

Summit Public Schools
Summit, New Jersey
Grade Level 11/ Content Area: English
Length of Course: Full Year

English 3 AP Language and Composition

Course Description: The Advanced Placement course in English Language and Composition involves students in the study of language and rhetoric as it pertains to writing and reading. By understanding the power of language to inform, entertain and persuade, students will develop critical skills in reading literary and informational texts across disciplines. Students will study works of fiction and nonfiction by exploring the author's subject, audience, purpose, tone and occasion for writing. They will learn to identify and apply rhetorical strategies and techniques to improve their ability to communicate effectively. Regular writing assignments will focus on rhetorical analysis of texts, persuasive argument, and the synthesis of multiple sources to support a position. Students will apply these skills in the development of a critical and persuasive academic voice in writing and speaking in order to become articulate, productive, and responsible global citizens.

Anchor Standard—Reading:
Text Complexity and the Growth of Comprehension

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

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

Big Ideas: Course Objectives / Content Statement(s)

- Synthesis of information from multiple and varied sources
- Analysis of texts (print, visual, spoken) for elements of rhetoric
- Tone, style, and the writer's voice / point of view
- Themes in American literature (War, Work, The American Dream, Education, The Immigrant Experience, Civil/Human Rights, Freedom, etc.)
- The influence of history on language and literature (and language/literature on history)
- Language of non-print media (films, documentaries, photographs, art, speeches, etc.)

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

<ul style="list-style-type: none"> • What makes a person / writer / speaker persuasive to an audience/reader? • What makes language persuasive to an audience/reader? • When should you believe an argument? • How is a “rhetorical situation” presented in various media? • What makes a writer or text “quintessentially American”? • What is the most effective way to synthesize information as a reader? • Does language shape history; do historical events shape language and literature? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • The reader / audience plays a critical role (along with the writer / speaker and message) in any rhetorical situation. • A reader must be able to critically synthesize a variety of texts and information to form a strong argument. • There are a number of common characteristics of style, theme, and story that are reflected in archetypal American literature and nonfiction. • American history is full of writers and speakers who have used rhetorical language to reach both positive and negative ends, as well as to reflect the varied “stories of America.”
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <i>Rhetorical Analysis</i>
Key Ideas and Details	
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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>Students are expected, as part of the AP course and exam, to read and analyze the rhetorical approach and strategies used by writers and speakers in a variety of texts.</p>
<p>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.</p>	<p>Students may read the <i>Narrative of the Life of Frederick Douglass</i>, as well as read and listen to several speeches by Martin Luther King Jr., and analyze the writers’ attention to rhetorical elements—including: speaker, occasion, audience, purpose, subject, and tone—as well as the use of rhetorical appeals and devices.</p>
<p>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).</p>	<p>Students will explore how Douglass and King used the power of their language to advocate for the rights of African-Americans and move people to their causes of abolition and civil rights, respectively. Students may research contemporary examples of groups working to attain human rights, civil rights or equal treatment, find examples of rhetoric (speeches, editorials, advocacy materials) related to the cause, and analyze these for their use of rhetoric.</p>
<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>Students may also read works about the cultural identity of Americans, and analyze these writers’ words for evidence, support, and intention. These works may include essays like “What is an American” by Crèvecoeur and “America and Americans” by Steinbeck; political speeches such as President Kennedy’s inaugural address. Students will have the opportunity to read and analyze current writers’ work on issues that are important and meaningful to their development as citizens and as students.</p>
<p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<p>Sample Assessments:</p>
<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	

