

## Pine Hill Public Schools Curriculum

Content Area:		<b>English</b>	
Course Title/ Grade Level:		AP Language and Composition	
Unit 1:	<b>Analysis</b>	Duration:	9 weeks
Unit 2:	<b>Argument</b>	Duration:	9 weeks
Unit 3:	<b>Synthesis</b>	Duration:	9 weeks
Unit 4:	<b>Test Prep/Portfolio Writing</b>	Duration:	9 weeks
Unit 5:	<b>Emerging Modernism/ Challenges and Successes of the Twentieth and Twenty-first Centuries</b>	Duration:	3-5 weeks
BOE Approval Date:		August 25, 2016	

**Pine Hill Public Schools**  
**AP Language and Composition Curriculum**

<b>Unit Title:</b> Analysis		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> AP Language and Composition		<b>Length of Time:</b> 9 weeks
<b>Pacing</b>	September, October, November	
<b>Essential Questions</b>	<p>What is rhetoric?</p> <p>What is the function of language in action?</p> <p>What is the difference between rhetorical analysis and literary analysis?</p>	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Prose passages</li> <li>● Non-fiction</li> <li>● Video clips</li> <li>● Photographs</li> <li>● Analysis Essays</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Contextualize the argument</li> <li>● Articulate a conceptual understanding of rhetorical strategies used by the writer in an effort to bring out: <ul style="list-style-type: none"> <li>○ a particular effect</li> <li>○ on a particular audience</li> <li>○ in a particular rhetorical situation</li> </ul> </li> <li>● Read a non-fiction text and analyze how the writers language choices contribute to his or her purpose and intended meaning for the text.</li> <li>● Cite textual evidence</li> <li>● Analyze content</li> <li>● Editing and revising</li> <li>● Apply vocabulary studied</li> <li>● Reinforce grammar skills through writing</li> <li>● Routine writing (i.e. journals, blogs, warm-ups)</li> <li>● AP English Language and Composition - An AP course in English Language and Composition engages students in becoming AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level. 4 College Board Research Reports Common Core State Standards Alignment skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Demonstrate skill in rhetorical analysis by writing essays</li> <li>● Journal prompts to practice writing for an audience</li> <li>● Annotating text to show understanding of rhetorical analysis with textual support</li> <li>● Weekly current events to illustrate understanding of SOAPSTone <ul style="list-style-type: none"> <li>○ SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone)</li> </ul> </li> <li>● Team-based learning</li> <li>● Peer editing and discussion</li> <li>● Blogging</li> <li>● Benchmark Assessment</li> <li>● Chapter quizzes</li> <li>● Unit tests</li> <li>● Essays with textual support</li> <li>● Student and Teacher created rubrics</li> <li>● Alternative assessments (i.e. performance based, inquiry project)</li> <li>● CITW Strategies</li> </ul>	

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Audio version of texts</li> <li>• Graphic organizers</li> <li>• Accommodate students based on IEP and 504 Plans</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Technology</li> <li>• Science</li> <li>• Psychology</li> <li>• Art</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• AP Central</li> <li>• Google Classroom</li> <li>• Non-fiction and fiction text provided by the teacher <ul style="list-style-type: none"> <li>◦ <a href="#">Lou Gehrig's Farewell Speech</a></li> </ul> </li> <li>• Journal Writing</li> <li>• Blogger</li> <li>• Writing essays and annotating text in preparation for AP Language Exam.</li> <li>• Practice exam questions</li> <li>• Reviewing students responses from previous AP tests and seeing how they were scored</li> <li>• Working in "teams"</li> </ul>

**Common Core Standards**

**Strand(s):**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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 grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C 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.

CCSS.ELA-LITERACY.SL.11-12.1.D 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.

CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5 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.

