

**Abbott Lawrence Academy 2019-2020 Curriculum Map:  
Year at a Glance**

**Subject: AP English Language & Composition**

**Grade: 11**

Unit Title	Time Allocation (# of weeks based on 38 weeks in school year)	Essential Questions (for unit)	Core Text/Supplemental Learnings (include major references)	Performance Tasks (How will you know that students have mastered the taught concepts)
1. Language and Identity	5 weeks	*How does language shape and communicate our identity? *How does the language we use reveal who we are? *How does Tim O'Brien's use of language and rhetoric communicate his arguments and purposes to his audience effectively?	Amy Tan, <i>Mother Tongue</i> James Baldwin, <i>If Black English Isn't a Language, Then Tell Me, What Is?</i> Malcolm X, <i>Learning to Read</i> Frederick Douglass, <i>Learning to Read and Write</i> David Sedaris, <i>Me Talk Pretty One Day</i> George Orwell, <i>Politics and the English Language</i>  U.S. Census Bureau, <i>Language Use in the United States</i>  Jim Cummins, <i>The Effects of Bilingualism</i>  Tim O'Brien, <i>The Things They Carried</i>	Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies. Quiz: Vocabulary from readings Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations) Test: Definitions of rhetorical modes and devices Composition: Rhetorical Analysis Prompt: Write an essay comparing and contrasting the experiences of Frederick Douglass and Malcolm X as they learned to read and write. Analyze the appeals to logic, emotion, and credibility in both. Composition: Synthesis Prompt: Consider the relationship between what a person's identity is and what a person's language is. This relationship has led many people to explore what their language conveys about them: both their views of themselves as well as their perceptions to others. Does language only shape our identity, simply communicate or reveal our identity, a combination of the two, or something else completely?
2. Education	8 weeks	* How do we learn? *What are the goals of formal education? *What role does education serve in the community? *To what extent do our schools serve the goals of true education?	Ralph Waldo Emerson, From <i>Education</i> James Baldwin, <i>A Talk to Teachers</i> Francine Prose, <i>I know Why the Caged Bird Cannot Read</i> Leon Botstein, <i>Let Teenagers Try Adulthood</i> Sherman Alexie, <i>Superman and Me</i> Margaret Talbot, <i>Best in Class</i> David Foster Wallace, <i>This Is Water...</i>	Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies. Quiz: Vocabulary from readings Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations) Test: Definitions of rhetorical modes and devices to help students understand how various effects are achieved by writers' linguistic and rhetorical choices. Composition: Write a letter to your school district expressing your opinions on aligned standards for education. Offer a suggestion or solution based on your researched

			<p>Kyoko Mori, <i>School</i></p> <p>Plato, <i>The Death of Socrates: Crito</i> from <i>Phaedo</i></p> <p>Plato, <i>The Allegory of the Cave</i></p> <p>Steven Spender, <i>An Elementary Classroom in a Slum</i> (Poetry)</p> <p>Eavan Boland, <i>In Which the Ancient History I Learned in Not My Own</i> (Poetry)</p>	<p>understanding of the status quo. Anticipate your audience's knowledge level, concerns, values, needs, and possible biases about the claim.</p> <p>Composition: Compare Emerson's claims about ideal education to your own experiences.</p>
3. Ethics and the Human Responsibility to the Community	7 weeks	<p>* What are our responsibilities to each other, and how do those responsibilities shape our lives?</p> <p>* What is the relationship of the individual to the community?</p>	<p>Stephanie Ericsson, <i>The Ways We Lie</i></p> <p>Nancy Mairs, <i>On Being a Cripple</i></p> <p>George Orwell, <i>Shooting an Elephant</i></p> <p>Garrett Hardin, <i>Life Boat Ethics: The Case Against Helping the Poor</i></p> <p>Bertrand Russell, <i>The Happy Life</i></p> <p>Peter Singer, <i>The Singer Solution to World Poverty</i></p> <p>Barbara Lazear Ascher, <i>On Compassion</i></p> <p>Anna Quindlen, <i>Homeless</i></p> <p>Lars Eighner, <i>On Dumpster Diving</i></p> <p>Hayden Carruth, <i>Notes on Poverty</i></p> <p>John Betjeman, <i>In Westminster Abbey</i></p> <p>Ian Clark, "Obesity: Ethical Dilemma and Public Health Challenge"</p> <p>Joshua Rozenberg, "Police Face New Ethical Dilemma in Increasingly Digital World"</p>	<p>Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.</p> <p>Quiz: Vocabulary from readings</p> <p>Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)</p> <p>Composition: Memoir – Select a moment from memory, an experience that has stayed with you where you confronted an ethical dilemma. In a well-written essay, recreate that experience, then analyze it, figuring out what it means to you.</p> <p>Composition: Reading Garrett Hardin and Anna Quindlen, one gets a similar view of mankind but with radically different suggestions for its management. Using your own critical understanding of contemporary society as evidence, write a carefully argued essay that explains your support of either Hardin or Quindlen. Be sure that your essay is well organized and that it moves smoothly from one idea to another so that your reader can easily follow your development of each point. Your essay will be peer reviewed and evaluated by the instructor on the elements of organization and varied sentence structures.</p> <p>Composition: In "The Singer Solution to World Poverty," an article that appeared in <i>The New York Times Magazine</i>, Peter Singer, a professor of bioethics, calls attention to the urgent need for food and medicine in many parts of the world. Singer argues that prosperous people should donate to overseas aid organizations such as UNICEF or Oxfam America all money not needed for the basic requirements of life. "The formula is simple: whatever money you're spending on luxuries, not necessities, should be given away." Write an essay in which you evaluate the pros and cons of Singer's argument. Use appropriate evidence as you examine each side, and indicate which position you find more persuasive.</p>
4. The Human Condition	5 weeks	<p>*Which is more important to a person's development: nature or nurture?</p> <p>*To what extent are we "products of our environment"?</p> <p>*When are we not responsible for our own beliefs or behaviors?</p>	<p>Truman Capote, <i>In Cold Blood</i></p> <p>Steven Pinker, "The Blank Slate"</p> <p>Tillie Olsen, "I Stand Here Ironing"</p> <p>Victor Stenger, <i>Free Will and Autonomous Will</i></p> <p>Sam Harris, <i>Free Will</i></p>	<p>Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.</p> <p>Quiz: Vocabulary from readings</p> <p>Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)</p>