<p>Craft and Structure</p> <p>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. (e.g., Shakespeare as well as other authors.)</p> <p>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.</p> <p>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).</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Students will write a number of Rhetorical Analysis essays in response to reading varied texts over the course of the year in preparation for the AP exam.</p> <p>Students may present their rhetorical analysis of a contemporary text advocating civil or human rights.</p> <p>Students will respond to AP Style Critical Reading multiple-choice questions for passages from Douglass, King and other writers.</p> <p>Students will write carefully structured rhetorical analysis paragraphs that hone their skills in analyzing detail, diction, syntax, tone, and mood. Students will use these targeted assessments to work on clear and concise writing and carefully chosen quotes.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections As they learn about the way writers and speakers have used language to advocate for change throughout American history, there are many opportunities for interdisciplinary connections to social studies.</p> <p>Technology Integration Students can listen to many speeches as well as learn about and identify rhetorical elements at websites such as <i>www.americanrhetoric.org</i>.</p> <p>Media Literacy Integration Students can study the way contemporary issues (i.e. gay rights, immigrant rights, worker right, etc.) are presented in the media and evaluate the effectiveness of the rhetoric surrounding the issues. Students will read online newspapers on a daily basis and become educated in current events by the incorporation of occasional “current events quizzes” like the weekly ones in the <i>New York Times</i>.</p> <p>Global Perspectives Students can explore issues of human rights advocacy around the world. For example, by reading <i>What is the What</i>, they can investigate the efforts made to stop the genocide in Sudan and how Dave Eggers has used the story of Valentino Achak Deng to raise awareness and bring about change.</p> <p>Culturally Responsive Teaching Students will be encouraged to examine writers and their issues in a way that acknowledges and respects their perspectives. For example, when reading “What Is An American,” students must recognize that Crèvecoeur was escaping specific persecution in</p>
<p>Integration of Knowledge and Ideas</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	

<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>France. When studying Martin Luther King and Frederick Douglass, students will need to understand their arguments in the context of their time.</p> <p>Instructional Focus: <i>Comparative Analysis</i></p> <p>Students will read multiple and varied texts that address similar themes or topics in order to build knowledge or to compare the approaches the authors take. They will analyze, evaluate and compare the structure and style, as well as the literary and rhetorical elements, of the texts and how they compare to each other and to other writers or other works and experiences.</p> <p>Students may read essays by nonfiction authors such as Emerson and Thoreau, as well as modern authors' takes on these American philosophers, with the intention of understanding how these thinkers have influenced our current society.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<p>Students may read the works simultaneously or consecutively, during which they will be asked to interpret and analyze literary and rhetorical elements comparing both texts. They may compare authors and authorial intention. Through the close examination of texts, students will draw conclusions about how Emerson's ideas began and resulted in the action-based philosophy espoused by Thoreau.</p> <p>The works also provide an opportunity to consider how Americans' perspectives on various cultural, economic, and social issues change over the course of time. Students may also analyze Transcendental poetry in order to gain information on other viewpoints.</p> <p>Sample Assessments:</p> <p>Students will demonstrate their ability to draw connections between texts through the use of Socratic seminar, where they are expected to prepare and answer questions connecting text to text, text to self, and text to world.</p> <p>Students can pose an argument in which they develop a comparative analysis for a theme present in two works and explicate it in an essay.</p> <p>Students will perform close readings that examine differences between Emerson and Thoreau, or either author and a modern author's take on him, at the sentence level.</p> <p>Students will be asked to draw connections between American Transcendentalists and their own lives by</p>

creating an individual project that seeks to find modern value in our past way of life.

Students will also participate in an online forum where they must synthesize Emerson, Thoreau, and several current authors' critical takes on their viewpoint. Through their forum, students will need to engage with both the authors and each other in order to advance a thesis.

Instructional Strategies:

Interdisciplinary Connections

As they read about the philosophy of early American thinkers, students will find connections in the films and books they read today. Students may also research examples where writing/language (prose, poetry, songs, articles, speeches, etc.) influenced public opinion about economics, values, and our country's direction.

Technology Integration

Students can research online the experiences of past and present writers, poets and correspondents to see how their experiences shaped their writing.

Students can also use Google Classroom in order to participate in threaded discussions with their peers.

Media Literacy Integration

Students can compare media coverage and/or the impact of media such as photographs, television, cable news, etc. on American values over time. They can also research and analyze the rhetoric surrounding current political and social issues.

Global Perspectives

Students can explore the impact of American Transcendentalism on other countries. They can argue about the use of "Civil Disobedience" as a justification for various international coups and military actions.

Culturally Responsive Teaching

American Transcendentalism's interest in social equality for children, laborers, women, and African Americans makes this subject inherently culturally responsive. Emerson and Thoreau advance the idea that each individual has the right to a full and productive life. Students will examine these civil rights activists' words and actions through the lens of various cultures and communities who were influenced by their ideas.