**College and Career Readiness Anchor Standard(s):**

CCSS.ELA-LITERACY.CCRA.R.4

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.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

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CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21<sup>st</sup> Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools**  
**AP Language and Composition Curriculum**

<b>Unit Title</b> Argument		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> AP Language and Composition		<b>Length of Time:</b> 9 weeks
<b>Pacing</b>	November-January	
<b>Essential Questions</b>	What is a claim? How do you formulate an argument? What is skepticism and how does it define characteristic of an academic community? Why are warrants important? Why is backing important?	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Prose passages</li> <li>● Non-fiction</li> <li>● Video clips</li> <li>● Photographs</li> <li>● Argument Essays</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Understand a prompt is asking them to deal with two issues</li> <li>● Demonstrate ability to produce sound and convincing arguments to support a clearly articulated position</li> <li>● Develop both issues raised by the prompt with rich development</li> <li>● Deploy aptly selected examples and in some cases use an extended example</li> <li>● Develop reasoned arguments, clearly identifying cause and effect and comparison/contrast</li> <li>● Cite textual evidence</li> <li>● Analyze content</li> <li>● Editing and revising</li> <li>● Apply vocabulary studied</li> <li>● Reinforce grammar skills through writing</li> <li>● Routine writing (i.e. journals, blogs, warm-ups)</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Demonstrate skill in argumentative writing, while citing evidence from text</li> <li>● Journal prompts to practice writing for an audience</li> <li>● Annotating text to show understanding of rhetorical analysis with textual support</li> <li>● Weekly current events to illustrate understanding of SOAPSTone               <ul style="list-style-type: none"> <li>○ SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone)</li> </ul> </li> <li>● Team-based learning</li> <li>● Peer editing and discussion</li> <li>● Blogging with Blogger</li> <li>● Benchmark Assessment</li> <li>● Chapter quizzes</li> <li>● Unit tests</li> <li>● Essays with textual support</li> <li>● Student and Teacher created rubrics</li> <li>● Alternative assessments (i.e. performance based, inquiry project)</li> <li>● CITW Strategies</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Audio version of texts</li> <li>● Graphic organizers</li> <li>● Accommodate students based on IEP and 504 Plans</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● History</li> <li>● Technology</li> <li>● Science</li> <li>● Psychology</li> <li>● Art</li> </ul>	

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● AP Central</li> <li>● Non-fiction and fiction text provided by the teacher</li> <li>● Journal Writing</li> <li>● Blogger</li> <li>● Writing essays and annotating text in preparation for AP Language Exam.</li> <li>● Practice exam questions</li> <li>● Reviewing students responses from previous AP tests and seeing how they were scored</li> <li>● Working in “teams”</li> </ul>
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rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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**College and Career Readiness Anchor Standard(s):**

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Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools**  
**AP Language and Composition Curriculum**

<b>Unit Title</b> Synthesis		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> AP Language and Composition		<b>Length of Time:</b> 9 weeks
<b>Pacing</b>	January, February, March	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● Rhetorically, what intentions motivate the writer or speaker to produce this text?</li> <li>● Why do you respond to text the way you do?</li> <li>● Can you read synthetically, seeking connections and disconnections across a growing number and variety of sources.</li> <li>● What are the similarities between the synthesis question and the DBQ?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Prose passages</li> <li>● Non-fiction</li> <li>● Video clips</li> <li>● Photographs</li> <li>● Synthesis Essays</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Go beyond reading for literary appreciation and reading for retention of information.</li> <li>● Assume the inquiring stance of critical thinkers <ul style="list-style-type: none"> <li>• What is the text doing?</li> <li>• Who is speaking/writing?</li> <li>• What is the message?</li> <li>• For whom is the message intended?</li> <li>• What circumstances brought about this message?</li> <li>• How might different recipients receive this message?</li> </ul> </li> <li>● Carefully read and understand the prompt and the sources</li> <li>● Collectively interpret at least three sources to evaluate the prompt</li> <li>● Cite textual evidence</li> <li>● Analyze content</li> <li>● Editing and revising</li> <li>● Apply vocabulary studied</li> <li>● Reinforce grammar skills through writing</li> <li>● Routine writing (i.e. journals, blogs, warm-ups)</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Demonstrate skill in synthesis writing, while citing evidence from text</li> <li>● Journal prompts to practice writing for an audience</li> <li>● Annotating text to show understanding of rhetorical analysis with textual support</li> <li>● Weekly current events to illustrate understanding of SOAPSTone <ul style="list-style-type: none"> <li>○ SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone)</li> </ul> </li> <li>● Team-based learning</li> <li>● Peer editing and discussion</li> <li>● Blogging with Blogger</li> <li>● Benchmark Assessment</li> <li>● Chapter quizzes</li> <li>● Unit tests</li> <li>● Essays with textual support</li> <li>● Student and Teacher created rubrics</li> <li>● Alternative assessments (i.e. performance based, inquiry project)</li> <li>● CITW Strategies</li> </ul>	
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<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● History</li> <li>● Technology</li> <li>● Science</li> <li>● Psychology</li> <li>● Art</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● AP Central</li> <li>● Synthesis and the DBQ (AP History) collaboration</li> <li>● Non-fiction and fiction text provided by the teacher</li> <li>● Journal Writing</li> <li>● Blogger</li> <li>● Writing essays and annotating text in preparation for AP Language Exam.</li> <li>● Practice exam questions</li> <li>● Reviewing students responses from previous AP tests and seeing how they were scored</li> <li>● Working in “teams”</li> </ul>

