysis, argumentative writing, and critical reading and thinking to deepen their understanding and practice of the ways writers use language purposefully. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing that students do in the course deepens and expands their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Student work is assessed with the College Board's Advanced Placement scoring rubric. All AP students must take the AP Exam in May.

Pacing Guide

Unit 1 - Rhetorical Analysis (10-11 weeks)

Unit 2 - The Art of Argument (10-11 weeks)

Unit 3 - Entering the Conversation: Synthesizing Sources to Inform an Argument (8-10 weeks)

Unit 4 - Continuing the Conversation (Post AP Exam: approximately 4 weeks)

Subject/Course: English/AP Language
Grade: 11&12

Unit 1: Rhetorical Analysis

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Students will analyze, evaluate and make connections between and among various texts, and relate those texts to their lives and the lives of others.</p> <p>Students will analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.</p> <p>Students will develop the analytical habit of considering context as well as text.</p> <p>Students will analyze images and other multimodal texts for rhetorical features.</p> <p>CCSS.ELA-LITERACY RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Read a nonfiction text and analyze how the writer purposefully uses rhetorical strategies to develop meaning or to achieve a particular effect with a given audience. • Read critically to evaluate the rhetorical situation and exigence of a text. • Revise their written work to develop logical organization and an effective use of rhetoric, including tone, voice, diction, and sentence structure. • Develop their ability to read critically and evaluate sources so that they can write from and in response to those sources. • Evaluate images and other multimodal texts for rhetorical features. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Writing has a purposeful, interactive value.</p> <p>Writers draw on a variety of rhetorical devices to enhance their meaning and message.</p> <p>Authors employ different rhetorical strategies depending on the purpose,</p>	<p>ESSENTIAL QUESTIONS</p> <p>What is the relationship between purpose, audience, and voice?</p> <p>How can visual texts use rhetorical features?</p> <p>How does an understanding of the ways written language <i>functions rhetorically</i></p>

<p>word choices on meaning and tone.</p> <p>CCSS.ELA-LITERACY RL.11-12.5 Students will analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>audience, and situation.</p> <p>Graphics and visual images both relate to written texts and serve as alternative forms of text themselves.</p> <p>Close reading requires the reader to evaluate what an author is saying, how an author says it, and why an author says it.</p> <p>Therefore, to read and to write well students must consider the four fundamental questions about composition: What is being said? To whom is it being said? How is it being said? Why is it being said?</p>	<p>enhance the way we read and write?</p> <p>How do texts reflect the rhetorical situation of their creation (including exigence, audience, writer, purpose, and context)?</p>
<p>Acquisition</p>		
	<p><i>Students will know...</i></p> <p>All texts can be viewed through the lens of the “rhetorical triangle” (Author, Audience, Message)</p> <p>How to apply the SOAPSTONE strategy for evaluating texts (Speaker, Occasion, Audience, Purpose, Subject, Tone)</p> <p>The Aristotelian appeals: Logos, Ethos, and Pathos.</p> <p>The OPTIC strategy for evaluating visual texts (Overview, Parts of the picture, Title or Text, Interrelationships, Conclusion)</p> <p>Literary and grammatical conventions and</p>	<p><i>Students will be skilled at...</i></p> <p>Analyzing how authors use rhetorical strategies.</p> <p>Applying the common terms for considering “functional rhetoric” including (but not limited to) “exigence, context, appeals, purpose, audience, attitude, diction, and syntax” (College Board).</p> <p>Analyzing visual texts for rhetorical components.</p> <p>Employing the correct usage of literary and grammatical conventions and recognizing the effect of incorrect usage.</p>