Instructional Focus: *Synthesis of Sources*

Students will be able to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They will evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence, and synthesize these ideas into their own point of view.

Students may read a nonfiction text, such as *In Cold Blood*, and additional sources to gain insight and context on both the people profiled in the text and the journalist who wrote it. Additional sources may include the film *Capote*, excerpts from current psychology journals like “Psychology Today” and others that they can access through the library database, and excerpts from books about diverse people such as *Far From the Tree*.

Students will be asked to consider these texts, and the arguments they put forth, in relation to other sources, such as articles, data, photographs, surveys and other sources that might shape a journalist’s and a reader’s point of view on the recorded events.

Sample Assessments:

In preparation for the AP exam, in which they are given a series of sources in a document-based activity and asked to form an opinion in a synthesis essay, students will read, analyze and evaluate multiple and varied sources on a topic or question and take notes.

Students may develop an argument of their own using supporting evidence from sources in a synthesis cluster. They will write an essay defending the argument.

Students may conduct research in which they locate additional resources for a synthesis cluster and defend their inclusion of the material.

Students may complete an extensive and accurate Works Cited page and demonstrate a sophisticated understanding of in-text citations.

Students may participate in targeted Socratic Seminar discussions where they have the opportunity to present and support their views to classmates who may question the validity of their sources and demand deeper examination of each student’s intrinsic biases.

Instructional Strategies:

Interdisciplinary Connections

	<p>As students study changes in the rights and roles of journalists in American society, there are a number of connections to social studies and to the way the media has covered events.</p> <p>Students can also make strong connections to psychology as they examine the changing views towards mental illnesses espoused by healthcare professionals and by our modern society.</p> <p>Technology Integration</p> <p>Students can explore the way technology has had a positive and/or negative impact on accurate reporting; students can practice their own ability to dig out facts and figures in the case detailed in <i>In Cold Blood</i>.</p> <p>Media Literacy Integration</p> <p>Students can explore the way the media has shaped public perception and cultural shifts in the understanding of mental health. Students can also evaluate Truman Capote as a journalist by reading his other articles, by reading interviews given by him, and by watching the film <i>Capote</i>.</p> <p>Global Perspectives</p> <p>By reading a story that deals with Americans of all backgrounds and socioeconomic groups, students will have to consider other perspectives and cultures.</p> <p>Culturally Responsive Teaching</p> <p>Students will explore the challenges of cultural integration for “outsiders” in a community in order to understand the cultures and viewpoints of the residents of Holcomb, Kansas.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy

**Anchor Standard—Writing:
Text Types, Responding to Reading and Research**

Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.

Big Ideas: Course Objectives / Content Statement(s)

- Elements of argument in rhetorical writing (i.e. claim, evidence, warrant, rebuttal, qualification).
- The Synthesis Essay using multiple and varied sources properly documented.
- The Persuasive Essay
- The Rhetorical Analysis Essay
- The argumentative research paper
- Rhetorical appeals (i.e. *logos*, *ethos*, *pathos*) and a variety of rhetorical and literary devices used in writing.
- Academic discussion and reflection through online social media (i.e. class forum, discussion board, etc.).

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What is the best way to make a rhetorical argument in writing?
- What do good writers do to make their writing clear, concise and persuasive?
- How should effective academic discussions be conducted online?
- What is the best way to organize an essay to make it rhetorically effective?
- When should a writer use a particular rhetorical appeal (i.e. *logos*, *ethos*, *pathos*, etc.) or device?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- A successful argument should be clear, concise and well organized.
- Writers must choose from a variety of rhetorical appeals and strategies to connect with and persuade an audience.
- A writer must have a firm understanding of the audience to whom he or she is writing.
- Writers must be able to synthesize a clear position from multiple and varied sources including literary, informational, spoken, and visual texts.
- Writers must be able to document their research effectively and accurately when presenting evidence to support an argument in writing.
- Communicating effectively and intelligently through social media requires an understanding of principles of etiquette and practice in writing and communication online.