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CCSS.ELA-LITERACY.CCRA.SL.1 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.

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CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools**  
**AP Language and Composition Curriculum**

<b>Unit Title:</b> Test Prep/Portfolio Writing		<b>Unit #: 4</b>
<b>Course or Grade Level:</b> AP Language and Composition		<b>Length of Time:</b> 9 weeks
<b>Pacing</b>	March, April, May	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● · What is rhetoric?</li> <li>● · What is the function of language in action?</li> <li>● · What is the difference between rhetorical analysis and literary analysis?</li> <li>● · What is a claim?</li> <li>● · How do you formulate an argument?</li> <li>● · What is skepticism and how does it define characteristic of an academic community?</li> <li>● · Why are warrants important?</li> <li>● · Why is backing important?</li> <li>● · Rhetorically, what intentions motivate the writer or speaker to produce this text?</li> <li>● · Why do you respond to text the way you do?·</li> <li>● Can you read synthetically, seeking connections and disconnections across a growing number and variety of sources.</li> <li>● · What are the similarities between the synthesis question and the DBQ?</li> <li>● How do I take all that I learned and utilize it on the AP exam and in all of my courses?</li> <li>● How do you develop and finalize a writing portfolio?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Review and practice with: <ul style="list-style-type: none"> <li>○ Prose passages</li> <li>○ Non-fiction</li> <li>○ Video clips</li> <li>○ Photographs</li> <li>○ Argument Essays</li> </ul> </li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Contextualize the argument</li> <li>● Articulate a conceptual understanding of rhetorical strategies used by the writer in an effort to bring out: <ul style="list-style-type: none"> <li>· a particular effect</li> <li>· on a particular audience</li> <li>· in a particular rhetorical situation</li> </ul> </li> <li>● Read a non-fiction text and analyze how the writers language choices contribute to his or her purpose and intended meaning for the text.</li> <li>●</li> <li>● Understand a prompt is asking them to deal with two issues</li> <li>● Demonstrate ability to produce sound and convincing arguments to support a clearly articulated position</li> <li>● Develop both issues raised by the prompt with rich development</li> <li>● Deploy aptly selected examples and in some cases use an extended example</li> <li>● Develop reasoned arguments, clearly identifying cause and effect and comparison/contrast</li> <li>● Go beyond reading for literary appreciation and reading for retention of information.</li> <li>● Assume the inquiring stance of critical thinkers <ul style="list-style-type: none"> <li>· What is the text doing?</li> <li>· Who is speaking/writing?</li> <li>· What is the message?</li> <li>· For whom is the message intended?</li> <li>· What circumstances brought about this message?</li> <li>· How might different recipients receive this message?</li> </ul> </li> <li>● Carefully read and understand the prompt and the sources</li> </ul>	

	<ul style="list-style-type: none"> <li>● Collectively interpret at least three sources to evaluate the prompt</li> <li>● Cite textual evidence</li> <li>● Analyze content</li> <li>● Editing and revising</li> <li>● Apply vocabulary studied</li> <li>● Reinforce grammar skills through writing</li> <li>● Routine writing (i.e. journals, blogs, warm-ups)</li> <li>● Creating a portfolio</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Demonstrate skill in argumentative writing, while citing evidence from text</li> <li>● Journal prompts to practice writing for an audience</li> <li>● Annotating text to show understanding of rhetorical analysis with textual support</li> <li>● Weekly current events to illustrate understanding of SOAPSTone <ul style="list-style-type: none"> <li>○ SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone)</li> </ul> </li> <li>● Team-based learning</li> <li>● Peer editing and discussion</li> <li>● Blogging with Blogger</li> <li>● Benchmark Assessment</li> <li>● Chapter quizzes</li> <li>● Unit tests</li> <li>● Essays with textual support</li> <li>● Student and Teacher created rubrics</li> <li>● Alternative assessments (i.e. performance based, inquiry project)</li> <li>● CITW Strategies</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Audio version of texts</li> <li>● Graphic organizers</li> <li>● Accommodate students based on IEP and 504 Plans</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● History</li> <li>● Technology</li> <li>● Science</li> <li>● Psychology</li> <li>● Art</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● Drafting, Revision, Peer Editing, Portfolio Organization</li> <li>● Utilize all information from the first three units and practice all of the skills learned.</li> </ul>