	devices are critical to the conveyance of meaning.	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M&T	<p>Focus - Student clearly states both their opinion and previews their line of reasoning at the start of their presentation.</p>	<p>PERFORMANCE TASK:</p> <p>GRASPS Assessment:</p> <p>Goal/challenge - Students will create a visual and written presentation of the rhetorical argument in a physical monument</p> <p>Role for student - You have been appointed to a task force charged with selecting an existing monument, a copy of which will serve as a replacement for a recently removed monument in a popular public square. You are the researcher for the task force.</p> <p>Audience - Your classmates who, as the other members of the task force, will hear your presentation on your monument recommendation.</p> <p>Situation - You will research a variety of monuments in order to select one for your recommendation. Your presentation of the monument you recommend will include its history, its location, its artistic medium, an analysis of any text on the monument, an analysis of what it commemorates, and an analysis of how the viewer experiences the monument.</p> <p>Products and Performance generated by the student - You will research a variety of monuments before you make your final selection. You will then create your own visual presentation and analysis of one monument. In your presentation, you will justify your selection by explaining your research and using domain specific terms for visual rhetorical analysis to explain how your selected monument commemorates its subject successfully.</p>
A,M&T	<p>Evidence - Student explains the value of the chosen monument and contextualizes student's opinion by including an explicit analysis of its history, location, artistic medium, any text on the monument, and explicitly describes what it commemorates.</p>	
A,M&T	<p>Development - Student reasoning consistently explains how the evidence supports a line of reasoning throughout the presentation.</p>	

A,M&T		OTHER EVIDENCE: Timed Writing Responses: Bi-Weekly practice AP essays analyzing the use of rhetorical strategies in various readings and from previous AP exam prompts.
A, M		Multiple choice practice embedded throughout unit.
A, M&T		AP Classroom skills-based questions on rhetorical analysis (both multiple choice and free response).
M&T		AP Language Reading Sheets
A,M&T		Says/Does worksheets
A,M&T		Analysis of visual text using OPTIC strategy
A &M		Oral responses
A&M		Notebook checks (for “Do Now” responses and informal writing responses)

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A,M&T	Students will write an on-demand rhetorical analysis essay on Day 1 of AP Language and Composition. That assessment will demonstrate both their writing and reading skills at the start of this unit.

	Summary of Key Learning Events and Instruction	Progress Monitoring
A &M	AP Classroom Daily Videos (short videos from AP teachers curated by College Board to explain the skills needed for Rhetorical Analysis)	AP Classroom Progress Checks (both free response question #1 and multiple choice)
A&M	SOAPSTONE strategy explained through direct instruction (for example, Power Point)	Notebook checks (Do Now responses, etc.)
A,M&T	Logos, Ethos, Pathos application (for example, analyze contemporary political advertisement)	Says/Does worksheets
A&M	OPTIC strategy for evaluating visual texts with practice classroom activity.	AP Reading worksheets
A, M&T	AP Classroom - Multiple Choice Practice (for section on AP Language Exam, derived from past AP tests)	OPTIC analysis activity
M&T	On Demand Timed Writing Responses: Bi-Weekly practice AP essays analyzing the use of rhetorical strategies in various readings.	Formal (for example, Socratic Seminar) and informal oral shared inquiry
M&T	Peer and teacher feedback on responses to AP rhetorical analysis questions (individual, small group, and whole class feedback)	Draft and revision of take-home essays
A, M&T	AP Classroom - Free Response Question Bank (Rhetorical Analysis practice prompts)	Timed rhetorical analysis essays (at least 3)

SUGGESTED RESOURCES:

Conversations in American Literature

The Language of Composition

Select current periodicals.

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Students will be able to analyze and evaluate the components of argumentation in written and visual texts through critical thinking. Students will be able to analyze claims and evidence within an argument. Students will be able to develop a line of reasoning and commentary that explains that reasoning throughout an argument. Students will be able to explain and demonstrate an understanding of how an argument utilizes an audience's beliefs, values, or needs. Students will be able to construct a clear, rhetorically sound argument that articulates a clear claim and supports that assertion with convincing evidence, using a structure that advance the argument logically and persuasively. 	
	<i>Meaning</i>	
<p>CCSS.ELA-LITERACY W.11-12.1A</p> <p>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.</p> <p>CCSS.ELA-LITERACY W.11-12.1.B</p> <p>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.</p> <p>CCSS.ELA-LITERACY W.11-12.1.C</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,</p>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Argument can be viewed as entering a conversation with others.</p> <p>Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of</p>	<p>ESSENTIAL QUESTIONS</p> <p>What makes an argument convincing?</p> <p>How do writers use claims and evidence effectively to build an argument?</p> <p>How can an understanding of the</p>