			<p>Kevin Helliker, “<i>Capote Classic ‘In Cold Blood’ Tainted by Long-Lost Files</i>”</p> <p>Shannon McFarland, “<i>Did ‘In Cold Blood’ killers murder Sarasota’s Walker family in ‘59</i>”</p> <p>Laura Miller, “<i>Truman Capote’s Greatest Lie</i>”</p>	<p>Composition: After carefully reading the excerpt, write a well-organized essay in which you characterize Capote’s view of Holcomb, Kansas, and analyze how Capote conveys this view. Your analysis may consider such stylistic elements as diction, imagery, syntax, structure, tone, and selection of detail.</p> <p>Composition: Consider Capote’s voice in the narrative. (What person is it written in? Is he objective or subjective?) How does the voice used affect the book as whole?</p>
5. Informed Citizenship	7 weeks	<p>* What are the roles and responsibilities of citizens and government in a democratic society?</p> <p>* What effect does a democratic government have on society?</p>	<p>George Orwell, <i>1984</i></p> <p>Henry David Thoreau, <i>Civil Disobedience</i></p> <p>Thomas Jefferson, <i>The Declaration of Independence</i></p> <p>Aristotle, <i>A Definition of Justice</i></p> <p>Martin Luther King, Jr., <i>Nobel Prize Acceptance Speech</i></p> <p>Remark of Senator Robert F. Kennedy to the Cleveland City Club, 1968</p> <p>American University Commencement Address—John F. Kennedy, 1963</p> <p>Lincoln, Abraham, <i>The Gettysburg Address</i></p> <p>Norman Stock, <i>What I Said</i></p> <p>Julia Ward Howe, <i>Battle-Hymn of the Republic</i></p> <p>Wilfred Owen, <i>Dulce et Decorum Est</i></p> <p>David, Jacques-Louis, <i>The Death of Socrates</i></p> <p>Selections from National Endowment for the Humanities, <i>Picturing America</i></p>	<p>Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.</p> <p>Quiz: Vocabulary from readings</p> <p>Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)</p> <p>Composition: After reading Plato’s “The Death of Socrates” and writing about the emotions reflected therein, examine closely David’s painting <i>The Death of Socrates</i>. Write a short essay comparing and contrasting the emotions elicited by the painting with those elicited by Plato’s text. Be sure to show how Plato’s key words can draw images similar to David’s painting.</p> <p>Composition: Prompt: What is the individual’s duty to his government? What is the government’s duty to the individual? In an essay that synthesizes and uses for support at least four of the readings from this unit, discuss the obligations of individuals within a society. You must also find and use two additional sources in support of the topic. These sources should be credible and represent both primary and secondary sources. Remember to attribute both direct and indirect citations. Refer to the sources by authors’ last names or by titles using MLA format. Avoid mere paraphrase or summary.</p>
6. Research Paper: The Documented Essay, Multimedia Presentation, and Oral Defense	4 weeks	<p>*How do you conduct your own search to choose a current event that reflects one of the themes that we studied this semester.</p> <p>* What goes into researching the topic through different types of sources (newspapers, magazines, news stories, interviews, online sources, radio broadcasts, visuals, etc.), evaluating sources for credibility and appropriateness?</p> <p>*How do you take careful notes, making sure that you cite your sources accurately using MLA format?</p> <p>*How do you develop an argument about this topic and establish a claim?</p> <p>*What does it mean to synthesize your research and integrate a variety of sources into a coherent, well-written essay?</p> <p>*How do you effectively use the sources to support your position and avoid mere paraphrase or summary?</p>	<p>MLA Style Manual (8th ed.)</p>	<p>Quizzes: Source Analysis and MLA style</p> <p>Research Paper</p> <p>Annotated Bibliography</p> <p>Multimedia Presentation and Oral Defense</p> <p>Personal Essays for the Common Application (Element of Final Exam Grade)</p>

		*How can appropriate academic and technical vocabulary enhance your claim?		
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:**  
**Subject: AP English Language & Composition      Grade: 11**  
**Unit 1 Language & Identity 5 Weeks**

