

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 2014**

AP Language and Composition

Course Essential Questions (from Phase I report):

- How can a student read nonfiction and fiction texts in a more purposeful and deeper way?
- How do the decisions an author makes in content, structure, and writing style affect his or her intention?
- How can students effectively analyze rhetorical techniques in others' writing and use rhetorical techniques in their own writing?
- How can students effectively move through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review?
- How can students effectively write for a variety of purposes--expository, analytical, and argumentative?
- How can students create and sustain arguments based on readings, research and/or personal experience?
- How can students effectively introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations?
- How can students effectively evaluate and incorporate reference documents into researched papers, and then—accurately demonstrate the properly conventions of citing primary and secondary sources?
- How can students effectively demonstrate mastery of standard written English as well as stylistic maturity in their own writings?
- How can students reflect about their own process of composition?

Phase II Curriculum

Unit 1: An Introduction to Rhetoric/Persuasive Writing

Essential Questions:

1. What is rhetoric?
2. What are the six keys of rhetoric?
3. How do we analyze the rhetorical strategies in a text?
4. How do these strategies affect our own writing?

Essential Understanding:

1. Rhetoric is the special features integrated into a text that help make it meaningful, purposeful, and effective.
2. The six keys of rhetoric are persona, context, subject matter, audience appeals, intention, and genre.
3. Readers analyze the writing choices of a text in order to understand the deeper purpose.
4. Once readers can identify strategies in an author's text, they can model their strategies in their own writing.

<p>5. How does rhetoric affect our everyday life?</p> <p>6. What is the close reading strategy of annotation and how does that improve skills as a reader and writer?</p> <p>7. What is an Advanced Placement argument/persuasive essay?</p>	<p>5. Rhetoric is a part of all texts: written, seen, and spoken. Understanding this, allows us critically interpret a text.</p> <p>6. Annotation allows readers to stay engaged and read for a given purpose.</p> <p>7. An Advanced Placement persuasive essay qualifies a defense or challenge to a claim, supports with adequate and appropriate evidence and refutes the opposition.</p>
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Curriculum Standards- DOK noted where applicable with Standards

CCSS.ELA-LITERACY.L.11-12.6 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.

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.6 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.

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.11-12.4 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.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.11-12.5 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.

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.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • I know how to actively and critically read a text. • I know the definition of rhetoric. • I understand how the six keys of rhetoric affect, writing, speaking, and reading. • I know the rhetorical writing process. • I know how to plan, organize, and write a persuasive essay on a complex topic. 	<ul style="list-style-type: none"> • I can use annotation skills to actively and critically read a text. • I can define rhetoric as the choices an author makes to develop purpose, meaning, and effectiveness • I can apply my knowledge of the 6 keys of rhetoric to analyze a text. <ul style="list-style-type: none"> - analyze the persona of an author - analyze the author's use of context: historical, current, experiences of author, experiences of the reader - understand how a texts chosen genre shapes reading and writing

- analyze the author's use of logos, ethos, and pathos
- understand the author's choice of subject matter: what he/she chooses to expand on, how it has two paths of interpretation, the author's claim plus supports, the author's support
- analyze an author's intention; specifically how the elements of the rhetorical triangle affect the text
- I can see rhetoric in every day commercials, advertisements, conversations, and more
- I can analyze sample persuasive essays to identify strengths and weaknesses. I can also apply what I can learned to my own writing.
- I can utilize the rhetorical writing process
 - Invention: learning the topic and writing assignment
 - Investigation: flushing out ideas for prewriting
 - Plan: purposely choosing an arrangement of the ideas for the paper
 - Rough Draft
 - Revision: revising the content of the essay by adding missing information, deleting extraneous information, and rearranging content to be more sensical
 - Editing: eliminate language control errors, improve voice, syntax, and vocabulary
- I can write to persuade using logical coherent reasons, solid evidence, rebuttal, and warranting.
- I can break free from the formulaic five paragraph essay
- I can use conventions of format and structure appropriate to a rhetorical situation.
- I can adopt appropriate voice, tone, and level of formality.
- I can write a complex thesis statement that
 - challenges a claim
 - defends a claim
 - qualifies a claim