<p>and between claim(s) and counterclaims.</p> <p>CCSS.ELA-LITERACY W.11-12.1.E</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.ELA-LITERACY RI 11-12.1.8</p> <p>Students will delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>evidence.</p> <p>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.</p> <p>Authors construct arguments deliberately in order to make their points persuasively. Successful arguments demonstrate an understanding of an audience's beliefs, values, or needs.</p> <p>Appropriate evidence makes an argument more convincing.</p> <p>Arguments can take different forms, but arguments use common components.</p> <p>Sometimes authors deliberately distort their argument's logic in order to manipulate their audience.</p>	<p>fundamental tenets of logical arguments and logical fallacies be used to clarify or rebut an argument?</p> <p>How can evaluating others' positions strengthen an argument?</p> <p>How can writers use qualifying language to strengthen and focus their arguments?</p> <p>How can images and graphics be an argument?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>Arguments use common components and categories. Students will be able to recognize general features of arguments, such as claims, evidence, qualifiers, warrants, and conclusions.</p> <p>Students will be able to recognize and</p>	<p><i>Students will be skilled at...</i></p> <p>Recognizing and analyzing the general features of arguments, particularly claims and evidence.</p> <p>Analyzing how different structures of argumentative writing (classical argument, Rogerian argument, Toulmin method) help</p>

	<p>analyze different kinds of arguments (e.g. defined arguments, causal arguments, and also recognize satire as a form of argument.)</p> <p>The features and merits of different structures of argumentative writing (e.g. classical argument, Rogerian argument, Toulmin method).</p> <p>How to assess the critical role of an audience in writing an effective argument, including how to provide substantial evidence to explain and justify a position.</p> <p>The most common logical fallacies.</p> <p>The five principles of Aristotelian rhetoric (style, invention, arrangement, memory, and delivery) and be able to apply them to a variety of texts, including visual images.</p> <p>How to use the MLA style guidelines, including how to cite sources.</p>	<p>move an argument forward.</p> <p>Assessing the critical role of an audience in writing an effective argument.</p> <p>Recognizing the most common logical fallacies.</p> <p>Using MLA style guidelines correctly, including how to cite primary and secondary sources.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M&T	Preparation - Evidence of superior preparation in both written and oral presentation.	PERFORMANCE TASK(S): GRASPS Assessment: Goal/challenge - You will write and deliver a well-reasoned argument in a classroom debate on the value of striving for perfection (the topic for the 2021 AP Language & Composition Argumentative Essay) or other current topic.
A,M&T	Organization - Clear statement of purpose. Logical, clear, development of argument. Some refutation of counterargument.	Role - You are Captain of the debate team, and you will be tasked with presenting an oral explanation of your team's position, making an effective argument supported by relevant evidence and a strong line of reasoning.
A&T	Delivery - Addresses audience appropriately. Uses effective verbal and non-verbal communication. Clear articulation of argument.	Audience - Your classmates and teacher (who will act as the debate judge). Situation - Your whole class will debate the merits and perils of striving for perfection. Help your side win the argument! Product and performance generated by the student - Written speech and timed oral presentation in the class debate. Standards for success: Sufficient and supportive evidence, Clear statement of position, speech addresses audience appropriately, speech reflects original, logical, and thought-provoking argument

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

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i> At the start of this unit, students will write a timed response to a recently released AP Language free response exam question which asks students to respond to an assertion in a well-organized argumentative essay, using appropriate evidence to support their position.	
A&M	Summary of Key Learning Events and Instruction	Progress Monitoring
A,M&T	AP Classroom Daily Videos (short videos from AP teachers curated by the College Board to explain the skills needed to analyze and write effective arguments)	AP Classroom Progress Checks (both free response question #3 and multiple choice)
A,M&T	Classical and Toulmin methods of writing and analyzing argument explained through direct instruction (for example, Power Point)	Timed argumentative essays (at least 3)
M&T	Close reading practice analyzing components of arguments in seminal U.S. texts (for example, in Supreme Court decisions)	Peer and teacher feedback on timed writing responses
A,M&T	AP Classroom - Free Response Question Bank (Argument essay practice prompts)	Draft and revision of take-home essays
A,M&T	AP Classroom - Multiple Choice questioned filtered to focus on Claims, Evidence, and Line of Reasoning questions	Notebook checks (Do Now responses, etc.)
A,M&T	AP Classroom - Free Response Question Bank (Argument essay practice prompts)	AP Reading worksheets
A,M&T	On Demand Timed Writing Responses (Bi-Weekly practice AP essays composing original arguments in response to previous exam prompts)	Formal (for example, Socratic Seminar) and informal oral shared inquiry
M&T	Class discussion and analysis of student sample responses to previous argument essay exam prompts released and scored by College Board	

