

Duval County Public Schools

Advanced Placement Language and Composition 2008-2009



Ed Pratt-Dannals, Superintendent



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K-12 English Language Arts, Reading, and ESOL

Doni Parkinson, District Literacy Coach
Secondary English Language Arts & Reading

| | 1 st Nine Weeks | 2 nd Nine Weeks | 3 rd Nine Weeks | 4 th Nine Weeks |
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| <p>Essential Concepts/Skills</p> <p>** Samples of "Major Works of Literature":</p> <ul style="list-style-type: none"> • <u>The Great Gatsby</u> • <u>Huckleberry Finn</u> • <u>Native Son</u> • <u>The Crucible</u> • <u>Fast Food Nation</u> • <u>Nickled & Dimed in America</u> • <u>The Things They Carried</u> • <u>The Scarlet Letter</u> • <u>Autobiography of Benjamin Franklin</u> • <u>Incidence in the Life of a Slave Girl</u> <ul style="list-style-type: none"> • <u>Billy Budd</u> • <u>The Narrative of the Life of Frederick Douglass</u> • <u>Slaughterhouse Five</u> | <ul style="list-style-type: none"> • The Writing Process: Organizing the Essay • The Mode of Description • The Mode of Narration • The Mode of Exposition <ul style="list-style-type: none"> ▶ Exemplification • Language Conventions • *Rhetorical Strategies and Techniques: <ol style="list-style-type: none"> 1. "Matters of Style: Diction" 2. "Matters of Style: The Sentence" • **Major Work of Literature • AP Exam Preparation (AP Essay Rubric and Multiple Choice Practice) • PSAT/SAT Preparation <p>*The chapters/sections listed in this document are from <u>Prose Models</u>, 11th Edition</p> | <ul style="list-style-type: none"> • The Mode of Exposition (Cont.) <ul style="list-style-type: none"> ▶ Classification & Division ▶ Definition ▶ Comparison & Contrast ▶ Analogy ▶ Process Analysis ▶ Cause Effect • Language Conventions • Rhetorical Strategies and Techniques, continued • **Major Work of Literature • AP Exam Preparation (AP Essay Rubric and Multiple Choice Practice) | <ul style="list-style-type: none"> • The Mode of Argumentation and Persuasion <ol style="list-style-type: none"> 1. Inductive Reasoning 2. Deductive Reasoning 3. Interpretation of Evidence 4. Methods of Documentation Skills • Research/MLA Documentation Skills • Evidence and Appeals <ul style="list-style-type: none"> • Toulmin Method • Logical Fallacies • Language Conventions • Rhetorical Strategies and Techniques, continued • **Major Work of Literature • AP Exam Preparation (AP Essay Rubric and Multiple Choice Practice) | <ul style="list-style-type: none"> • AP Exam Review and Wrap Up <ul style="list-style-type: none"> • **Major Work of Literature • SAT Preparation • Refining Portfolio/Writing Folder |

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| <ul style="list-style-type: none"> • <u>A Farewell to Arms</u> • <u>The Grapes of Wrath</u> • <u>Catcher in the Rye</u> • <u>Into the Wild</u> • <u>The Color of Water</u> | | | | |
| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| Materials and Resources | <ul style="list-style-type: none"> • <u>Prose Models, 11th Edition</u> • <u>Readings for Writers, 11th edition</u> • The Language of Composition, 1st edition • Voice Lessons • SAT Vocabulary • 5 Steps To A 5 • The Writer's Choice • Grammar and Language Student Workbook (Glencoe) • Supplementary Title: Glencoe Literature (American Literature) • Glencoe ancillary materials • Supplementary Title: | <ul style="list-style-type: none"> • Prose Models, 11th Edition • Readings for Writers, 11th edition • The Language of Composition, 1st edition • Voice Lessons • SAT Vocabulary • 5 Steps To A 5 • Grammar and Language Student Workbook (Glencoe) • Supplementary Text: Glencoe Literature (American Literature) • Glencoe ancillary materials • Supplementary Title: Major Work of | <ul style="list-style-type: none"> • Prose Models, 11th Edition • Readings for Writers, 11th edition • The Language of Composition, 1st edition • Voice Lessons • SAT Vocabulary • 5 Steps To A 5 • Grammar and Language Student Workbook (Glencoe) • Supplementary Text: Glencoe Literature (American Literature) • Glencoe ancillary materials • MLA Handbook, 8th | <ul style="list-style-type: none"> • Prose Models, 11th Edition • Readings for Writers, 11th edition • The Language of Composition, 1st ed. • Voice Lessons • 5 Steps To A 5 • Supplementary Title: Major Work of American Literature • apcentral.collegeboard.com • SAT Prep materials |

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| | <p>Major Work of Literature</p> <ul style="list-style-type: none"> • Official Student Guide to the PSAT • apcentral.collegeboard.com | <p>American Literature</p> <ul style="list-style-type: none"> • apcentral.collegeboard.com • Glencoe Literature (10th Grade, Level V) | <p>Ed.</p> <ul style="list-style-type: none"> • Supplementary Title: Major Work of American Literature • apcentral.collegeboard.com | |
| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| Writing Components | <ul style="list-style-type: none"> • AP Exam Timed Writing Drills • Journals • Working Portfolio: Formal Essays, Peer Editing Workshops, Revised Essays | <ul style="list-style-type: none"> • AP Exam Timed Writing Drills • Journals • Working Portfolio: Formal Essays, Peer Editing Workshops, Revised Essays | <ul style="list-style-type: none"> • AP Exam Timed Writing Drills • Journals • Working Portfolio: Formal Essays, Peer Editing Workshops, Revised Essays • Research Essay with Presentation | <ul style="list-style-type: none"> • AP Exam Timed Writing Drills • Journals • Working Portfolio: Formal Essays, Peer Editing Workshops, Revised Essays • College Application Essay |
| Major Projects And Activities | <ul style="list-style-type: none"> • Informal Student-led Debate • Socratic Seminars • AP Exam Timed Multiple Choice Drills • "Major Works Data Sheet" (use with Major | <ul style="list-style-type: none"> • Informal Student-led Debate • Socratic Seminars • AP Exam Timed Multiple Choice Drills • "Major Works Data Sheet" (use with Major | <ul style="list-style-type: none"> • Informal Student-led Debate • Socratic Seminars • AP Exam Timed Multiple Choice Drills • "Major Works Data Sheet" (use with Major | <ul style="list-style-type: none"> • Informal Student-led Debate • Socratic Seminars • AP Exam Timed Multiple Choice Drills • "Major Works Data Sheet" (use with Major |