<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>*How does language shape and communicate our identity?</li> <li>*How does the language we use reveal who we are?</li> <li>*How does Tim O'Brien's use of language and rhetoric communicate his arguments and purposes to his audience effectively?</li> </ul>			
<b>Learning Objectives for Unit</b>		<ul style="list-style-type: none"> <li>* Analyze the Main Idea of "Mother Tongue" and argue how the rhetorical moves Tan makes serves Tan's overall purpose.</li> <li>* Articulate how James Baldwin organizes his ideas to make meaning and justify how they separated the distinct sections.</li> <li>*Juxtapose the experiences and rhetorical moves made by Malcolm X and Frederick Douglass to achieve their respective purposes.</li> <li>*Analyze peer argumentation to offer peer edits for second drafts</li> <li>* Synthesize multiple sources to argue what the relationship between a person's language and a person's identity is.</li> <li>*Analyze how O'Brien manipulates "the rhetorical situation" throughout <i>The Things They Carry</i>, including his narrative persona, the multiple audiences, and the complexities of his arguments.</li> <li>*Argue how purposeful diction and tone shape arguments.</li> </ul>			
<b>Performance tasks: Formative and Summative</b>		<p>Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.  Quiz: Vocabulary from readings  Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)  Test: Definitions of rhetorical modes and devices  Composition: Rhetorical Analysis  Prompt: Write an essay comparing and contrasting the experiences of Frederick Douglass and Malcolm X as they learned to read and write. Analyze the appeals to logic, emotion, and credibility in both.  Composition: Synthesis  Prompt: Consider the relationship between what a person's identity is and what a person's language is. This relationship has led many people to explore what their language conveys about them: both their views of themselves as well as their perceptions to others. Does language only shape our identity, simply communicate or reveal our identity, a combination of the two, or something else completely?</p>			
<b>AP Scoring Components /CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b> The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	<b>Academic Language</b> The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or	<b>Content Objectives</b> What students will know and be able to do at the end of the unit	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

		rhetorical conventions—that allow students to acquire knowledge			
<p><b>THE COLLEGE BOARD: AP English Language &amp; Composition Scoring Components</b></p> <p>SC3 The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.</p> <p>SC5 The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <p>SC7 The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.</p> <p>SC9 The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.</p> <p>SC10 The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.</p> <p>SC11 Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc).</p> <p><b>CCSS.ELA- LITERACY.</b></p> <p>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.</p>	<p>SWBAT</p> <p>* Analyze the Main Idea of “Mother Tongue” and argue how the rhetorical moves Tan makes serves Tan’s overall purpose in their reading notes and defend those readings in class discussion</p> <p>* Articulate how James Baldwin organizes his ideas to make meaning through detailed annotations and justify how they separated the distinct sections in small group discussion.</p> <p>*Juxtapose the experiences and rhetorical moves made by Malcolm X and Frederick Douglass to achieve their respective purposes in a timed in-class essay.</p> <p>*Analyze peer argumentation by annotating their first drafts to offer peer edits for second drafts</p> <p>* Synthesize multiple sources to argue what the relationship between a person’s language and a person’s identity is in a typed, edited composition.</p> <p>*Analyze how O’Brien manipulates “the rhetorical situation” throughout <i>The Things They Carry</i>, including his narrative persona, the multiple audiences, and the complexities of his arguments through sustained close-reading and class discussion.</p>	<p>Exordium</p> <p>Narration</p> <p>Partition</p> <p>Confirmation</p> <p>Refutation</p> <p>Peroration</p> <p>Claim</p> <p>Evidence</p> <p>Warrant</p> <p>Backing</p> <p>Qualifier</p> <p>Counterargument/Rebuttal</p> <p>Exigence</p> <p>Audience</p> <p>Purpose</p> <p>Main Idea</p> <p>Rhetorical Appeals</p> <p>Tone</p> <p>Organization</p> <p>Diction</p> <p>Syntax</p> <p>Figurative Language</p>	<p>SWBAT</p> <p>* Analyze the Main Idea of “Mother Tongue” and argue how the rhetorical moves Tan makes serves Tan’s overall purpose.</p> <p>* Articulate how James Baldwin organizes his ideas to make meaning and justify how they separated the distinct sections.</p> <p>*Juxtapose the experiences and rhetorical moves made by Malcolm X and Frederick Douglass to achieve their respective purposes.</p> <p>*Analyze peer argumentation to offer peer edits for second drafts</p> <p>* Synthesize multiple sources to argue what the relationship between a person’s language and a person’s identity is.</p> <p>*Analyze how O’Brien manipulates “the rhetorical situation” throughout <i>The Things They Carry</i>, including his narrative persona, the multiple audiences, and the complexities of his arguments.</p>	<p>Amy Tan, <i>Mother Tongue</i></p> <p>James Baldwin, <i>If Black English Isn't a Language, Then Tell Me, What Is?</i></p> <p>Malcolm X, <i>Learning to Read</i></p> <p>Frederick Douglass, <i>Learning to Read and Write</i></p> <p>David Sedaris, <i>Me Talk Pretty One Day</i></p> <p>George Orwell, <i>Politics and the English Language</i></p> <p>U.S. Census Bureau, <i>Language Use in the United States</i></p> <p>Jim Cummins, <i>The Effects of Bilingualism</i></p> <p>Tim O’Brien, <i>The Things They Carried</i></p>	<p>*Building off of Rhetorical Analysis work in Pre-AP English 10</p> <p>*Repeating practices for Standard Edited English from Speech &amp; Composition</p> <p>*Connections to Political Language and Writing in Merrimack Government Class and the summer assignment letter from Tim O’Brien’s perspective</p>