	<p>Suggested Resources: <i>Conversations in American Literature</i> <i>The Language of Composition</i> <i>The Great Gatsby</i> by F. Scott Fitzgerald Select current periodicals</p> <p>In addition, a wide range of selected readings grouped thematically. For example, readings geared toward an examination of justice might include: “Second Inaugural Address” by Abraham Lincoln <i>Narrative of the Life of Frederick Douglass, An American Slave</i> by Frederick Douglass “Civil Disobedience” by Henry David Thoreau “Letter from Birmingham Jail” by Martin Luther King, Jr. “The Position of Poverty” by John Kenneth Galbraith <i>Hunger for Memory: The Education of Richard Rodriguez</i> by Richard Rodriguez</p>	
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Pacing guide: 10-11 weeks

Stage 1 Desired Results		
<p>ESTABLISHED GOALS Students will effectively synthesize information and perspectives from research sources to enter an intellectual conversation and develop their own position on the topic.</p> <p>CCSS.ELA-LITERACY.W.11-12.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.W.11-12.8</p> <p>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</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Read for multiple perspectives in response to a common question • Read for intertextual connections among sources • Present an argument of their own that includes the analysis and synthesis of ideas from an array of sources. • Evaluate, use, and cite primary and secondary sources using a recognized editorial style guide (e.g. MLA) 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Critical readers participate in a dialogue with the writer.</p> <p>Coherent arguments develop logically: the writer's own position emerges from a thoughtful consideration of the sources.</p> <p>Attending to a variety of viewpoints and arguments develops a critical and informed understanding of an issue.</p> <p>Examining a question or problem from multiple perspectives yields a deeper appreciation for the complexity of the</p>	<p>ESSENTIAL QUESTIONS</p> <p>How do critical readers communicate with texts?</p> <p>What informs our stance on an issue?</p> <p>How can a particular issue be viewed from multiple perspectives?</p> <p>What are the benefits of considering more than one side of an issue?</p>

<p>CCSS.ELA-LITERACY.W.11-12.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY W.11-12.8</p> <p>Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-LITERACY W.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Students will demonstrate understanding of the conventions of citing primary and secondary sources.</p> <p>Students will write expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres.</p>	<p>topic.</p> <tr> <th colspan="2" data-bbox="709 170 1346 212">Acquisition</th></tr> <tr> <td data-bbox="709 212 1346 1505"> <p><i>Students will know...</i></p> <p>How to integrate and evaluate multiple print and digital sources of information</p> <p>How to assess and evaluate the strengths and limitations of sources.</p> <p>How to incorporate sources into researched arguments.</p> <p>How to compile an annotated bibliography.</p> <p>How to cite primary and secondary sources according to MLA guidelines.</p> <p>How to revise written work (both their own and other authors' drafts) to make it more effective.</p> </td><td data-bbox="1346 212 1971 1505"> <p><i>Students will be skilled at...</i></p> <p>Analyzing and evaluating data from charts, maps, and photos.</p> <p>Assessing and evaluating sources.</p> <p>Being able to compile an annotated bibliography</p> <p>Using MLA citation of primary and secondary sources, including how to use footnotes and endnotes.</p> <p>Editing and revising their written work to make it more effective.</p> </td></tr>	Acquisition		<p><i>Students will know...</i></p> <p>How to integrate and evaluate multiple print and digital sources of information</p> <p>How to assess and evaluate the strengths and limitations of sources.</p> <p>How to incorporate sources into researched arguments.</p> <p>How to compile an annotated bibliography.</p> <p>How to cite primary and secondary sources according to MLA guidelines.</p> <p>How to revise written work (both their own and other authors' drafts) to make it more effective.</p>	<p><i>Students will be skilled at...</i></p> <p>Analyzing and evaluating data from charts, maps, and photos.</p> <p>Assessing and evaluating sources.</p> <p>Being able to compile an annotated bibliography</p> <p>Using MLA citation of primary and secondary sources, including how to use footnotes and endnotes.</p> <p>Editing and revising their written work to make it more effective.</p>
Acquisition					
<p><i>Students will know...</i></p> <p>How to integrate and evaluate multiple print and digital sources of information</p> <p>How to assess and evaluate the strengths and limitations of sources.</p> <p>How to incorporate sources into researched arguments.</p> <p>How to compile an annotated bibliography.</p> <p>How to cite primary and secondary sources according to MLA guidelines.</p> <p>How to revise written work (both their own and other authors' drafts) to make it more effective.</p>	<p><i>Students will be skilled at...</i></p> <p>Analyzing and evaluating data from charts, maps, and photos.</p> <p>Assessing and evaluating sources.</p> <p>Being able to compile an annotated bibliography</p> <p>Using MLA citation of primary and secondary sources, including how to use footnotes and endnotes.</p> <p>Editing and revising their written work to make it more effective.</p>				