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Phase V Learning Plan	

Phase II Curriculum	
Unit 2 : Analyzing the 5 Canons Rhetoric/Rhetorical Analysis Essay	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the five canons of rhetoric? 2. How can knowledge of the 5 canons of rhetoric affect both analysis and writing skills? 3. What is a rhetorical analysis essay? 4. How does syntax affect an author’s style? 5. How does diction affect an author’s style? 6. What are rhetorical devices and how do they affect an author’s writing? 7. What is Satire and how does that look in a text? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. The five canons of rhetoric are intention, arrangement, style, memory, and delivery. 2. Knowledge of the 5 canons of rhetoric can strengthen both analysis of a text and personal writing skills. 3. A rhetorical analysis analyzes the specific writing choices an author makes while writing a text. 4. Through the use of syntax, an author controls many things like the formality and tone of his text. He can also speed up or slow down the pace of the reader. 5. Using the diction choice can aid in the reader’s understanding as well as control the formality and tone of a text. 6. Rhetorical devices can aid in comprehension, contrast ideas, add balance, make a text memorable, as well as add emphasis to writing. 7. Satire is the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.

Curriculum Standards- DOK noted where applicable with Standards

CCSS.ELA-LITERACY.L.11-12.6 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.

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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.11-12.5 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.

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CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and

including grades 11–12 [here](#).)

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.B Spell correctly.

CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

Knowledge/Content

I Know ...

- I know examples of systematic and intuitive invention strategies.
- I know that the canon of a text's arrangement affects its intention and success.
- I know an author's writing style in a text impacts how the reader views it.
- I know how the canons of memory and delivery affect the reader and his or her understanding of the text.
- I know how to write a rhetorical analysis essay.
- I know the steps in the rhetorical writing process.

Skills/Processes

I Can ...

- Invention Strategies: I can analyze in a text and model in my own writing journalistic questioning, the Enthymeme, journaling, free writing, and more
- Arrangement: I can analyze an author's choice of arrangement and purposefully choose the best arrangement for my own writing
- Style- I can analyze and utilize in my own writing:
 - Syntax
 - Rhetorical devices
 - Diction
- I can analyze an author's use of the canon of Memory in a text as well as utilize this concept in my own writing.
- I can see the purpose behind an author's choice of delivery as well as choose an appropriate method of delivery for my own text.
- I can respond to different kinds of rhetorical situations
- I can use conventions of format and structure appropriate to a rhetorical situation.
- I can adopt appropriate voice, tone, and level of formality.

	<ul style="list-style-type: none"> • I can analyze sample rhetorical analysis essays to identify strengths and weaknesses. I can also apply what I learned to my own writing. • I can write a full process rhetorical analysis essay. • I can write an impromptu rhetorical analysis in preparation for the AP test. • I can use the rhetorical writing process <ul style="list-style-type: none"> - Invention - Investigation - Plan - Draft - Revise - Edit - Final Copy
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments:

Phase V Learning Plan

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Phase II Curriculum

Unit 3: A Deeper Look—Rhetorical Devices and The Definition Essay

Essential Questions:	Essential Understanding:
1. What are rhetorical devices?	1. A rhetorical device is a language technique that an author or speaker uses to convey to the listener or reader a meaning.
2. What is a scheme?	2. A scheme is a rhetorical device that is special in the way that the words are arranged in a phrase or clause.
3. What is a trope?	3. A trope is constructed in a way that the interpretation(s) of a phrase or clause is unique.

4. How do rhetorical devices affect an author's text—including my own writing?	4. Rhetorical devices are used to aid in the art of persuasion.
5. What is a definition essay?	5. A definition essay defines a word, term, or concept in depth by providing a personal commentary on what the specific subject means.
6. How is voice developed in personal writing?	6. A writer's voice is developed through the purposeful use of certain diction, syntax, and rhetorical devices.

Curriculum Standards- DOK noted where applicable with Standards

CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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

CCSS.ELA-LITERACY.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.

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.L.11-12.6 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. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex

ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • I know 40 or more rhetorical devices and the intended effects of each. • I know how the use of rhetorical devices aids in the persuasiveness of a text. • I know a variety of strategies used to define an abstract concept. • I can craft a definition essay that develops a personal interpretation of an abstract concept. 	<ul style="list-style-type: none"> • I can define and identify examples of rhetorical devices. • I can analyze the intended effect of rhetorical devices in a variety of texts. <ul style="list-style-type: none"> - Advertisements - Literature - Speeches - Nonfiction • I can compose my own rhetorical devices and incorporate them into my own writing for a variety of purposes. • I can use conventions of format and structure appropriate to a rhetorical situation. • I can adopt appropriate voice, tone, and level of formality.