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| | Work of Literature) • <i>Voice Lessons</i> | Work of Literature) • <i>Voice Lessons</i> | Work of Literature) • Research Process • <i>Voice Lessons</i> | Work of Literature) • <i>Voice Lessons</i> |
| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| Assessment Tools | <ul style="list-style-type: none"> • AP Exam Timed Writing Drills • AP Exam Timed Multiple Choice Drills • Quizzes • Formal Essays • Multiple Choice Tests • Journals • Culminating Portfolio/Writing Folder | <ul style="list-style-type: none"> • AP Exam Timed Writing Drills • AP Exam Timed Multiple Choice Drills • Quizzes • Formal Essays • Multiple Choice Tests • Journals • Culminating Portfolio/Writing Folder | <ul style="list-style-type: none"> • AP Exam Timed Writing Drills • AP Exam Timed Multiple Choice Drills • Quizzes • Formal Essays • Multiple Choice Tests • Journals • Culminating Portfolio/Writing Folder • Research Presentation | <ul style="list-style-type: none"> • AP Exam Timed Writing Drills • AP Exam Timed Multiple Choice Drills • Quizzes • Formal Essays • Multiple Choice Tests • Journals • Culminating Portfolio/Writing Folder |

| Lesson # | Essential Skill/Concept | Daily Learning Objective | Instructional Materials Selections below are taken from the County approved text: <u>Prose Models</u> , 11 th Edition | Assessment Exemplar |
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| 1 (2 Days) | The Writing Process: • Topic Sentence • Unity in the Paragraph | The student will identify and write an effective topic sentence, and determine how it establishes unity within the paragraph. | "Obituary," Gretel Ehrlich, p. 7 "About Men," Gretel Ehrlich, p. 8 "The Shape of the River," Mark Twain, p. 11 • Twain states the topic idea of paragraph 1 in his opening sentence. How does he illustrate this idea, and in what order does he present his examples? | Informal Assessment: Craft an original topic sentence and a unified paragraph in response to the summer reading assignment or current reading. Highlight topic sentence. |
| 2 (2 Days) | The Writing Process: • Thesis • Unity in the Essay | The student will identify and create an effective thesis statement and analyze and explain how this thesis contributes to the unity of the essay. | "Shooting an Elephant," George Orwell, p. 15 • Where in the essay is the thesis stated, and how do you account for its placement? Does Orwell restate it? "The Life You Save | Formal Assessment: Craft an original thesis statement and a unified essay in response to summer reading assignment or current reading. Highlight thesis statement and unifying points within the body of the essay. The teacher will score the essays, using a modified general version of |

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| | | | <p>May be Your Own," Flannery O'Connor (Glencoe Literature Textbook, p. 7)</p> <ul style="list-style-type: none"> Based on the implications in the title, what would you say is the thesis in this piece? How does O'Connor develop this thesis over the course of the story? | <p>an AP scoring rubric. (Companion CD)</p> |
| <p>3 (1 Day)</p> | <p>Rhetorical Strategies & Techniques: "Matters of Style: Diction"</p> <ul style="list-style-type: none"> Usage (Informal/Formal, Slang/Jargon, Connotation/Denotation, Colloquialisms) Tone (Direct/Indirect, Sarcasm, Satire, Irony, Humor) <p>Rhetorical Strategies & Techniques: "Matters of Style: Diction"</p> | <p>The student will evaluate how a writer employs usage and tone to express to a specific audience his attitude toward a subject.</p> | <ul style="list-style-type: none"> Usage: "Being Cool," NEWSWEEK, p. 230 Tone: "Surfing," William Finnegan, p. 243 | <p>Informal Assessment:</p> <p>To open, students are given a journal entry on "Being Cool," in which they write about what it means to "be cool" today.</p> <p>As a closing, students are asked to identify the following on a sticky note they attach to the board, wall, cabinet, etc. as they leave the room:</p> <ul style="list-style-type: none"> tone of a piece supporting detail from the |

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| | <ul style="list-style-type: none"> • Usage (Informal/Formal, Slang/Jargon, Connotation/Denotation, Colloquialisms) • Tone (Direct/Indirect, Sarcasm, Satire, Irony, Humor) | | | text to justify claim |
| 4 (1 Day) | <p>Rhetorical Strategies & Techniques: "Matters of Style: Diction"</p> <ul style="list-style-type: none"> • Imagery (Literal Language, Sensory Detail) • Figurative Language (Metaphor, Simile, Hyperbole, Symbolism, Personification, Understatement) | <p>The student will identify and differentiate between imagery (literal language) and figurative language. Students must also evaluate how imagery and figurative language connect to the author's purpose.</p> | <ul style="list-style-type: none"> • Imagery: "Sinners in the Hands of an Angry God," Jonathan Edwards (Glencoe Literature, p. 101) and "The Rocky Shores," Rachel Carson, p. 246 and "Nineteen Thirty-Seven," Edwidge Danticat (Glencoe Literature Textbook, p. 999) • Figurative Language: "Watching a Night Launch of the Space Shuttle," Diane Ackerman, p. 252 and "The Minister's Black Veil," Nathaniel Hawthorne (Glencoe Literature Textbook, p. 266) | Formal Assessment: Timed Writing - 1996 AP Essay Prompt, excerpt from Gary Soto's "A Summer Life" (Companion CD) |
| 5 (1 Day) *Assign Major Work of Literature | <p>Rhetorical Strategies & Techniques: "Matters of Style: Diction"</p> <ul style="list-style-type: none"> • Concreteness (Vivid Examples, Specific Details) | <p>The student will identify concreteness, euphemisms and jargon in a literary</p> | <ul style="list-style-type: none"> • Concreteness: "Fireworks," George Plimpton, p. 264 | Informal Assessment: Students are put in random groups and given names of different types of occupations. On chart |