<p>Students will revise their written work to develop:</p> <ul style="list-style-type: none"> • A wide-ranging vocabulary used appropriately and effectively; • A variety of sentence structures, including appropriate use of subordination and coordination; • Logical organization, enhanced by techniques such as repetition, transitions, and emphasis; • A balance of generalization and specific, illustrative detail, and • An effective use of rhetoric, including tone, voice, diction, and sentence structure. 		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M&T	Focus - Insightfully answers the prompt by synthesizing the student's own opinions with those in the essays considered, qualifying the student's claim through modifiers, counterargument, or alternative perspectives.	<p>PERFORMANCE TASK:</p> <p>GRASPS:</p> <p>Goal/challenge - You are a literary reviewer for The New York Times, and you have just been asked to review Lois Tyson's analyses of <i>The Great Gatsby</i> in Tyson's <i>Critical Theory Today</i>.</p> <p>Role for student - Literary critic</p> <p>Audience - Other potential readers of both <i>The Great Gatsby</i> and Tyson's essays</p> <p>Situation - You are charged with writing a piece about the most relevant criticism of <i>The Great Gatsby</i> for today's reader. In <i>Critical Theory Today</i>, Lois Tyson writes about <i>The Great Gatsby</i> through multiple critical lenses. You will choose at least three different essays and analyze the arguments in each. Then you will explain which essay is the most relevant and convincing to today's reader. Be sure to explore your own reading of <i>The Great Gatsby</i> in your paper. Be prepared to present your reasoning to the class.</p> <p>Product and performance generated by student - You will write a 3-4 page review that evaluates the merits of the literary criticism you select from <i>Critical Theory Today</i>, clearly explaining in your analysis which of Tyson's critical lenses presented in the essays is most relevant to today's readers of <i>The Great Gatsby</i>. You will use your own analysis of <i>The Great Gatsby</i> to help you synthesize the critical lenses you evaluate, and your review will both explain your reading of the novel and argue the merits for the critical lens you find most convincing.</p>
A,T	Organization - The organization of the essay creates unity and coherence and reflects a line of reasoning. The essay uses transitional elements to guide the reader through the line of reasoning.	
A,M,&T	Development - Student develops a line of reasoning and commentary that explains it throughout the essay.	
A,T	Language - Little to no errors in spelling,	

	capitalization, grammar, and punctuation. Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	
A,M&T	Guidelines for annotated bibliography.	OTHER EVIDENCE: AP Classroom multiple choice and free response questions
A&M		Intersect and Diverge analysis worksheets (comparing/contrasting strategies by different authors on a common topic).
A,M&T		An annotated bibliography.
A,M&T		Timed Writing Responses: Bi-Weekly practice AP essays in response to pre-released AP free response exam questions asking students to construct an argument in which they evaluate and synthesize information from a variety of sources.
A,M&T		Oral responses/class participation. <i>NB: AP Language is a student-inquiry-driven course, and at this point in the curriculum students should be assessed on their ability to analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies. Sample oral assessments include responses to shared inquiry questions, a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</i>
A&M		Notebook checks (for “Do Now” responses and informal writing responses)