	<ul style="list-style-type: none"> • I can use the rhetorical writing process <ul style="list-style-type: none"> - Invention - Investigation - Plan - Draft - Revise - Edit - Final Copy • I can write a personal essay that supports a claim expressing my personal definition of a concept or idea • I can utilize the elements of rhetoric learned this year to plan and compose the most effective essay on my topic. • I can write with accurate and sophisticated language and writing skills.
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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Phase V Learning Plan

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Phase II Curriculum

Unit 4: Rhetoric and Fiction / The Synthesis Essay

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can active reading deepen the understanding of a novel? 2. How can the study of rhetoric apply beyond the realm of non-fiction? 3. What is Puritanism Dark Romanticism and how does it apply to <i>The Scarlet Letter</i>? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. Using the active reading strategy of “sticky-noting” will allow students the ability to discuss elements of the novel more thoroughly. 2. Non-fiction or fiction; authors make choices about how they want to craft their text. 3. Puritanism and Dark Romanticism are movements/eras in American literature. <i>The Scarlet Letter</i> is a Dark Romantic novel written about the Puritans.
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4. How did Nathaniel Hawthorne craft his novel?	4. Hawthorne wrote his novel with complex syntax, rich symbolism, and contrasting elements.
5. How do I discuss literature?	5. Literature is best discussed not debated in the format of a Socratic Seminar.
6. How do I synthesize multiple sources into a research paper?	6. Synthesize is choosing relevant passages from multiple sources to support a claim. This will develop into a research paper.

Curriculum Standards- DOK noted where applicable with Standards

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.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a

question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.A Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • I know how to read and analyze a classic fiction novel • I know how to identify and analyze rhetorical keys and canons in a fiction novel. • I know the characteristics and background of Puritan literature. • I know the characteristics and background of Dark Romantic literature. • I know how Nathaniel Hawthorne used these eras to enrich his novel. • I know the concept of a Socratic seminar. • I know how to use the rhetorical writing process. • I know how to write a synthesis essay. • I know how to use MLA format. • I know how to use direct quotations, paraphrases, and summaries from a primary or secondary source. 	<ul style="list-style-type: none"> • I can use the active reading strategy of sticky-noting. • I can mark passages that represent significant development in the plot, demonstrate an author's writing, style, or connect to an era in American Literature. • I can prepare and participate in a Socratic seminar that analyzes a text. • I can use text references to support my claims in a discussion. • I can practice the art of having a discussion about literature to deepen my understanding rather than debating a topic to find out a single right answer. • I can analyze sample synthesis essays to identify strengths and weaknesses. I can also apply what I learned to my own writing. • I can write a full process research/synthesis essay. • I can write an impromptu synthesis essay in preparation for the AP test. • I can use the rhetorical writing process <ul style="list-style-type: none"> - Invention

	<ul style="list-style-type: none"> - Investigation - Plan - Draft - Revise - Edit - Final Copy • I can use conventions of format and structure appropriate to a rhetorical situation. • I can adopt appropriate voice, tone, and level of formality. • I can research the internet to locate primary and secondary sources for the purpose of research. <ul style="list-style-type: none"> - I can gather relevant information from multiple print sources. - I can develop a strong thesis statement to guide the development of my paper. • I can write an essay using proper MLA format. <ul style="list-style-type: none"> - I can use in-text citations to document my sources. - I can integrate relevant information into my essay, maintaining the flow of ideas while avoiding plagiarism and/or over reliance of any single source. - I can use MLA format for the structure of the paper (header, title, page numbers, font, size, margins). - I can properly format my Works Cited page. • I can complete a full process paper, including documenting sources, an MLA outline, a rough draft, revision and a final copy. <ul style="list-style-type: none"> - I can use a class strategy to document my sources. - I can create an outline. - I can create a rough draft which aligns with my thesis and outline. - I can revise and edit my paper to improve my analysis, style, tone, purpose and audience. - I can use technology to produce and update my written work.
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit 5: Logical Fallacies and The Documentary	
Essential Questions: <ol style="list-style-type: none"> 1. What are logical fallacies? 2. How do advertisers use logical fallacies to persuade consumers? 3. What are documentary films? 4. How is a documentary film analyzed for effectiveness? 	Essential Understanding: <ol style="list-style-type: none"> 1. A logical fallacy is an error in logic that weakens an argument. 2. Fallacies prey on human emotions and distractions to persuade the ignorant. 3. A documentary film is a nonfictional motion picture intended to document some aspect of reality, primarily for the purposes of instruction or maintaining a historical record. 4. An analysis of documentary film critiques writer’s use of the rhetoric, data, and film techniques to persuade the audience.
Curriculum Standards- DOK noted where applicable with Standards	
<p><u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2</u> 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><u>CCSS.ELA-LITERACY.RI.11-12.3</u> 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><u>CCSS.ELA-LITERACY.RI.11-12.4</u> 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).</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.5</u> 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>	