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| Here & Major Works Data Sheet | <ul style="list-style-type: none"> Euphemism and Jargon (Special Language, Technical Words, Coded Expressions) | work and evaluate how these writers' techniques connect to the writer's purpose. | <ul style="list-style-type: none"> Euphemism and Jargon: "Learning the Language," Perri Klass, p. 271 and "Nipping Cliches in the Bud," Sydney J. Harris, p. 275 and "Little Red Riding Hood Revisited," Russell Baker, p. 278 | paper, groups are asked to list concrete details, euphemisms and jargon associated with the occupation they are assigned. |
| 6 (3 Days) | <p>The Modes:</p> <ul style="list-style-type: none"> Description (dominate impression, objective and subjective description, organizing details) Narration (narrative order, chronological order/flashbacks, verb tense, narrative pace) | <ul style="list-style-type: none"> The student will evaluate a descriptive essay and analyze how, through the aspects of description, a writer creates a mental picture to achieve his purpose. The student will evaluate a narrative essay and analyze how, through the aspects of narration, a writer uses a story to achieve his purpose. | <ul style="list-style-type: none"> Description: <i>from A Way to Rainy Mountain</i>, N. Scott Momaday, (Glencoe Literature Textbook) and "A Worn Path," Eudora Welty, (Glencoe Literature Textbook, p. 833) Narration: <i>from Dust Tracks on a Road</i>, Zora Neale Hurston, (Glencoe Literature Textbook, p. 725) and "The American Invasion of Macun," Esmeralda Santiago, p. 116 | <p>Formal Assessment:</p> <p>In order to help build a working portfolio, students will be asked to use what they've learned in this lesson to write a narrative essay (Possible topics: memoir, childhood memory, The First [Job/Day at School/Car])</p> <p>The teacher will score essay using the modified AP formal essay rubric. (Companion CD)</p> |
| 7 (4 Days) | Rhetorical Strategies and Techniques: "Matters of Style: The Sentence" | The student will recognize the various styles of | "On the Want of Money," William Hazlitt (2006 AP Lang | Formal Assessment: Students will read "The White Heron" (companion |

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| | (length, kinds, variety of patterns, subordination, coordination, emphasis, loose/balanced/periodic, parallelism, antithesis) | sentences and articulate their purpose in the meaning of the work as a whole. | prompt), "The Gettysburg Address," Abraham Lincoln (Glencoe Literature Textbook, p. 385), "The Turtle," John Steinbeck, p. 304 "Learning to Read and Write," Frederick Douglass (The Narrative of the Life of Frederick Douglass), "At Tinker Creek," Annie Dillard, p. 306, and selected passages from Major Work of Literature | CD or 10 th grade Glencoe) and respond to the following prompt: Fiction writers often use unusual sentence patterns. Find examples of cumulative, periodic, and inverted sentences in "The White Heron" and discuss the author's purpose in using them. Teacher will check for accuracy. |
| 8 (2 Days) | The Writing Process: Peer Editing, Revision, Portfolio | The students will further explore the writing process and evaluate their own work as well as that of their peers. The students will then make revisions to their own work based on their peers' evaluations. | Students will bring in four copies of their narratives for the purpose of peer evaluations. Teacher will also provide peer evaluation rubrics. (See companion CD) | Informal Assessment: Students will write a reflective piece on their experience with the writing process assessing their own strengths and weaknesses and delineating a path for improvement. |
| 9 (1 Day) | AP Exam Preparation Multiple Choice Section | Students will read and analyze passages and respond to multiple choice questions using the knowledge they have obtained from the previous | Various AP Multiple Choice resources (practice exams, released exams from College Board) | Informal Assessment: Hands Down, Cards Up Game - Students are each given color coded cards with letters A – D which correspond to answers for practice questions. Teacher reads question and choices |

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| | | lessons. | | from board/overhead and says, "Hands Down." Students decide which answer they will choose. Teacher says, "Cards Up." Students each immediately hold up the card corresponding to the answer they have chosen. Teacher can tell from the colors in the air how many students have mastered that objective. |
| 10 (1 Day) | AP Exam Preparation Multiple Choice | Students will read and analyze passages and respond to multiple choice questions using the knowledge they have obtained from the previous lessons. | Various AP Multiple Choice resources (practice exams, released exams from College Board) | Formal Assessment: 60-minute multiple choice diagnostic test |
| 11 (2 Days) *Have Major Works Data Sheets Turned in Here | The Modes of Exposition: Exemplification | Students will evaluate the effectiveness of an author's use of examples to achieve purpose. | "And Ain't I a Woman?," Sojourner Truth, (Glencoe Literature Textbook) and "Discipline – To What End?," Margaret Mead and Rhoda Metraux, p. 128 and "New York," E. B. White, p. 123 | Informal Assessment: In small groups, have students revisit Hazlitt's "On the Want of Money" and identify examples he uses within the work. The students then write the examples on sticky notes, along with an explanation as to how the example helps Hazlitt establish his position. |
| 12 (2 Days) | PSAT Prep / AP Timed Writing / Quarter Final: Application of Reading | Students will apply skills in analytical writing and | School-wide, County-wide and Nation-wide test-prep materials | The teacher will score for accuracy. |

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| | Strategies and The Writing Process | reading learned throughout the quarter. | | |
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| Lesson # | Essential Skill/Concept | Daily Learning Objective | Instructional Materials Selections below are taken from the County approved text: <u>Prose Models, 11th Edition</u> | Assessment Exemplar |
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| 1 (2 Days) | Exposition: Classification and Division <ul style="list-style-type: none"> • Principle of Classification • Division - Antithesis of Classification • Select and Arrange Categories - Logical Order • Categories at the Same Level | The student will evaluate an essay and identify components of both a classification and a division essay; the student will also understand how classification and division achieve the author's purpose. | <p>"Kinds of Discipline," John Holt, p. 135</p> <ul style="list-style-type: none"> • Does Holt define discipline according to sources or to the uses of discipline in education - or according to some other principle? • Is Holt's division exhaustive? <p>"Hoppers," Garrison Keillor, p. 142</p> <ul style="list-style-type: none"> • By what principle does Keillor divide the class male hoppers? How do the characteristics shared by "long, lanky men" influence the way they cross the water? How do the characteristics of "short, fat men" influence the way they do? | <p>Whole class discussion: Discuss why you think Holt would agree or disagree with Margaret Mead and Rhoda Metraux on effective and ineffective kinds of discipline (p. 128). Analyze key statements in two essays to support your answer.</p> <p>Distribute prompts for classification and division essay. (See companion CD)</p> |
| 2 (1 Day) | Exposition: Definition | The student will evaluate an essay and | "Crime," Lawrence Friedman, p. 149 | Informal Assessment: Divide students into small |