Areas of Focus: Proficiencies

Examples, Outcomes, Assessments

(Cumulative Progress Indicators)	
Students will:	Instructional Focus: <i>Pro/Con Research</i>
Text Types and Purpose	
<p>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.</p> <ul style="list-style-type: none"> 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. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). <p>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.</p> <ul style="list-style-type: none"> 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and 	<p>Students will be able to take a position on a debatable topic or issue, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. They will draw evidence from texts to support analysis, reflection, and research.</p> <p>Students may work with a partner or small group with whom they choose a controversial or debatable question and write an essay supporting or refuting one side. Students may conduct research using databases and resources in the library or a site such as www.procon.org, which presents resources on both sides of the issue.</p> <p>Students should evaluate sources for their validity and bias and integrate them effectively to support their arguments. Students should use proper documentation and follow rules to avoid plagiarism and credit all sources.</p> <p>Sample Assessments: Students conduct research and compose an essay defending their position with adequate and convincing support.</p> <p>Students may present their position in the form of a debate against their partner, or in the form of a commentary delivered in a speech to the class.</p> <p>Students may create a work of multimedia (movie, newscast, website, etc.) that incorporates their position and integrates their resources into an engaging and persuasive piece of media.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections Exploring topical and contemporary issues allows for students to make connections with all other subject areas, including social studies, science, the arts, technology, etc.</p> <p>Technology Integration Students may use integrated technology (i.e. iMovie, website design, presentation software, etc.) to complement or communicate their argument.</p> <p>Media Literacy Integration Students may explore the way the topic and/or position they have chosen is presented and perceived</p>

examples appropriate to the audience’s knowledge of the topic.

- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

through contemporary media and how it has changed over time.

Global Perspectives

Students may have the opportunity to explore how the same topics are viewed and debated in other cultures and how that compares to America.

Culturally Responsive Teaching

Students’ topics may relate directly or indirectly to international and/or culturally diverse issues, such as education reform or genetically modified food sources. Students will be required to take on diverse points of view as they consider the complexity of each issue.

Instructional Focus: Persuasive Essay

Students will read *The Crucible* in tandem with nonfiction that explains the historical context in which the play was set, as well as the context in which it was written. They will write a persuasive argument to advance a thesis using valid reasoning and relevant and sufficient evidence. They will also examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Students may be asked to analyze the text as literature, as a personal account by Arthur Miller, and as a product of its time--both as a historical exploration of the real-life Salem Witch Trials and as an exploration of McCarthyism.

Students must identify the elements of argument and the point of view put forth in the play, and evaluate these ideas for validity. Students may develop a question, claim, or position posed by the text and supporting documents and write a persuasive essay.

Sample Assessments:

As an assessment of their reading, students will make a claim they believe the play puts forth and write a persuasive defense or critique of that argument.

Students will be expected to participate in online discussion boards in which they must write clearly about their own understanding of the material, as well as speak respectfully about others’ opinions.

Students will write in-class essays that address the synthesis of the nonfiction materials as well as the fictional accounts in *The Crucible*.

Instructional Strategies:

<p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Interdisciplinary Connections Nonfiction accounts may include historical documents such as accounts of accused witches from Salem, interviews given by Elia Kazan and Arthur Miller, satires of the Witch Trials written by Benjamin Franklin, and read Jonathan Edwards’ “Sinners in the Hands of an Angry God.” Students may also read excerpts from current nonfiction books that explore this historical time period, such as <i>The Witches: Salem, 1692</i> by Stacy Schiff.</p>
<p>Research to Build and Present Knowledge</p>	<p>Technology Integration Students may watch and conduct research on how television and film have dealt with the issues raised in <i>The Crucible</i>; discover the multitude of references to <i>The Crucible</i> and McCarthyism in modern genres; and develop an understanding of the similarities and differences of the two eras by exploring online artifacts from both time periods.</p>
<p>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.</p> <p>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. (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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., <i>The Federalist</i>, presidential addresses]”).</p>	<p>Media Literacy Integration Students will explore the way arguments can be made using non-print media. Students will watch clips of Edward R. Murrow’s news show to see how current news media was evaluating McCarthyism and Arthur Miller at the time. Students will also watch newsreels from the 50’s that display the values and lessons of the time period in order to develop an understanding of the context.</p> <p>Global Perspectives As the belief in witches came from early Europe, students will explore documents from England, Germany, and other European countries that deal with medieval ideas about witches and wizards.</p> <p>Culturally Responsive Teaching Students will be able to apply the term “witch hunt” to other cultural groups, both in America and abroad. Students will understand the timelessness of the human urge to find and accuse a scapegoat, and will identify the warning signs of scapegoating in many different cultural groups.</p>
<p>Range of Writing</p>	