<p>RI.11-12.2, Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.1A, Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1B, Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>W.9-10.1D, Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>SL.9-10.1A, 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.</p> <p>SL.9-10.1C, Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>					
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<p>SL.9-10.1D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:**  
**Subject: AP English Language & Composition**      **Grade: 11**  
**Unit 2: Education 8 Weeks**

<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>* How do we learn?</li> <li>*What are the goals of formal education? *What role does education serve in the community?</li> <li>*To what extent do our schools serve the goals of true education?</li> </ul>			
<b>Learning Objectives for Unit</b>		<ul style="list-style-type: none"> <li>* Examine how rhetorical appeals serve an author’s overall purpose.</li> <li>*Analyze how education fosters individuality and a love for learning.</li> <li>*Evaluate how organizational strategies contribute to the meaning of his essay as a whole.</li> <li>*Juxtapose their personal experiences in school with how school is treated and valued throughout history and cultures.</li> <li>*Demonstrate a deep understanding of standards-based education and propose change within the Lawrence community.</li> </ul>			
<b>Performance tasks: Formative and Summative</b>		<p>Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.</p> <p>Quiz: Vocabulary from readings</p> <p>Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)</p> <p>Test: Definitions of rhetorical modes and devices to help students understand how various effects are achieved by writers’ linguistic and rhetorical choices.</p> <p>Composition: Write a letter to your school district expressing your opinions on aligned standards for education. Offer a suggestion or solution based on your researched understanding of the status quo. Anticipate your audience’s knowledge level, concerns, values, needs, and possible biases about the claim.</p> <p>Composition: Compare Emerson’s claims about ideal education to your own experiences.</p>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p><b>THE COLLEGE BOARD: AP English Language &amp; Composition Scoring Components</b></p> <p>SC3 The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.</p> <p>SC5 The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <p>SC7 The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.</p> <p>SC9 The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.</p> <p>SC10 The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.</p> <p>SC11 Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).</p> <p><b>CCSS.ELA- LITERACY.</b></p> <p>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.</p> <p>RI.11-12.2, Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to</p>	<p><b>SWBAT</b></p> <p>*Analyze how J.D. Salinger's authorial choices regarding Holden Caulfield's persona and message impact its contentious status in American culture in reading notes.</p> <p>*Argue how Emerson's purposeful diction and tone shape his arguments for an ideal education in short written responses in paired and full class discussion.</p> <p>* Examine how Baldwin appeals to his audience's emotions to serve his overall purposes in paired discussion.</p> <p>*Analyze how education fosters individuality and a love for learning, using evidence from multiple readings in a short, written response.</p> <p>*Evaluate how Alexie's organizational strategies contribute to the meaning of his essay as a whole through text annotations.</p> <p>*Articulate orally how their personal experiences in school with how school is treated and valued throughout history and cultures.</p> <p>*Demonstrate a deep understanding of standards-based education and propose change within the Lawrence community in writing.</p>	<p>Connotation Denotation Parallelism Iconoclast Abject Asinine Sentient Sophomoric Vestigial Common Core</p>	<p><b>SWBAT</b></p> <p>*Analyze how J.D. Salinger's authorial choices regarding Holden Caulfield's persona and message impact its contentious status in American culture.</p> <p>*Argue how Emerson's purposeful diction and tone shape his arguments for an ideal education in short written responses.</p> <p>* Examine how Baldwin appeals to his audience's emotions to serve his overall purposes in paired discussion.</p> <p>*Analyze how education fosters individuality and a love for learning, using evidence from multiple readings.</p> <p>*Evaluate how Alexie's organizational strategies contribute to the meaning of his essay as a whole.</p> <p>*Juxtapose their personal experiences in school with how school is treated and valued throughout history and cultures in a response essay.</p> <p>*Demonstrate a deep understanding of standards-based education and propose change within the Lawrence community in a formal letter to the Lawrence Public School District.</p>	<p>Ralph Waldo Emerson, From <i>Education</i></p> <p>James Baldwin, <i>A Talk to Teachers</i></p> <p>Francine Prose, <i>I know Why the Caged Bird Cannot Read</i></p> <p>Leon Botstein, <i>Let Teenagers Try Adulthood</i></p> <p>Sherman Alexie, <i>Superman and Me</i></p> <p>Margaret Talbot, <i>Best in Class</i></p> <p>David Foster Wallace, <i>This Is Water...</i></p> <p>Kyoko Mori, <i>School</i></p> <p>Plato, <i>The Death of Socrates: Crito</i> from <i>Phaedo</i></p> <p>Plato, <i>The Allegory of the Cave</i></p> <p>Steven Spender, <i>An Elementary Classroom in a Slum</i> (Poetry)</p> <p>Eavan Boland, <i>In Which the Ancient History I Learned in Not My Own</i> (Poetry)</p>	<p>*Building off of Rhetorical Analysis work in Pre-AP English 10</p> <p>*Repeating practices for Standard Edited English from Speech &amp; Composition</p> <p>*Connections to how students learn and the mind processes information in Psychology</p> <p>*Inviting Math teachers into class to present and explain how math instruction has changed over the past decade in the age of the Common Core.</p>
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<p>provide a complex analysis; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.1A, Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1B, Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>W.9-10.1D, Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>SL.9-10.1A, 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.</p> <p>SL.9-10.1C, Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted,</p>					
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<p>qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:**  
**Subject: AP English Language & Composition    Grade: 11**  
**Unit 3 Ethics and the Human Responsibility to the Community 7 Weeks**