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	At the start of this unit, students will write a timed response to a recently released AP Language free response exam question which asks students to synthesize material from a variety of sources into a coherent, well-written argumentative essay.	
A,M&T	Summary of Key Learning Events and Instruction AP Classroom Daily Videos (short videos from AP teachers curated by the College Board to explain the skills needed to analyze and write a successful synthesis essay)	Progress Monitoring AP Classroom Progress Checks (especially Progress Checks for Units 9-12 in AP Classroom)
A,M&T	Close reading practice analyzing components of both visual and written texts (see guided reading explanation below)	Timed document-based synthesis essays (at least 3)
A,M&T	AP Classroom - Free Response Question Bank (synthesis essay practice prompts)	Peer and teacher feedback on timed writing responses
A&M	AP Classroom - Multiple Choice questions	Notebook checks (Do Now responses, etc.) Intersect and Diverge worksheets
A,M&T	On Demand Timed Writing Responses (Bi-Weekly practice AP essays analyzing primary and secondary source documents and using them to construct arguments in response to previous exam prompts)	AP Reading worksheets
M&T	Class discussion and analysis of student sample responses to previous synthesis essay exam prompts released and scored by College Board	Formal (for example, Socratic Seminar) and informal oral shared inquiry

<p>A,M&T</p>	<p>Note on Guided Reading: Students will continue read a variety of nonfiction (essays, journalism, diaries, history, criticism, etc.), selected to give students opportunities to identify the author's use of rhetorical strategies and techniques. In addition, students will read visual texts related to print texts to explore and discuss how to analyze and synthesize non-print texts. The readings (both print and non-print) will be organized thematically, in order to help students compare and contrast multiple viewpoints on a common topic. Readings will be selected to offer students exposure to a range of texts that demonstrate how different contexts, audiences, and purposes produce different textual forms.</p>	
<p>A,M&T</p>	<p>Note on Class Discussion: AP Language and Composition is designed to be student-inquiry driven, with a wide-range of discussion activities. At this point in the curriculum students should be assessed on their ability to synthesize, analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies, and they should also have the opportunity to participate in small group and whole class discussions and debates. Sample oral assignments include responses to shared inquiry questions, in which students respond through answers to interpretive questions about multiple texts addressing a common topic ; students then debate one another's answers, supporting their positions with specific evidence from the texts. Students should also participate in discussion activities such as a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</p> <p>Suggested resources: <i>The Language of Composition:</i> <i>Conversations in American Literature</i> <i>The Great Gatsby</i> by F. Scott Fitzgerald Select current periodicals Selected readings, organized thematically <i>Critical Theory Today</i> by Lois Tyson</p>	

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.9</u> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Analyze, evaluate, and make connections between and among a variety of texts. Develop critical literacy. Students will be able to sustain active inquiry, apply prior knowledge, and take risks as critical thinkers. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The study of literature enables students to use the literacy skills practiced in the study for both personal satisfaction and responsible engagement in civic life.</p> <p>Literature -- both fiction and nonfiction -- can be viewed as an extended argument. The skillful reader considers the historical and cultural context of a piece of literature.</p> <p>The canonical works of American literature can be viewed as part of an ongoing conversation.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What is the value of studying literature?</p> <p>How is literature from previous centuries relevant to today's reader?</p> <p>How do modern authors draw on and yet "make new" previous literary works?</p> <p>How does the study of literature inform our own writing?</p>

<p>regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.4</u></p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.5</u></p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><i>Students will know...</i></p> <p>How to consider literature through the lenses of the author's historical and cultural context.</p> <p>How to analyze the way the structure of a text impacts its meaning.</p> <p>How to analyze an author's choices regarding the elements of a fictional text.</p> <p>How to generate an inquiry for a research project.</p> <p>How to present information, findings, and supporting evidence effectively making strategic use of digital media.</p>	<p><i>Students will be skilled at...</i></p> <p>Viewing a work of literature through its historical and cultural context.</p> <p>Analyzing an author's choice about the structure and elements of a text.</p> <p>Generating an inquiry for a research project.</p> <p>Presenting findings effectively using digital media.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T		PERFORMANCE TASK(S):
		GRASP:
	<p>Preparation - Clear purpose and effort included in the project. Class time used effectively. Evidence of rehearsal and thought to presentation.</p>	<p>Goal/challenge - Students will engage in an intense exploration of some of the major works of American and English literature. Students will choose two related works to analyze, research, and present to the class in a TedTalk. Students will generate their own inquiry topics to research, but their research will focus on how the more recent novel reimagines the original novel. Their inquiry will include the cultural and historical contexts of the works as well as an explanation of how they are related. Suggested paired texts include <i>Heart of Darkness</i> and <i>Things Fall Apart</i>; or, <i>The Scarlet Letter</i> and <i>The Handmaid's Tale</i>; or, <i>Moby Dick</i> and <i>In the Heart of the Sea</i>; or, <i>King Lear</i> and <i>A Thousand Acres</i>, etc.</p>
A,M&T	<p>Organization - Your presentation is organized in an engaging and clear way to teach the class about your chosen novels, clearly explaining the similarities and differences as well as how the more recent novel draws on the original. Clear and logical progression of your ideas and analysis. Strong intro and conclusion.</p>	<p>Role for student - Ted Talk Presenter.</p> <p>Audience for student work - TedTalk audience, teacher, and student body of class.</p> <p>Situation - TedTalk is asking for presenters that want to talk about two related novels, the more recent one being a reimagining of the original novel. You have been asked to give a TedTalk presenting one such pairing. You must analyze the narrative, thematic, and technical similarities and differences between the two novels. You must provide visual, textual, and research examples and integrate them into your presentation in a way that will both inform and engage your audience.</p>
A,M&T	<p>Content - Clearly discuss and analyze the narrative and thematic focus of your texts. Variety of evidence (visual and textual) used</p>	<p>Products and performances generated by students. An engaging and complex presentation with visual aids. PowerPoint, Google Slides, Prezi, physical poster boards, etc...</p>