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| | <ul style="list-style-type: none"> • Formal Definitions: term, class, qualities that differentiate • Types: short, stipulative, and extended definition • Using Definition: academic or abstract • Using Patterns of Development • Other Strategies: synonyms, negation, enumeration, analogies, origin, and development | <p>understand how a definition essay can achieve an author's purpose.</p> | <ul style="list-style-type: none"> • Why is Friedman's definition of crime theoretical, as he implies in paragraph 3, and not stipulative? <p>"'Manly' and 'Womanly'," Miller and Swift, p. 155</p> <ul style="list-style-type: none"> • Miller and Swift state that "women are defined circularly, through characteristics seen to be appropriate or inappropriate to women - not human beings." How is the definition of women circular? <p>From <i>Self Reliance</i>, Emerson, Glencoe Lit. p. 245</p> <ul style="list-style-type: none"> • Using the selection, how would you define "self reliance" in your own words? <p>1995, Q2: The following piece, "The Company Man," is by Ellen Goodman. Read the passage and then write an essay analyzing the rhetorical techniques Goodman uses to convey her attitude toward Phil. (<i>Readings for Writers</i>, 375)</p> | <p>groups. Using chart paper and board markers, ask students to define one of the following words, or another word descriptive of an attitude or behavior, by stating what it is and what it is not. Cite various situations illustrating how the word is used: a. envious, b. greedy, c. intolerant, d. open-minded, e. romantic, f. cynical.</p> <p>Formal Assessment: Timed Writing – 1995 AP Essay Prompt, "The Company Man," Ellen Goodman (Companion CD)</p> |
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| <p>3 (1 Day)</p> | <p>Exposition: Classification and Division</p> <ul style="list-style-type: none"> • Principle of Classification • Division - Antithesis of Classification • Select and Arrange Categories - Logical Order • Categories at the Same Level | <p>The students will further explore the writing process and evaluate their own work as well as that of their peers. The students will then make revisions to their own work based on their peers' evaluations.</p> | <p>Students will bring in four copies of their classification and division essays for the purpose of peer evaluations. Teacher will also provide peer evaluation rubrics. (Companion CD)</p> | <p>Formal Assessment: Students will write a reflective essay on their experience with the writing process assessing their own strengths and weaknesses and delineating a path for improvement.</p> |
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(2 Days)

*Assign Major Work of Literature Here & Major Works Data Sheet

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| <p>Exposition: Comparison and Contrast</p> <ul style="list-style-type: none"> • Recognize comparison and contrast assignments • Establish a basis for comparison • Select | <p>The student will evaluate a comparison and contrast essay to understand how similarities and differences contribute to achieve the author's purpose.</p> | <p>"Television and Reading," Marie Winn, p. 170</p> <ul style="list-style-type: none"> • What is the purpose of the comparison, according to | <p>(Use Rodin's sculpture, <i>The Kiss</i>, and Robert Indiana's sculpture, <i>LOVE</i> for the following assignment.) <i>The Kiss</i> http://www.artchive.com/artchive/R/rodin/kiss.jpg.html</p> | <p>Comparing and Contrasting Images:</p> <ul style="list-style-type: none"> • What significant characteristics do the two sculptures share? Do they share enough characteristics to establish a basis for comparison? Explain. • Make a list of points you could |
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| <p>points for discussion</p> <ul style="list-style-type: none"> • Structure a comparison and contrast essay: subject-by-subject (block-by-block) comparison and point-by-point comparison • Topic sentences | | <p>paragraph 1? “City People and Country People,” Hoagland, p. 172</p> <ul style="list-style-type: none"> • Is the contrast in paragraph 3 a block one - country people, then city people - or is it point-by-point? What is Hoagland showing through this relative estimate? | <p><i>LOVE</i> Http://www.artcyclopedia.com/feature-2004-09-indiana-LOVE.html</p> | <p>discuss if you were comparing the two sculptures.</p> <ul style="list-style-type: none"> • What general statement could you make about these two sculptures? What points would you use to support this general statement? |
| <p>5 (1 Day)</p> | <p>Exposition: Comparison and Contrast</p> <ul style="list-style-type: none"> • Recognize comparison and contrast assignments • Establish a basis for comparison • Select points for discussion • Structuring | <p>The student will evaluate a comparison and contrast essay and understand how similarities and differences contribute to achieve the author's purpose.</p> | <p>“The English and the Americans,” Edward T. Hall, p. 176</p> <ul style="list-style-type: none"> • How does Hall illustrate the patterns of contrast between the English and the Americans? <p>“Digital Literacy,” Lanham, p. 179</p> <ul style="list-style-type: none"> • Is the comparison of oral and literate cultures in paragraphs 8 and 9 block or point by point? What relative estimate does Lanham reach? What point does he make about the two cultures in paragraph 10? <p>How does the comparison of the two in paragraph 11 advance the discussion of digital literacy?</p> | <p>Journal Entry: Discuss the extent to which your study habits fit the English or the American pattern. Use your analysis to comment on the accuracy of Hall's thesis.</p> |

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| | <p>a compare and contrast essay: subject by subject (block by block) comparison and point by point comparison</p> <ul style="list-style-type: none"> • Topic sentences | | | |
| <p>6 (1 day)</p> | <p>Exposition: Comparison and Contrast</p> <ul style="list-style-type: none"> • Recognize comparison and contrast assignments • Establish a basis for comparison • Select points for discussion • Structuring a compare and contrast essay: subject by subject (block by block) comparison and point by point comparison | <p>The student will evaluate a comparison and contrast essay and understand how a comparison and contrast essay can achieve an author's purpose.</p> | <p>After completing the timed AP prompt, have students pair up to peer-evaluate responses using the modified AP rubric (see companion CD). Students should discuss revisions to include in their portfolio.</p> | <p>Formal Assessment: Timed Writing - 2004 AP Essay Prompt, <i>Days of Obligation</i>, Richard Rodriguez</p> |