<p>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.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy

<p>Anchor Standard—Speaking and Listening: Flexible Communication and Collaboration</p>	
<p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> 1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> ● Rhetoric in speech ● Rhetoric in film (documentary) and other visual media (photography, art, editorial cartoons, charts/graphs, etc.) ● Debate and oral argument ● Presentations using language, visuals, and 21st century media ● Listening to and interpreting, analyzing and evaluating a speaker and/or spoken language ● Socratic Seminar and other models for academic discussion 	
<p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● What is the best way to make a rhetorical argument using spoken or visual language? ● What strategies and rhetorical tactics are most effective in a debate? ● How are documentary films and other visual media used to make or support an argument? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● A successful and persuasive speaker shows command of both verbal and linguistic skills (i.e. tone, pacing, repetition, inflection, diction, etc.) and is clear, engaging, accurate and at times provocative when communicating to an audience.

<ul style="list-style-type: none"> • How does a listener analyze and evaluate rhetorical devices (i.e. tone, pacing, repetition, inflection, diction etc.) in a speech, debate or oral argument? • What makes an effective and academic discussion? 	<ul style="list-style-type: none"> • Successful debaters use a variety of verbal and linguistic rhetorical skills in argument, and can analyze and evaluate both the strengths and weaknesses of the opposing argument as well as what will appeal to the judges or audience. • Visual media and film can be analyzed and evaluated for its rhetorical qualities using many of the same strategies applied to spoken and written texts. • A good listener can comprehend both verbal and non-verbal devices in a speech, debate or oral argument. • Good discussions require participants who are open minded, of diverse perspectives, and who are willing and able to ask questions and build upon the ideas presented by others, while also expressing their own ideas.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <i>Debate</i>
Comprehension and Collaboration	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. 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. 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. 	<p>Students will be able to present information, findings, and supporting evidence in the form of a debate in which listeners can follow the line of reasoning. As audience members, students will be able to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric in the debate.</p> <p>Students may research and develop an argument supporting a position on a contemporary issue or topic. They will participate in a college-style debate with a partner who will take the opposing position.</p> <p>Students will also participate in evaluating and critiquing the effectiveness of the speakers in the debate for the evidence they present as well as their poise and presentation as a debater.</p> <p>Sample Assessments:</p> <p>Students will conduct research and write a position paper prior to the debate.</p> <p>Students will receive teacher and peer evaluations and feedback for their participation in the debate.</p> <p>Students can record their debate and write a self-critique.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections Exploring topical and contemporary issues allows for students to make connections with all other subject</p>

<p>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.</p> <p>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.</p>	<p>areas, including social studies, science, the arts, technology, etc.</p> <p>Technology Integration Students may record themselves in the debate and write a self-critique of their performance, or the teacher may use the recorded debates as an example when teaching the unit to other classes.</p> <p>Media Literacy Integration Students may explore the way the topic and/or position they have is presented and perceived through the contemporary media and how it has changed over time.</p>
<p>Presentation of Knowledge and Ideas</p>	<p>Culturally Responsive Teaching</p>
<p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Students will explore their debate topic through multiple perspectives in order to craft effective counter-arguments that may surface from a variety of different viewpoints. Students will be encouraged to take a global perspective.</p> <p>Instructional Focus: <i>Persuasive / Analytic Interactive Socratic Seminar and/or Speech</i></p> <p>Students may study historical speeches on a particular topic, or they may read a text such as <i>The Scarlet Letter</i> and prepare to speak about it in front of their classmates. Students will need to prepare with both the text and nonfiction supporting texts.</p> <p>Students will be able integrate and evaluate information presented in diverse media and formats. Students will make strategic use of digital media and visual displays to express information and enhance understanding of presentations.</p> <p>Students will participate in Socratic Seminars, where they will need to present their analysis and defend it. Students will need to prepare by writing copious notes, as well as by preparing a written paper that utilizes citations of several different sources.</p> <p>Sample Assessments:</p> <p>Students may present to the class to be evaluated for the quality and clarity of their analysis as well as their poise and effectiveness as a speaker.</p> <p>Students can create any number of visual / multimedia products as the outcome of their presentation (movie, podcast, slide show, etc.)</p>