<p>A&T</p> <p>A,M&T</p>	<p>throughout.</p> <p>Delivery - Speak clearly and loudly. Engaging and thoughtful analysis to the audience. Face and address your audience. Little to no reading off of your slides.</p> <p>AV - Creative use of visual media to express your ideas and arguments. AV is used to support your ideas. Creative use of examples and transitions between slides. Visually engaging but not overwhelming to the audience.</p>	
<p>A,M&T</p> <p>A,M&T</p>		<p>OTHER EVIDENCE:</p> <p>Oral responses/class participation. <i>NB: AP Language is a student-inquiry-driven course, and at this point in the curriculum students should be assessed on their ability to analyze and express cogent arguments utilizing their analysis of multiple viewpoints and rhetorical strategies. Sample oral assessments include responses to shared inquiry questions, a Socratic Seminar, a Fishbowl activity, and/or a graded Debate.</i></p> <p>Notebook checks (for “Do Now” responses and informal writing responses)</p>

Stage 3 – Learning Plan

	Pre-Assessment	
	The pre-assessment for this unit might be a notebook check of a “Do Now” assignment or a similar formative gauge of students’ knowledge about how to generate a research inquiry.	
M&T	Summary of Key Learning Events and Instruction Teacher will help guide students in terms of framing their inquiry, assessing historical and cultural contexts, and suggesting related works of literature. For example, students might choose to analyze <i>Heart of Darkness</i> and <i>Things Fall Apart</i> , or <i>The Scarlet Letter</i> and <i>The Handmaid’s Tale</i> , or <i>Moby Dick</i> and <i>In the Heart of the Sea</i> , or <i>King Lear</i> and <i>A Thousand Acres</i> , etc. Students will be reminded of both research strategies and how to find credible sources through mini-lesson direct instruction.	Progress Monitoring Interim “check-in chats” to assess progress in research and analysis. Notebook checks (Do Now responses, etc.) Formative assessments in class (exit slips, etc.)
A&M	Short examples of paired fictional literature will be used to help students extend their learning to understand how various effects are achieved by writers’ rhetorical choices. The readings will be organized to help students compare and contrast multiple viewpoints on a common topic. Short readings will be selected to offer students exposure to a range of texts that demonstrate how different contexts, audiences, and purposes produce different textual forms.	Class participation/discussion. Formal (for example, Socratic Seminar) and informal oral shared inquiry

	<p>Suggested resources:</p> <p><i>The Language of Composition</i></p> <p><i>Conversations in American Literature</i></p> <p>Selected readings including a variety of canonical literature (both “classic” and more modern) including:</p> <p><i>Heart of Darkness</i> and <i>Things Fall Apart</i></p> <p><i>The Scarlet Letter</i> and <i>The Handmaid’s Tale</i></p> <p><i>Moby Dick</i> and <i>In the Heart of the Sea</i></p> <p><i>King Lear</i> and <i>A Thousand Acres</i></p> <p>Select current periodicals</p>	
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Pacing guide: 4 weeks (approximately)