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>* What are our responsibilities to each other, and how do those responsibilities shape our lives?</li> <li>* What is the relationship of the individual to the community?</li> </ul>
<b>Learning Objectives for Unit</b>	<ul style="list-style-type: none"> <li>*Evaluate the claims, reasoning, and consequences of Garrett Hardin.</li> <li>*Justify the government's role in helping the homeless.</li> <li>*Analyze how diction impacts how intended purpose are achieved for a specific audience.</li> <li>*Critique the differences in the connotations and denotations of words.</li> <li>*Analyze Orwell's use of detail, imagery, and figurative language.</li> <li>*Examine the organization and construction of Bertrand Russell's arguments.</li> <li>*Argue and support either the claims for Garrett Hardin or Anna Quindlen regarding the treatment of others.</li> <li>*Assess the validity of Peter Singer's arguments towards how to solve world poverty</li> </ul>
<b>Performance tasks: Formative and Summative</b>	<p>Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.</p> <p>Quiz: Vocabulary from readings</p> <p>Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)</p> <p>Composition: Memoir – Select a moment from memory, an experience that has stayed with you where you confronted an ethical dilemma. In a well-written essay, recreate that experience, then analyze it, figuring out what it means to you.</p> <p>Composition: Reading Garrett Hardin and Anna Quindlen, one gets a similar view of mankind but with radically different suggestions for its management. Using your own critical understanding of contemporary society as evidence, write a carefully argued essay that explains your support of either Hardin or Quindlen. Be sure that your essay is well organized and that it moves smoothly from one idea to another so</p>

		<p>that your reader can easily follow your development of each point. Your essay will be peer reviewed and evaluated by the instructor on the elements of organization and varied sentence structures.</p> <p>Composition: In “The Singer Solution to World Poverty,” an article that appeared in <i>The New York Times Magazine</i>, Peter Singer, a professor of bioethics, calls attention to the urgent need for food and medicine in many parts of the world. Singer argues that prosperous people should donate to overseas aid organizations such as UNICEF or Oxfam America all money not needed for the basic requirements of life. “The formula is simple: whatever money you’re spending on luxuries, not necessities, should be given away.” Write an essay in which you evaluate the pros and cons of Singer’s argument. Use appropriate evidence as you examine each side, and indicate which position you find more persuasive.</p>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p><b>THE COLLEGE BOARD: AP English Language &amp; Composition Scoring Components</b></p> <p>SC1 The course requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).</p> <p>SC2 The course requires students to write essays that proceed through several stages or drafts with the revision incorporating, as appropriate, feedback from teachers and peers.</p> <p>SC3 The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.</p> <p>SC4 The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <p>SC5 The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <p>SC6 The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <p>SC7 The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.</p> <p>SC8 The course requires students to analyze how visual images relate to written</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Annotate while reading to evaluate the claims of Garrett Hardin towards the ethical responsibilities some countries have towards others.</li> <li>2. Justify why or why not the government should be helping the homeless, using evidence from Anna Quindlen and your own experiences in a full class discussion.</li> <li>3. Read closely for specific examples of word choice to analyze how Ericsson's diction impacts how she achieves her intended purpose for a specific audience and share those finding in paired discussion.</li> <li>4. After looking up nuanced definitions in a dictionary, critique the differences in the connotations and denotations of words associated with handicaps and disabilities in Nancy Mairs's essay.</li> <li>5. In a class discussion, analyze Orwell's use of detail, imagery, and figurative language towards the achievement of his overall purpose .</li> <li>6. In short response questions, examine the organization and construction of Bertrand Russell's arguments regarding the differences between good and happy lives.</li> <li>7. Argue for whether you more clearly support the claims for Hardin or Quindlen regarding how we should treat others in need in modern society in a planned written composition.</li> <li>8. Assess the validity of Peter Singer's arguments towards how to solve world poverty, comparing your views with those of others in a written essay.</li> </ol>	<p>Ethics</p> <p>Neoconservative</p> <p>Posterity</p> <p>Dehumanization</p> <p>Pity</p> <p>Sympathy</p> <p>Empathy</p> <p>Facade</p> <p>Groupthink</p> <p>Gamut</p> <p>Connotation</p> <p>Denotation</p> <p>Chagrin</p> <p>Semantics</p> <p>Dissent</p> <p>Saecula Saeculorum</p> <p>Despotic</p> <p>Succor</p> <p>Hedonist</p> <p>Abnegation</p> <p>Dickensian</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Evaluate the claims, reasoning, and consequences of Garrett Hardin towards the ethical responsibilities some countries have towards others.</li> <li>2. Justify why or why not the government should be helping the homeless.</li> <li>3. Analyze how Ericsson's diction impacts how she achieves her intended purpose for a specific audience.</li> <li>4. Critique the differences in the connotations and denotations of words associated with handicaps and disabilities in Nancy Mairs's essay.</li> <li>5. Analyze Orwell's use of detail, imagery, and figurative language towards the achievement of his overall purpose.</li> <li>6. Examine the organization and construction of Bertrand Russell's arguments regarding the differences between good and happy lives.</li> <li>7. Argue for whether you more clearly support the claims for Hardin or Quindlen regarding how we should treat others in need in modern society.</li> <li>8. Assess the validity of Peter Singer's arguments towards how to solve world poverty, comparing your views with those of others.</li> </ol>	<p>Stephanie Ericsson, <i>The Ways We Lie</i></p> <p>Nancy Mairs, <i>On Being a Cripple</i></p> <p>George Orwell, <i>Shooting an Elephant</i></p> <p>Garrett Hardin, <i>Life Boat Ethics: The Case Against Helping the Poor</i></p> <p>Bertrand Russell, <i>The Happy Life</i></p> <p>Peter Singer, <i>The Singer Solution to World Poverty</i></p> <p>Barbara Lazear Ascher, <i>On Compassion</i></p> <p>Anna Quindlen, <i>Homeless</i></p> <p>Lars Eighner, <i>On Dumpster Diving</i></p> <p>Hayden Carruth, <i>Notes on Poverty</i></p> <p>John Betjeman, <i>In Westminster Abbey</i></p> <p>Ian Clark, "Obesity: Ethical Dilemma and Public Health Challenge"</p> <p>Joshua Rozenberg, "Police Face New Ethical Dilemma in Increasingly Digital World"</p>	<p>Poverty, Homelessness, and Welfare in Merrimack Government</p> <p>Argumentative Fallacies in Speech &amp; Composition</p> <p>Ethical choices in Merrimack Government</p>
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<p>texts and/or how visual images serve as alternative forms of texts.</p> <p>SC13 The AP teacher provides instruction and feedback on students' writing assignments both before and after the students revise their work that help the students develop a variety of sentence structures.</p> <p>SC14 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.</p> <p><b>CCSS.ELA-LITERACY.</b></p> <p><u>RI.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RI.9-10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>RI.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><u>RI.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><u>RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or</p>					
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<p>larger portions of a text (e.g., a section or chapter).</p> <p><u>RI.9-10.6</u> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><u>RI.9-10.7</u> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>W.9-10.3.B</u> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><u>W.9-10.3.C</u> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><u>W.9-10.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><u>W.9-10.3.E</u> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>					
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:  
Subject: AP English Language & Composition    Grade: 11  
Unit 4 The Human Condition 6 Weeks**