	<p>Students might choose to dramatize portions of an original speech, or to write a contemporary version of how an older speech might be delivered / written today.</p> <p>Students may be evaluated on their ability to articulate and defend their position on a particular issue; this may include answering questions from their peers.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections Students will be encouraged to use historical context and primary sources in order to support their arguments and to understand the arguments of other critics.</p> <p>Technology Integration Students may use several presentation tools to complement their presentations (i.e. iMovie, PowerPoint, Garageband, etc.).</p> <p>Media Literacy Integration Students can analyze how a particular speech would be received by a different audience, including people of other nations, cultures, ethnic groups, etc.</p> <p>Culturally Responsive Teaching Students will need to be respectful and thoughtful about the sensitive topics raised in Socratic Seminars. They will be encouraged to consider their subject matter from a variety of viewpoints.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy

<p>Anchor Standard—Language: Conventions, Effective Use and Vocabulary</p> <p>Conventions of Standard English:</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

<p>Knowledge of Language:</p> <p>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.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • Vocabulary acquisition and usage through etymology and in context clues • Rhetorical devices and terms • The rhetorical power of language (i.e. propaganda, denotation, connotation, nuance, satire, etc.) • Peer and self-editing skills in writing and speaking 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • How does one know the “right” word for a particular context? • How does a writer or speaker know that a rhetorical or figurative device will be effective? • How is language used to the writer or speaker’s benefit or advantage? • How does a word gain new or multiple meanings, associations and connotations? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Understanding the connotations and associations of a word is essential to communication and to the effectiveness of a rhetorical text on an audience. • Rhetorical and figurative devices have specific purposes and when chosen thoughtfully can both engage and persuade an audience. • The meaning and power of words can begin, change, grow and diminish over time as words are applied in new contexts and for different purposes.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Conventions of Standard English</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">A. Observe hyphenation conventions. B. Spell correctly.</p>	<p>Instructional Focus: Vocabulary Acquisition</p> <p>Students will use a variety of strategies for developing and acquiring vocabulary. These may include using a vocabulary text that includes college level words, creating personal vocabulary lists in which students select words from the literature being read and find ways to incorporate them into their writing, and developing a “rhetorical toolkit” of terms and devices related to rhetorical analysis that appear commonly on the AP exam.</p> <p>Sample Assessments:</p> <p>Students can select words that are new or somewhat familiar to them from the reading done in class. They keep a running list of these words and periodically create a piece of writing in which they apply them in context.</p> <p>Students can study words lists for which they will be tested periodically</p>
<p>Knowledge of Language</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or</p>	

<p>style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<p>Students can develop a running list of rhetorical terms and devices over the course of the year and periodically identify examples used in the reading done for class.</p>
<p>Vocabulary Acquisition and Usage</p>	<p>Instructional Strategies:</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>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.</p> <p>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).</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>	<p>Interdisciplinary Connections Words may come from texts that use subject specific language (i.e. science—<i>The Immortal Life of Henrietta Lacks</i>, economics—<i>Nickel and Dimed</i>).</p> <p>Media Literacy Integration Students may look at the way specific words and rhetorical devices are used in the media (i.e. political campaigns, commercials, on the Internet, in the news media, etc.)</p> <p>Global Perspectives Vocabulary words may be selected from works of a variety of cultures, countries or time periods (i.e. <i>Bread Givers</i>, <i>The Things They Carried</i>)</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p>

	<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy
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Unit Title: Intro to Rhetoric
[2 weeks]