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| | <ul style="list-style-type: none"> • Topic sentences | | | |
| 7 (2 days) | <p>Exposition: Analogy</p> <ul style="list-style-type: none"> • Recognize analogy assignments • Establish a basis for analogy • Selects points for discussion <ul style="list-style-type: none"> • Structuring an analogy essay: point-by-point is the most common organizational pattern • Recognize analogy as a common form for science writing. | <p>The student will evaluate and understand how an analogy (usually a point-by-point comparison) achieves the author's purpose.</p> | <p>"What Makes a Writer," Loren Eiseley, p. 185</p> <ul style="list-style-type: none"> • What are the similarities between the brain of the writer and the "artist's unseen loft?" • Would the analogy be more or less exact if Eiseley had compared the writer's mind to the basement of the artist's house? <p>"The Cosmic Prison," Loren Eiseley, 188</p> <ul style="list-style-type: none"> • In paragraph 2, Eiseley depends on the simple comparison or analogy of blades of grass to suggest how many stars and galaxies exist. What other such analogies does he use in paragraphs 1 and 9 for explanation? • What are the points of similarity in the analogy in paragraph 5? Does the difference in size between humankind and the cosmos increase the effectiveness of the analogy or diminish it? <p>From <i>My Bondage and My Freedom</i>, Frederick Douglass, Glencoe (11th) p 330</p> <ul style="list-style-type: none"> • Douglass is physically held captive in slavery, yet his mind is free. How does he use analogy to achieve his purpose? <p>From <i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i>, Rowlandson, Glencoe (11th) p. 84</p> <ul style="list-style-type: none"> • In your opinion, why did Rowlandson choose to compare herself to Biblical figures instead of figures from her own time? | <p>Journal Entry: Use an analogy to explain the sensation of being alone in a car in heavy traffic or a storm or to explain a similar experience that invites comparison. At some point in your explanation, comment on the differences between the things you are comparing.</p> |

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| <p>8 (2 Days)</p> | <p>AP Exam Preparation Multiple Choice Section</p> | <p>Students will be able to read and analyze passages and respond to multiple choice questions using the knowledge they have obtained from the previous lessons.</p> | <p>English Language Course Description Book (available on line at the AP Central website)</p> | <p>Warm-Up for Multiple Choice: Hands Down, Cards Up Game Students are each given color coded cards with letters A – D which correspond to answers for practice questions. Teacher reads question and choices from board/overhead and says, "Hands Down." Students decide which answer they will choose. Teacher says, "Cards Up." Students each immediately hold up the card corresponding to the answer they've chosen. Teacher can tell from the colors in the air how many students have mastered that objective. Formal Assessment: 60-minute multiple choice diagnostic test. Whole-class discussion and review of test items.</p> |
| <p>9 (2 Days)</p> <p>Have Major Works Data Sheets Turned in Here</p> | <p>Exposition: Process Analysis</p> <ul style="list-style-type: none"> • State purpose in a clear thesis • Organize the sequence logically • Appreciate the value of detail. Apply this concept to process analysis essays. | <p>Students will evaluate and understand how an author methodically and chronologically explains a process which achieves the overall purpose.</p> | <p>"Sounding," Mark Twain, p. 198</p> <ul style="list-style-type: none"> • What are the essential steps in sounding the river? Does Twain present these in the order performed? • What shows that Twain is describing the process for those who have traveled the river, as well as those who haven't? <p>"How the Spider Spins Its Web," John Richards, 205</p> | <p>Informal Assessment: Describe a difficult process you learned to perform, for readers who have no interest in performing it themselves. Then, rewrite your process for readers who wish to perform it. Underline transitional words and phrases in each piece that structure your chronology.</p> <p>Using the Prose Analysis Worksheet and the 1994 AP Exam Question 3, evaluate Didion's use of effects to convey</p> |

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| | <ul style="list-style-type: none"> Recognize and use words and phrases to indicate succession of steps. | | <ul style="list-style-type: none"> At which points in his description does Richards pause to give additional information or comment on the process? <p>"A Modest Proposal," Swift, p. 545</p> <ul style="list-style-type: none"> Outline the process of Swift's proposal. <p>"How to Say Nothing in 500 Words," Paul Roberts, <i>Readings for Writers</i>, p. 61</p> <ul style="list-style-type: none"> Outline the process Roberts uses to say nothing. | <p>her view of the Santa Ana winds. (Companion CD)</p> |
| <p>10 (2 Days)</p> | <p>Exposition: Cause and Effect</p> <ul style="list-style-type: none"> Main and contributory causes Immediate and remote causes <i>Post hoc</i> reasoning Finding causes Describing or predicting effects Structure | <p>The student will understand and evaluate how cause and effect focuses specifically on explanations that show a connection between the situation and its cause or effect.</p> | <p>"The Telephone," John Brooks, p. 209</p> <ul style="list-style-type: none"> Why does Brooks consider the effects he discusses in paragraph 1 less significant than those in paragraph 2? What does he mean by the statement, "Perhaps the crucial effects are evanescent and unmeasurable?" Has Brooks stated all the effects of the telephone, or has he identified only a few? What central point is he making? | <p>Divide students into small groups to discuss and review the Prose Analysis Worksheet responses.</p> |

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| | | | <p>"Why Nothing Works," Marvin Harris, p. 211</p> <ul style="list-style-type: none">• What role does Murphy's Law play in Harris's explanation of why nothing works?• Does he say or imply that the law is irreversible and that things inevitably break down?• How does Harris attempt to prove that quality is not dependent on technology?• Does Harris provide the same kind of evidence for his explanation of the source of quality in the handmade products he discusses in paragraphs 3 - 5? <p>"A Sound of Thunder," Ray Bradbury, Glencoe 10th grade</p> <ul style="list-style-type: none">• To what degree is the chronology effective in helping Bradbury achieving his purpose? <p>"Rain Music," Longhang Nguyen, (Glencoe Literature)</p> <ul style="list-style-type: none">• Find two examples of cause and effect relationships and explain | |
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| | | | each one. • Analyze the degree of certainty to each of these relationships. | |
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| Lesson # | Essential Skill/Concept | Daily Learning Objective | Instructional Materials Selections below are taken from the County approved text: <u>Prose Models, 11th Edition</u> | Assessment Exemplar |
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| 1 (2 Days) | Introduction to Argumentation <ul style="list-style-type: none"> • Rhetorical Triangle (subject, audience, purpose) • Ethos, Logos, Pathos • Visual rhetoric • Arrangement • Patterns of Development | Students will differentiate between argumentation and persuasion. Students will then evaluate a piece of text for subject, purpose and audience, and identify how each impacts the author's tone. | "A Modest Proposal," Jonathan Swift, p. 545 For each of the classic appeals (ethos, logos, pathos), indicate two examples from the first eight paragraphs. Which one is the speaker's primary appeal? In general, what strategy does Swift employ to deal with English policies and motives and perhaps Irish attitudes too? How persuasive do you find the essay? Is it an essay of historical interest, or literary interest only, or does it have something to say to people today? | Informal Assessment: Students identify the following with a supporting quotation from the text on a sticky note they attach to the board, wall, cabinet, etc. as they leave the room: <ul style="list-style-type: none"> • Subject • Audience • Purpose • Author's tone Indicate Swift's motivational appeals, specifically those to thrift, economy and patriotism. Explain the rhetorical strategy behind |