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>*Which is more important to a person's development: nature or nurture?</li> <li>*To what extent are we "products of our environment"?</li> <li>*When are we not responsible for our own beliefs or behaviors?</li> </ul>
<b>Learning Objectives for Unit</b>	<ul style="list-style-type: none"> <li>*Argue how the "Nature vs Nurture" theory of behaviorism influences <i>In Cold Blood</i>.</li> <li>*Analyze Capote's rhetorical strategies throughout <i>In Cold Blood</i>.</li> <li>*Critique Capote's narrative voice throughout <i>In Cold Blood</i>.</li> <li>*Examine Capote's stylistic choices throughout <i>In Cold Blood</i>.</li> <li>*Argue for or against the common doctrines of human nature.</li> <li>*Evaluate arguments for and against the existence of free will.</li> </ul>
<b>Performance tasks: Formative and Summative</b>	<p>Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.</p>

		<p>Quiz: Vocabulary from readings</p> <p>Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)</p> <p>Composition: After carefully reading the excerpt, write a well-organized essay in which you characterize Capote’s view of Holcomb, Kansas, and analyze how Capote conveys this view. Your analysis may consider such stylistic elements as diction, imagery, syntax, structure, tone, and selection of detail.</p> <p>Composition: Consider Capote’s voice in the narrative. (What person is it written in? Is he objective or subjective?) How does the voice used affect the book as whole?</p>			
CC Standards/ Lawrence Standards	Language Objectives	Academic Language	Content Objectives	Texts and Supplemental Learnings	Cross-Content Connections
<p><b>THE COLLEGE BOARD: AP English Language &amp; Composition Scoring Components</b></p> <p>SC4 The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <p>SC5 The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <p>SC8 The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.</p> <p><b>CCSS.ELA-LITERACY.</b>  <u>RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <u>RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <u>RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  <u>RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>In prepared written statements to be presented in a class debate, argue to what extent the violent actions Dick Hickock and Perry Smith are due to their human nature or due to effects from their upbringings.</li> <li>Analyze Capote’s rhetorical strategies in his characterization of Hickock and Smith in short written responses.</li> <li>Critique Capote’s narrative voice throughout <i>In Cold Blood</i>, arguing its effect on the story in its entirety in a prepared composition.</li> <li>Examine Capote’s stylistic choices in his characterization of Holcomb, Kansas, in a short timed AP-style format.</li> <li>Read about the common doctrines of human nature and modern intellectual life and argue for or against the validity of them in short written responses.</li> <li>Evaluate Sam Harris’s arguments for and against the existence of free will in humans during paired in-class discussions.</li> </ol>	<p>Humanism  Behaviorism  Cognition  Psychoanalysis  Social Learning Theory  Albert Bandura  P.F. Skinner  Nature vs Nurture  Thanatos  Free Will  The Blank Slate  The Noble Savage  The Ghost in the Machine  Ubiquity</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>Argue to what extent the violent actions Dick Hickock and Perry Smith are due to their human nature or due to effects from their upbringings.</li> <li>Analyze Capote’s rhetorical strategies in his characterization of Hickock and Smith.</li> <li>Critique Capote’s narrative voice throughout <i>In Cold Blood</i>, arguing its effect on the story in its entirety.</li> <li>Examine Capote’s stylistic choices in his characterization of Holcomb, Kansas.</li> <li>Argue for or against the validity of the common doctrines of human nature and modern intellectual life.</li> <li>Evaluate Sam Harris’s arguments for and against the existence of free will in humans.</li> </ol>	<p>Truman Capote, <i>In Cold Blood</i>  Steven Pinker, “<i>The Blank Slate</i>”  Tillie Olsen, “<i>I Stand Here Ironing</i>”  Sam Harris, <i>Free Will</i>  Kevin Helliker, “<i>Capote Classic ‘In Cold Blood’ Tainted by Long-Lost Files</i>”  Shannon McFarland, “<i>Did ‘In Cold Blood’ killers murder Sarasota’s Walker family in ‘59</i>”  Laura Miller, “<i>Truman Capote’s Greatest Lie</i>”</p>	<p>Behavioral Psychology in Introduction to Psychology</p> <p>Characteristics and techniques of Fiction and Nonfiction Writing from Pre-AP English II and Advanced Honors English</p>