Unit Summary: This unit introduces students to the content of the course, provides them with a common vocabulary, and introduces several short anchor texts. This unit provides a baseline assessment of students' skills.	
Primary interdisciplinary connections: Social Studies (current events and political history via speeches)	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
This unit includes the AP summer assignments, which consist of one book and several speeches. It addresses key standards by introducing students to the new idea of rhetorical analysis, as well as giving them an overview of the AP course and exam. Students should begin to make connections between the texts used here and the texts they have read in past English classes. The writing skills they will begin to learn over these first two weeks will be skills that they will use throughout the course. The unit seeks to be engaging and meaningful by allowing student choice, encouraging discussion, and engaging students to think about current events and politicians, through the lens of rhetorical analysis.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	<ul style="list-style-type: none"> • RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. • 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. (e.g., Shakespeare as well as other authors.) • 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). • 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. • 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. • RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Writing	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> 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. 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.)
Speaking & Listening	<ul style="list-style-type: none"> SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. 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. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language	<ul style="list-style-type: none"> L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions:	Understandings: <i>Students will understand that...</i>
<ul style="list-style-type: none"> What makes a person / writer / speaker persuasive to an audience/reader? What makes language persuasive to an audience/reader? When should you believe an argument? How is a “rhetorical situation” presented in various media? What is the best way to make a rhetorical argument in writing? What do good writers do to make their writing clear, concise and persuasive? What is the best way to organize an essay to make it rhetorically effective? When should a writer use a particular rhetorical appeal (i.e. <i>logos, ethos, pathos</i>, etc.) or device? How does one know the “right” word for a particular context? How does a writer or speaker know that a rhetorical or figurative device will be effective? How is language used to the writer or speaker’s benefit or advantage? How does a word gain new or multiple meanings, associations and connotations? 	<ul style="list-style-type: none"> The reader / audience plays a critical role (along with the writer / speaker and message) in any rhetorical situation. A successful argument should be clear, concise and well organized. Writers must choose from a variety of rhetorical appeals and strategies to connect with and persuade an audience. A writer must have a firm understanding of the audience to whom he or she is writing. Understanding the connotations and associations of a word is essential to communication and to the effectiveness of a rhetorical text on an audience. Rhetorical and figurative devices have specific purposes and when chosen thoughtfully can both engage and persuade an audience. The meaning and power of words can begin, change, grow and diminish over time as words are applied in new contexts and for different purposes.

<p>Unit Learning Activities: <i>Students will...</i></p> <ul style="list-style-type: none"> analyze short speeches from various politicians to determine rhetorical strategies; read, annotate, and discuss historical documents; analyze speeches in different contexts (aka, President Bush’s 9/11 speech from the Oval Office and his speech at Ground Zero); watch commercials to practice identifying ethos, logos, and pathos; practice writing thesis statements that address specific pieces of text;
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- close read AP rhetorical analysis exam questions;
- read, analyze, and discuss arguments with two sides in order to identify effective persuasive strategies;
- identify the elements of a rhetorical analysis essay;
- read and analyze student samples;
- practice skills needed to achieve success on AP style multiple choice passages by working alone, with a partner, and in a small group.

Assessments	
<p>Summative:</p> <ul style="list-style-type: none"> ● quiz on rhetorical analysis vocabulary; ● outline a rhetorical analysis essay in response to a prompt; ● compose an analytical paragraph in response to a prompt; ● complete a pretest on an AP style multiple choice passage. 	<p>Formative:</p> <ul style="list-style-type: none"> ● structured class discussions; ● Socratic Seminars; ● short in-class writing assignments; ● work in a small group to write an analytical paragraph in response to a prompt; ● work with a partner on AP style multiple choice passages.

Unit Title: Rhetorical Analysis
[4 weeks]

Unit Summary: This unit introduces students to the skill of rhetorical analysis. It will cover both analysis (of specifics like diction, detail, and syntax and larger, full-text analysis of elements like style and tone. Students will turn their analysis into carefully crafted rhetorical analysis essays that address a specific prompt.	
Primary interdisciplinary connections: Social Studies, Science, and Humanities (based on the content of the text passages)	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
This unit addresses the AP Language & Composition task of Rhetorical Analysis. This unit addresses an entirely new form of writing that students have not been exposed to before, and therefore is broken down into discrete parts. Students will learn about rhetorical devices, practice finding specific evidence in the text, and practice explaining all of the author’s choices under the larger umbrella of “author’s purpose.” The unit introduces many different short texts on various subjects, from many different historical periods. This ensures that everyone will have an opportunity to connect to a specific text, and also have the opportunity to stretch to understand a text that deals with an unfamiliar topic. The content of the unit is particularly meaningful to students because it opens up a new format of writing that will be relevant to them in college and beyond.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	<ul style="list-style-type: none"> ● RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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. ● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. ● 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.