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| | | | | such appeals. |
| 2 (1 Day) | Argumentation: • Inductive Reasoning (Experience and Observation) | Students will understand the process of inductive reasoning and how it moves from specific evidence to a general conclusion. Students will identify specific evidence and the general conclusion formed from that evidence. | "Revenge Theory," Edward Tenner, p. 339 and "More Police, Less Crime, Right? Wrong?" Richard Moran, p. 350 and "The Right to Fail," William Zinsser, p. 352 and "Wait a Minute," Ellen Goodman, p. 357 | Informal Assessment: Students are put into small groups and given chart paper onto which they write an outline of Zinsser's specific evidence and the general conclusion he forms from that evidence. Groups report out or present their findings. Teacher checks for accuracy. |
| 3 (2 Days) | Argumentation: • Inductive Reasoning (Analogy) | Students will recognize that the strength of an analogy-based argument heightens with the increased number of similarities as evidenced in the relationship | "The Warfare in the Forest Is Not Wanton," Brooks Atkinson, p. 361 and "The End of Education," John Henry Newman, p. 364 | Formal Assessment: Each of the following statements suggests an analogy. Write on one of them, discussing points of similarity and using this discussion to |

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| | | between two subjects. | | <p>argue a thesis.</p> <ul style="list-style-type: none"> • The family is a small nation. • The nation is a large family. • College examinations are sporting events. • Choosing a college is like buying a car. <p>Students will highlight the underlying relationship to the analogous subjects (thesis) and the specific points of similarity between the two subjects. The teacher will score the essays, using a modified general version of an AP scoring rubric. (Companion CD)</p> |
| 4 (1 Day) | <p>Argumentation:</p> <ul style="list-style-type: none"> • Inductive Reasoning (Cause and Effect) | Students will identify the elements of a cause-and-effect relationship used to form an argument, carefully distinguishing | <p>“Who Killed Benny Paret?” Norman Cousins, p. 369</p> <ul style="list-style-type: none"> • Cousins distinguishes between the immediate and remote causes of Paret’s death. What does he show to be the immediate cause, and why can this cause be stated with near certainty? | <p>Formal Assessment:</p> <p>Timed Writing: 2004 (Form B) AP Essay Prompt, quote from <i>Blood and Belonging</i> (Companion CD)</p> |

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| | | <p>between a valid cause-and-effect relationship and a post hoc fallacy.</p> | <ul style="list-style-type: none"> • Cousins is concerned chiefly with the remote cause of Paret's death. How is this concern basis to his purpose in writing the essay? • How does Consins establish the remote cause? <p>"Computer Viruses," Stephen L. Carter, p. 369 "Students and Drugs," Herbert Hendin, p. 382</p> | |
| <p>5 (2 Days)</p> <p>*Assign Major Work of Literature Here & Major Works Data Sheet</p> | <p>Argumentation:</p> <ul style="list-style-type: none"> • Deductive Reasoning (minor premise, major premise, conclusion) | <p>Students will understand the syllogistic format of deductive reasoning and will evaluate how, through the deductive process, a writer forms a conclusion.</p> | <p>"Freedom and Security," Sydney J. Harris, p. 389 and "Reflections on War," H.L. Mencken, p. 392 and "The Limits of Relevance," Kenneth B. Clark, p. 397 and "Who Deserves the Death Penalty?," William Raspberry, p. 405</p> | <p>Informal Assessment:</p> <p>Students will reconstruct the following original syllogisms by supplying the missing premise, and then evaluate the argument's validity:</p> <ul style="list-style-type: none"> • John F. Kennedy was a good president because he supported the space program and other kinds of scientific research. • Capital punishment protects society from depraved individuals. |

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| | | | | <ul style="list-style-type: none"> • I am successful at business because I once had a paper route. • I am an independent voter, just as my father and grandfather were. |
| 6 (2 Days) | Argumentation: Methods of Persuasion (Hasty Generalization, Faulty use of Authority, Post Hoc, False Analogy, Ad Hominem, False Dilemma, Begging the Question, Straw Man, Two Wrongs Make a Right, Non Sequitur, Ad Populum, Appeal to Tradition, Faulty Emotions appeal) | Students will identify the organizational structure of a persuasive argument, identify logical fallacies and how they weaken an argument, and evaluate the argument for validity. | "Letter From Birmingham Jail," Dr. Martin Luther King, Jr. (Companion CD) | Informal Assessment: In small groups, students use the Guided Reading Questions (Companion CD) to analyze King's use of the Methods of Persuasion. Each student should turn in his own work at the end of the session. |
| 7 (4 Days) | Research/MLA Documentation Skills (formulating a thesis, primary/secondary/visual resources, parenthetical | Students will be introduced to the research process as it relates to the synthesis | MLA reference materials, school media center | Students will be given a passage from the Major Work of Literature to paraphrase. |

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| | documentation, plagiarism, evaluating sources, MLA format, note-taking, paraphrasing, direct quotations) | essay. | | Once completed, students will exchange papers and evaluate each other's work. |
| 8 (1 Days) | AP Exam Preparation Multiple Choice Section | Students will be able to read and analyze passages and respond to multiple choice questions using the knowledge they've obtained from the previous lessons. | English Language Course Description Book (apcentral.collegeboard.com) | Warm-Up for Multiple Choice: Hands Down, Cards Up "game" Formal Assessment: 60-minute multiple choice diagnostic test Whole class discussion and review of test items |
| 9 (1 Day) | AP Exam Preparation Synthesis Essay Practice | Students will demonstrate their ability to synthesize various sources and to enter their own voices into the given discussion. | English Language practice synthesis prompt on the effects of television (apcentral.collegeboard.com) | Formal Assessment: Timed Writing - 2007 AP Synthesis Essay Prompt, Advertising (Companion CD) |
| 10 (4 Days) | Research/MLA Documentation Skills (brainstorming topics, formulating a thesis, researching the topic, writing the argument paper, designing and giving a | Students will work through the entire research process. | MLA reference materials, school media center, computers with Microsoft Power Point | Students will formulate an original thesis statement based on a current controversial issue. One day should be |