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.11-12.2 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.

CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • I know the difference between deductive and inductive reasoning. • I know the basic structure logic in an argument. <ul style="list-style-type: none"> - Syllogism - Enthymeme • I know how to analyze whether an argument is valid or invalid according to its logic. • I know a variety of logical fallacies. 	<ul style="list-style-type: none"> • I can differentiate between deductive and inductive reasoning. • I can create my own syllogisms and enthymeme to guide my writing. • I can analyze the system of logic used to guide a text. • I can find errors in logic that weaken arguments. • I can define and locate an example of a variety of logical fallacies. • I can identify logical fallacies in a text,

<ul style="list-style-type: none"> • I know how to strengthen my own writing with valid/sound logical arguments instead of fallacious reasoning and support. • I know the four types of documentary films. • I know how to identify a documentary film's target audience and purpose. • I know films can utilize rhetorical and persuasive techniques as well. • I know how to analyze a documentary film's effectiveness. 	<p>advertisement, or speech.</p> <ul style="list-style-type: none"> - Find examples of in the community - Analyze the example - Present to the class <ul style="list-style-type: none"> • I can identify these types of documentary films: Expository, Observational, Interactive, Reflexive • I can analyze a documentary film's use of rhetorical and persuasive techniques as well. <ul style="list-style-type: none"> - Persuasive appeals - Text, audio, visual tracts - Logical fallacies • I can analyze documentary films for purpose and effectiveness.
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

<p>Common Summative Unit Assessments:</p>	<p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p>
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Phase V Learning Plan

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Phase II Curriculum
Unit 6: Independent Reading and Analysis (integrated into each semester)

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does active reading deepen the understanding of a book? 2. How do the rhetorical strategies contribute to the overall quality of a novel? 3. What are effective writing techniques for 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. Active reading allows the reader to look more closely at an author's writing style and content and allows for deeper understanding of a text. 2. An author's chosen rhetorical strategies enhance his or her purpose or message. 3. Effective rhetorical techniques include
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<p>narratives-both fiction and nonfiction?</p> <p>4. How does critical reading help formulate one's opinion of a text?</p>	<p>the six keys of rhetoric and the five canons of rhetoric.</p> <p>4. Critical reading helps a reader gather evidence to support and warrant one's opinions through using textual evidence.</p>
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Curriculum Standards- DOK noted where applicable with Standards

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.11-12.2 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.

CCSS.ELA-LITERACY.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.

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.

CCSS.ELA-LITERACY.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.

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.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of

the range.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LEARNING TARGETS

Knowledge/Content

I Know ...

- I know how to choose an appropriate text for an Advanced Placement class
- I know how to broaden my knowledge of different genres of reading—especially nonfiction.
- I know how to choose important passages for active reading and journaling throughout the text.
- I know how an author’s rhetorical strategies affect his/her overall text

Skills/Processes

I Can ...

- I can choose independent reading pieces from a variety of genres, historical periods, and cultures.
- I can use reading and writing for inquiry, learning, thinking, and communicating.
- I can write formally and informally for a variety of purposes.
- Express understanding through critical thinking and/or analytical writing.
- I can choose passages from independent reading to analyze and deepen my understanding.
- I can analyze a text for an author’s rhetorical choices
 - Persona
 - Audience Appeals
 - Subject Matter
 - Intention
 - Genre
 - Context
 - Invention
 - Style
 - Arrangement
 - Memory
 - Delivery
- Recognize the difference in viewpoint between fiction and narrative nonfiction.
- Reflect on and analyze the text, and synthesize information to create a new understanding

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	