### Common Core Standards

**Strand(s):**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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 grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C 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.

CCSS.ELA-LITERACY.SL.11-12.1.D 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.

CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5 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.

**College and Career Readiness Anchor Standard(s):**

CCSS.ELA-LITERACY.CCRA.R.4

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.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.W.4



Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.CCRA.W.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCSS.ELA-LITERACY.CCRA.W.6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
Research to Build and Present Knowledge:

**CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.  
Range of Writing:

**CCSS.ELA-LITERACY.CCRA.W.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**CCSS.ELA-LITERACY.CCRA.SL.1** 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.

**CCSS.ELA-LITERACY.CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.CCRA.SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CCSS.ELA-LITERACY.CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.CCRA.SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCSS.ELA-LITERACY.CCRA.SL.6**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and	X	Civic Literacy	X	Health Literacy
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			Entrepreneurial Literacy				
<u>21<sup>st</sup> Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools**  
**AP Language and Composition Curriculum**

<b>Unit Title: Emerging Modernism/ Challenges and Successes of the Twentieth and Twenty-first Centuries</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: AP Language and Composition</b>		<b>Length of Time: 3-5 weeks</b>
<b>Pacing</b>	May-June	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is the relationship between literature and place?</li> <li>● How does literature shape or reflect society?</li> <li>● What makes American Literature American?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Poetry</li> <li>● Short Stories</li> <li>● Novel</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Define and explain the origins of the Harlem Renaissance.</li> <li>● Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.</li> <li>● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>● Analyze the characteristics of 20<sup>th</sup> and 21<sup>st</sup> century writing (i.e. disillusion, defiance, discontent, American dream, prosperity and protest)</li> <li>● Expository Writing (i.e. comparison/contrast, process)</li> <li>● Cite textual evidence</li> <li>● Analyze content</li> <li>● Editing and revising</li> <li>● Apply vocabulary studied</li> <li>● Reinforce grammar skills through writing</li> <li>● Routine writing (i.e. journals, blogs, warm-ups)</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Benchmark Assessment</li> <li>● Chapter quizzes</li> <li>● Unit tests</li> <li>● Open-ended short answer responses</li> <li>● Essays with textual support</li> <li>● Student and Teacher created rubrics</li> <li>● Alternative assessments (i.e. performance based, inquiry project)</li> <li>● CITW Strategies</li> </ul>	

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Audio version of texts</li> <li>• Graphic organizers</li> <li>• Accommodate students based on IEP and 504 Plans</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Theatre</li> <li>• Art</li> <li>• Public Speaking</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Prentice Hall <i>The American Experience</i></li> <li>• <i>The Great Gatsby</i></li> <li>• Clips of movie adaptations</li> <li>• Short stories, poetry, and informational text selections from text or additional resources chosen by teacher.</li> <li>• Additional independent reading</li> <li>• Additional essay and creative writing</li> <li>• Inquiry Projects</li> <li>• Cooperative, student-led learning</li> <li>• Visual website to be used on Smart Boards to introduce new texts.</li> <li>• Optional use of visual sites such as Prezi and YouTube that relate to literature studied.</li> <li>• Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction</li> </ul>

### Common Core Standards

**Strand(s):**

CCSS.ELA-Literacy.RL.11-12.1-7,9-10

CCSS.ELA-Literacy.RI.11-12.1-10

CCSS.ELA-Literacy.W.11-12.1-10

CCSS.ELA-Literacy.SL.11-12.1-6

CCSS.ELA-Literacy.L.11-12.1-6

### 21<sup>st</sup> Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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### 21<sup>st</sup> Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		