<p>meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RL.9-10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><u>RL.9-10.9</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><u>RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><u>RI.9-10.6</u> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><u>SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>SL.9-10.1.C</u> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>SL.9-10.1.D</u> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>					
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W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.					
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:  
Subject: AP English Language & Composition    Grade: 11  
Unit 5: Informed Citizenship 7 Weeks**

<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>* What are the roles and responsibilities of citizens and government in a democratic society?</li> <li>* What effect does a democratic government have on society?</li> </ul>			
<b>Learning Objectives for Unit</b>		<ul style="list-style-type: none"> <li>* Argue for or against the given reasoning and the implications from specific claims regarding the role of American government.</li> <li>* Analyze the effects that rhetorical devices have on the claims throughout an essay.</li> <li>* Analyze the organizational patterns and how those patterns create meaning.</li> <li>* Identify and analyze the rhetorical devices that create meaning and define style.</li> <li>* Determine how contrasting elements develop and push to resolve certain issues of racial conflict.</li> <li>* Analyze the rhetorical effect of diction and syntactic patterns.</li> <li>* Argue and define the duties that an individual and the government have to each other.</li> </ul>			
<b>Performance tasks: Formative and Summative</b>		<p>Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.          Quiz: Vocabulary from readings          Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)          Composition: After reading Plato's "The Death of Socrates" and writing about the emotions reflected therein, examine closely David's painting <i>The Death of Socrates</i>. Write a short essay comparing and contrasting the emotions elicited by the painting with those elicited by Plato's text. Be sure to show how Plato's key words can draw images similar to David's painting.          Composition: Prompt: What is the individual's duty to his government? What is the government's duty to the individual? In an essay that synthesizes and uses for support at least four of the readings from this unit, discuss the obligations of individuals within a society. You must also find and use two additional sources in support of the topic. These sources should be credible and represent both primary and secondary sources. Remember to attribute both direct and indirect citations. Refer to the sources by authors' last names or by titles using MLA format. Avoid mere paraphrase or summary.</p>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p><b>THE COLLEGE BOARD: AP English Language &amp; Composition Scoring Components</b></p> <p>SC3 The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.</p> <p>SC4 The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <p>SC7 The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.</p> <p>SC8 The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.</p> <p>SC9 The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.</p> <p>SC10 The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.</p> <p>SC11 Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).</p> <p><b>CCSS.ELA-LITERACY.</b>  <b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of</p>	<ol style="list-style-type: none"> <li>1. Argue for or against Thoreau's reasoning and the implications from his claims regarding the role of American government at the time he wrote it and in regards to modern American government in a class discussion.</li> <li>2. Analyze the organizational patterns and how that pattern contributes to the overall meaning of the Declaration of Independence while annotating and present them in class..</li> <li>3. While annotating, identify and analyze the effects that rhetorical devices (including anaphora, chiasmus, antanaclassis, and alliteration) have on the claims of Martin Luther King Jr. in his Nobel Acceptance speech.</li> <li>4. Identify and analyze the rhetorical devices that create meaning and define John F. Kennedy's style in his 1963 Commencement Address and present them in paired discussion.</li> <li>5. Determine how the contrasting elements in Robert F. Kennedy's speech to the Cleveland City Club develop and push to resolve certain issues of racial conflict in a class discussion.</li> <li>6. Analyze the rhetorical effect of Lincoln's diction and syntactic patterns in The Gettysburg Address in a short composition..</li> <li>7. Synthesize multiple sources to argue and define the duties that an individual and the government have to each other in a planned and prepared written essay.</li> </ol>	<p>Posterity  Eradication  Usurpations  Despotism  Abdication  Perfidy  Beleaguered  Antithetical  Antanaclassis  Chiasmus  Bluster  Pax Americana</p>	<ol style="list-style-type: none"> <li>1. Argue for or against Thoreau's reasoning and the implications from his claims regarding the role of American government at the time he wrote it and in regards to modern American government.</li> <li>2. Analyze the organizational patterns and how that pattern contributes to the overall meaning of the Declaration of Independence.</li> <li>3. 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Synthesize multiple sources to argue and define the duties that an individual and the government have to each other.</li> </ol>	<p>George Orwell, <i>1984</i>  Henry David Thoreau, <i>Civil Disobedience</i>  Thomas Jefferson, <i>The Declaration of Independence</i>  Aristotle, <i>A Definition of Justice</i>  Martin Luther King, Jr., <i>Nobel Prize Acceptance Speech</i>  Remark of Senator Robert F. Kennedy to the Cleveland City Club, 1968  American University Commencement Address—John F. Kennedy, 1963  Lincoln, Abraham, <i>The Gettysburg Address</i>  Norman Stock, <i>What I Said</i>  Julia Ward Howe, <i>Battle-Hymn of the Republic</i>  Wilfred Owen, <i>Dulce et Decorum Est</i>  David, Jacques-Louis, <i>The Death of Socrates</i>  Selections from National Endowment for the Humanities, <i>Picturing America</i></p>	<p>Merrimack/Government/APUSH - Historical Context and Cultural Background</p>
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<p>what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RI.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RI.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>RI.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RI.9-10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>RI.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><u>RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><u>RI.9-10.6</u> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><u>SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>SL.9-10.1.C</u> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>					
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SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.					
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:  
Subject: AP English Language & Composition    Grade: 11  
Unit 6 Research Paper: The Documented Essay 4 Weeks**