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| | power point presentation) | | | devoted to discussing the scoring rubrics for essays and for power point presentations (Companion CD), and one day should be spent in the media center doing research and note-taking. Students also have class time to design their power point presentations and edit/revise their thesis statements. |
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| Lesson # | Essential Skill/Concept | Daily Learning Objective | Instructional Materials Selections below are taken from the County approved text: <u>Prose Models</u>, 11th Edition | Assessment Exemplar |
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| 1 (2 Days) | Research/MLA Documentation Skills (brainstorming topics, formulating a thesis, researching the topic, writing the argument paper, | Students will demonstrate mastery of the research process through speaking and writing. | MLA reference materials, school media center, computers with Microsoft Power Point | Formal Assessment: Students will present their research orally, using their power point presentations as a visual representation of their papers. Rubrics for essays and presentations can be found on the Companion CD. |

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| | designing and giving a power point presentation) | | | |
| 2 (4 Days) *Assign Major Work of Literature Here & Major Works Data Sheet | AP Exam Review <ul style="list-style-type: none"> • Mode of Narration • Mode of Description • Rhetorical Strategies • Diction • Syntax • Multiple Choice | Students will revisit skills and concepts covered first quarter, to solidify understanding and synthesize skills learned throughout the year. Students will apply learned skills to practice AP writing prompts and practice AP Multiple Choice Exams. | Various Practice AP Multiple Choice Exams (various released exam materials, AP Preparation books) "Thoughts on Peace in an Air Raid," Virginia Woolf. (Companion CD) "Once More to the Lake," E.B. White. (Readings for Writers, p. 629-634) | Informal Assessment: Hands Down, Cards Up Game Formal Assessment: Timed Writing: 2004 AP Essay Prompt, Lord Chesterfield Letter Teacher will score using AP Scoring Rubric (apcentral.collegeboard.com) Formal Assessment: 60-minute multiple choice exam Teacher will score for accuracy. |
| 3 (4 Days) | AP Exam Review <ul style="list-style-type: none"> • Mode of Exposition • Rhetorical Strategies • Style • Rhetorical Strategies | Students will revisit skills and concepts covered second quarter to solidify understanding and synthesize skills learned throughout the year. Students will apply learned skills to practice AP writing prompts and practice multiple-choice AP exams. | Various Practice AP Multiple Choice Exams (various released exam materials, AP Preparation books) "One Writer's Beginning," Eudora Welty, p. 112. 2002 Released AP Exam. Question 2: excerpt from | Informal Assessment: Hands Down, Cards Up Game Formal Assessment: Timed Writing: 1990 AP Essay Prompt, Kenya Pilot (Question 1) Teacher will score using AP Scoring Rubric (apcentral.collegeboard.com) Formal Assessment: 60-minute multiple choice exam Teacher will score for accuracy. |

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| | | | <u>Moments of Being</u> , Virginia Woolf's memoir. | |
| 5 (4 Days) | <p>AP Exam Review</p> <ul style="list-style-type: none"> • The Mode of Argumentation and Persuasion • Research Skills and Synthesis • MLA Documentation • Rhetorical Strategies | Students will revisit skills and concepts covered third quarter, to solidify understanding and synthesize skills learned throughout the year. Student will apply learned skills to practice AP writing prompts and practice AP Multiple Choice Exams | <p>Various Practice AP Multiple Choice Exams (various released exam materials, AP Preparation books)</p> <p>1998 Released AP Exam Prompt, Question 2 (companion CD)</p> | <p>Informal Assessment: Hands Down, Cards Up Game</p> <p>Formal Assessment: Timed Writing: Released Sample Synthesis Prompt: Invasive Species Teacher will score using AP Scoring Rubric (apcentral.collegeboard.com)</p> <p>Formal Assessment: 60-minute multiple choice exam Teacher will score for accuracy.</p> |
| 5 (4 Days) | <p>The Writing Process:</p> <ul style="list-style-type: none"> • College Essays (writing, peer editing workshops, revising, publishing) • Polishing Portfolios | Students will use the skills they have obtained throughout the year to compose an essay for a college application. They will also use this time to choose their best samples of writing for their final portfolios. | Various college applications provided by college websites (students' choices) and student portfolios/writing folders | Formal Assessment: Students will choose polished samples from each of the required types of writing to be entered into their final portfolio. They will also complete a college application essay. Teacher will check for accuracy. |

| AP English Language and Composition Goals/Standards Matrix | | |
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| AP English Language and Composition Student Objectives | State Standards | Essential Concepts/Skills |
| <ul style="list-style-type: none"> Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques | <p>Nonfiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.</p> <p>The student will:</p> <p>LA.1112.2.2.1</p> <ul style="list-style-type: none"> - analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); <p>LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;</p> <p>LA.1112.2.2.3</p> <ul style="list-style-type: none"> - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining); <p>LA.1112.2.2.4</p> <ul style="list-style-type: none"> - identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and <p>LA.1112.2.2.5</p> <ul style="list-style-type: none"> - select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. | <p>Reading to Analyze Rhetorical Strategies and Techniques</p> |
| | | <ul style="list-style-type: none"> - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex |

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| | <ul style="list-style-type: none"> • Apply effective strategies and techniques in reading <p>Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text. The student will: LA.1112.1.7.1</p> | <p>predictions of content, purpose, and organization of a reading selection; LA.1112.1.7.2 - analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning; LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts; LA.1112.1.7.4 - identify cause-and-effect relationships in text; LA.1112.1.7.5</p> |
| <p>LA.1112.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;</p> | <p>LA.1112.1.7.7 - compare and contrast elements in multiple texts; and LA.1112.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <ul style="list-style-type: none"> • Reading strategies, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, clarifying by checking other sources, SOAPSTone, and OPTIC | <ul style="list-style-type: none"> • Reading to synthesize sources • Reading to analyze rhetorical strategies and techniques • Reading to analyze non-print text (charts, tables, graphs, political cartoons, advertisements, etc.) • Create and sustain arguments based on readings, research, and/or personal experience <p>Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</p> |
| <p>LA.1112.4.3.1</p> | <p>- write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments; and LA.1112.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).</p> | <p>LA.1112.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information; LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the</p> |