<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>* How do you conduct your own search to choose a current event that reflects one of the themes that we studied this semester.</li> <li>* What goes into researching the topic through different types of sources (newspapers, magazines, news stories, interviews, online sources, radio broadcasts, visuals, etc.), evaluating sources for credibility and appropriateness?</li> <li>*How do you take careful notes, making sure that you cite your sources accurately using MLA format?</li> <li>*How to you develop an argument about this topic and establish a claim?</li> <li>*What does it meant to synthesize your research and integrate a variety of sources into a coherent, well-written essay?</li> <li>*How do you effectively use the sources to support your position and avoid mere paraphrase or summary?</li> <li>*How can appropriate academic and technical vocabulary enhance your claim?</li> </ul>			
<b>Learning Objectives for Unit</b>		<ul style="list-style-type: none"> <li>*Create a specific and focused research question that delves into a specific topic of their choice.</li> <li>*Locate effective sources to support their position or develop opposing perspectives</li> <li>*Defend the sources' credibility by evaluating its component parts.</li> <li>*Complete a Peer Review analysis</li> <li>*Revise their research papers after identifying "problem areas" with regard to grammar, syntax, analysis, and organization.</li> <li>*Successfully and convincingly answer their self-generated research question over a span of 10-12 pages.</li> <li>*Organize their ideas in a thoughtful and meaningful structure.</li> <li>*Intentionally apply purposeful diction and vary their syntactic patterns.</li> <li>*Incorporate rhetorical devices that enhance the meaning of the argument and develops a unique personal style.</li> </ul>			
<b>Performance tasks: Formative and Summative</b>		<p>Quizzes: Source Analysis and MLA style  Research Paper  Annotated Bibliography  Multimedia Presentation and Oral Defense  Personal Essays for the Common Application (Element of Final Exam Grade)</p>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p><b>THE COLLEGE BOARD: AP English Language &amp; Composition Scoring Components</b></p> <p>SC2 The course requires students to write essays that proceed through several stages or drafts with the revision incorporating, as appropriate, feedback from teachers and peers.</p> <p>SC9 The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.</p> <p>SC11 Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).</p> <p>SC12 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.</p> <p>SC13 The AP teacher provides instruction and feedback on students' writing assignments both before and after the students revise their work that help the students develop a variety of sentence structures.</p> <p>SC14 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.</p> <p>SC15 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.</p> <p>SC16 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Create a specific and focused research question that delves into a specific topic of their choice.</li> <li>3. Locate effective sources to support their position or develop opposing perspectives and defend the sources' credibility by evaluating its component parts in an annotated bibliography.</li> <li>4. Complete a Peer Review analysis by annotating a partner's research paper and revise their research papers after identifying "problem areas" with regard to grammar, syntax, analysis, and organization.</li> <li>5. Write a comprehensive, cohesive, focused research paper that successfully and convincingly answers their self-generated research question over a span of 10-12 pages.</li> <li>6. Organize their ideas in a thoughtful and meaningful order</li> <li>7. Intentionally apply purposeful diction and vary their syntactic patterns throughout the paper.</li> <li>8. Incorporate rhetorical devices throughout the research paper that enhance the meaning of the argument and develops a unique personal style.</li> </ol>	<p>Thesis Abstract Outline Credibility Drafting vs. editing Legibility [various context-specific words depending on the individual research question chosen and developed by students]</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Create a specific and focused research question that delves into a specific topic of their choice.</li> <li>3. Locate effective sources to support their position or develop opposing perspectives and defend the sources' credibility by evaluating its component parts.</li> <li>4. Complete a Peer Review analysis and revise their research papers after identifying "problem areas" with regard to grammar, syntax, analysis, and organization.</li> <li>5. Successfully and convincingly answer their self-generated research question over a span of 10-12 pages.</li> <li>6. Organize their ideas in a thoughtful and meaningful structure.</li> <li>7. Intentionally apply purposeful diction and vary their syntactic patterns throughout the paper.</li> <li>8. Incorporate rhetorical devices that enhance the meaning of the argument and develops a unique personal style.</li> </ol>	<p>MLA Style Manual (8th ed.)</p> <p>Sources Dependent on individual student topic</p>	<p>Speech &amp; Comp - Building off of research paper goals from Sophomore year.</p> <p>Science/Social Studies: Dependent on individual student topic</p> <p>AP Seminar - Adapting Oral Defense Presentation and Rubric</p>
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