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| | <p>Argumentation</p> <ul style="list-style-type: none"> • Methods of Argumentation (agreement, reason) • Methods of persuasion (influence action, use emotions and beliefs, logos, ethos, pathos) • Parts of an argument (thesis/claim, data/evidence, warrant, Toulmin Method) • Methods of analyzing/constructing arguments (inductive/deductive reasoning) • Finding a topic and creating/sustaining/defending a position statement • Methods for incorporating stylistic techniques to create desired effects and to reflect authorial intent • Write for a variety of purposes <p>Informative Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.</p> | <p>proposed causes or effects, and include introductory, body, and concluding paragraphs</p> |
| | <ul style="list-style-type: none"> • Prose writing • Timed-essay writing • Formal essays • Dialectical Journals • Reader response from a variety of prose styles • Collaborative writing • Imitation exercises • Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions <p>Informative Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.</p> <p>LA.1112.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;</p> <p>LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence</p> | <p style="text-align: center;">Process Writing</p> <p>Students must proceed through several drafts with revision aided by the teacher and peers in the following forms in writing:</p> <ul style="list-style-type: none"> • Narration • Expository |

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| | <p>supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;</p> <p>Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</p> <p>The student will:</p> <p>LA.1112.4.3.1</p> <ul style="list-style-type: none">- write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments; and <p>LA.1112.4.3.2</p> <ul style="list-style-type: none">- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer). | |
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| <ul style="list-style-type: none"> • Exposition (exemplification, compare and contrast, process/analysis, analysis, classification, cause and effect, definition) | <ul style="list-style-type: none"> • Argumentation • Analytical <p>Students must write about a variety of subjects:</p> <ul style="list-style-type: none"> • Public policies • Popular culture • Personal experiences <p>Teacher Feedback</p> <ul style="list-style-type: none"> • Logical organization with specific techniques to increase coherence – repetition, transitions, and emphasis • Balance of generalization and specific, illustrative detail • Effective use of rhetoric – controlling tone, establishing and maintaining voice, and achieving emphasis through diction and sentence structure • Demonstrate understanding and mastery of standard written English as well as stylistic maturity in writings <p>Editing for Language Conventions Standard: The student will edit and correct the draft for standard language conventions.</p> | <p>The student will edit for correct use of:</p> <p>LA.1112.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);</p> <p>LA.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives;</p> <p>LA.1112.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;</p> <p>LA.1112.3.4.4</p> |
| <p>structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and</p> | <p>LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.</p> | <p>Syntax</p> <ul style="list-style-type: none"> • Sentence patterns (declarative, interrogative, imperative, exclamatory) • Grammar (simple, compound, complex, compound-complex sentences) |
| <ul style="list-style-type: none"> • Sentence length (telegraphic, medium, long) • Mechanics | | <p>The student will:</p> <p>LA.1112.5.2.5 - research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal</p> |

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| <ul style="list-style-type: none"> • Subordination and coordination (simple, compound, complex, compound-complex sentences) • Demonstrate understanding of the conventions of citing primary and secondary sources <p>Informative Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.</p> <p>LA.1112.4.2.2</p> <ul style="list-style-type: none"> - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information • Reading and understanding citations (purpose of a footnote; information contained in a footnote; inferences about footnote sources) • Recognizing the validity, reliability, credibility, and relevance of a source, particularly those found online <ul style="list-style-type: none"> • Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review | <p>Prewriting Standard: The student will use prewriting strategies to generate ideas and formulate a plan.</p> <p>Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.</p> <p>Revising Standard: The student will revise and refine the draft for clarity and effectiveness</p> <p>Revising Standard: The student will revise and refine the draft for clarity and effectiveness</p> <p>Editing for Language Conventions Standard: The student will edit and correct the draft for standard language conventions</p> <p>Publishing Standard: The student will write a final product for the intended audience.</p> <p>Listening and Speaking Standard: The student effectively applies listening and speaking strategies.</p> | <p>purposes.</p> <p>Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.</p> <p>The student will:</p> <p style="text-align: center;">LA.1112.6.2.1</p> <ul style="list-style-type: none"> - select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; <p>LA.1112.6.2.2</p> <ul style="list-style-type: none"> - organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations; <p>LA.1112.6.2.3 - write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and</p> <p>LA.1112.6.2.4</p> <ul style="list-style-type: none"> - understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. |
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| <ul style="list-style-type: none"> • Prewriting: brainstorming, free writing, graphic organizers, quickwrites, outlines • Drafting, editing (for standard language conventions), revising (for clarity and effectiveness), publishing <p>Research Process</p> <ul style="list-style-type: none"> • Evaluate sources (secondary, primary, media, online, and databases) • Thesis • Source cards • Note cards outline • MLA formatting • MLA documentation (Works Cited page, parenthetical citations) • Editing, revising, and publishing • Evaluate sources (secondary, primary, media, | <ul style="list-style-type: none"> • Evaluate and incorporate reference documents into researched papers | <p>Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.</p> <p>The student will:</p> <p>LA.1112.6.2.1</p> <ul style="list-style-type: none"> - select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; <p>LA.1112.6.2.2</p> <ul style="list-style-type: none"> - organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations; <p>LA.1112.6.2.3 - write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and</p> <p>LA.1112.6.2.4</p> <ul style="list-style-type: none"> - understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. <ul style="list-style-type: none"> • MLA formatting |
| <ul style="list-style-type: none"> • APA | | |

Narration

- point of view
- style
- choice of detail
- diction
- dialogue
- tone

Description

- imagery
- figures of speech (simile, allusion, metaphor)
- diction
- repetition

Exposition

- diction
- parallelism
- tone
- rhetorical ?'s
- arrangement of details
- analogy

Argumentation

- details

- tone
- methods of persuasion

Vocabulary

- rhetorical terms
- literary terms

Organization

- topic sentence
- thesis statements
- sentence unity
- structure
- syntax
 - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

The student will:

- Description
 - grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel
- Rhetorical (loose/cumulative and periodic

placement of main idea; antithesis, juxtaposition, parallelism, repetition, rhetorical questions)

Writing Process

- MLA citations
- Analyze image as text

Graphic and Visual Images

- photos
- works of art
- ads
- charts
- websites
- periodicals
- comic strips
- music videos
- film: camera angles, shading/lighting, juxtaposition, visual design (sets, costumes, etc.), pacing, music/sound, symbolism
- OPTIC strategy
- layout: placement (foreground/background), shading/lighting, juxtaposition, intended audience, size, use, and variation of fonts