	<ul style="list-style-type: none"> • 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. (e.g., Shakespeare as well as other authors.) • 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. • 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). • 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). • 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. • 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.
Writing	<ul style="list-style-type: none"> • 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. • 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.)
Speaking & Listening	<ul style="list-style-type: none"> • SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. • 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. • SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language	<ul style="list-style-type: none"> • L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Essential Questions:	
Understandings: <i>Students will understand that...</i>	
<ul style="list-style-type: none"> • What makes a person / writer / speaker persuasive to an audience/reader? • What makes language persuasive to an audience/reader? • When should you believe an argument? • How is a “rhetorical situation” presented in various media? • What is the best way to make a rhetorical argument in writing? • What do good writers do to make their writing clear, concise and persuasive? 	<ul style="list-style-type: none"> • The reader / audience plays a critical role (along with the writer / speaker and message) in any rhetorical situation. • A successful argument should be clear, concise and well organized. • Writers must choose from a variety of rhetorical appeals and strategies to connect with and persuade an audience. • A writer must have a firm understanding of the audience to whom he or she is writing. • Understanding the connotations and associations of a word is essential to communication and to

<ul style="list-style-type: none"> • What is the best way to organize an essay to make it rhetorically effective? • When should a writer use a particular rhetorical appeal (i.e. <i>logos</i>, <i>ethos</i>, <i>pathos</i>, etc.) or device? • How does one know the “right” word for a particular context? • How does a writer or speaker know that a rhetorical or figurative device will be effective? • How is language used to the writer or speaker’s benefit or advantage? • How does a word gain new or multiple meanings, associations and connotations? 	<p>the effectiveness of a rhetorical text on an audience.</p> <ul style="list-style-type: none"> • Rhetorical and figurative devices have specific purposes and when chosen thoughtfully can both engage and persuade an audience. • The meaning and power of words can begin, change, grow and diminish over time as words are applied in new contexts and for different purposes.
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Unit Learning Activities:
Students will...

- Read speeches in order to analyze rhetorical strategies and style choices;
- Consider author’s “persona” and how it adds to the development if their argument;
- Unearth rhetorical elements such as details, diction, syntax, etc. in complex texts;
- Describe tone, mood, and how these elements work towards an author’s intentions;
- Close read and annotate in order to identify layers of meaning (subtextual);
- Use graphic organizers in order to parse SOAPS elements and specific rhetorical devices;
- Draft rhetorical analysis essays by composing a strong intro that involves a context sentence and thesis, body paragraphs with integrated quotations and commentary, and a strong and effective conclusion that addresses the author’s purpose;
- Use AP passages and questions in order to prepare for the exam.

Assessments

<p>Summative:</p> <ul style="list-style-type: none"> • Structured rhetorical analysis paragraphs; • AP exam practice rhetorical analysis essays; • Timed close reading checks for comprehension. 	<p>Formative:</p> <ul style="list-style-type: none"> • Structured class discussions; • small group activities, including discussions with exit slips, class presentations, and collaborative writing assignments; • rhetorical analysis of current events via newspaper articles and op-eds; • close reading of AP exam prompts.
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Unit Title: Synthesis [4 weeks]

<p>Unit Summary: This unit works on the skills of argument, research and synthesis. Students in AP Language need to be proficient in integrating and evaluating content presented in diverse formats and media, in order to respond to a synthesis prompt. Students will formulate an argument based on a given prompt, and then make decisions about various sources in order to decide which ones to integrate into their paper.</p>	
<p>Primary interdisciplinary connections: Social Studies</p>	
<p>Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)</p>	
<p>This unit is appropriate because it addresses the skills of research and synthesis, which are essential for both the AP exam and for students' college-level skills. It addresses many standards, including the evaluation of varied sources, the contextualizing of sources, and the correct integration of sources. Students will need to gather ideas from various viewpoints, take notes, formulate written and verbal arguments, and essays with correct citations. Students will recognize the synthesis essay as a version of the DBQ, which they have learned in history class. Unlike the DBQ, however, the synthesis prioritizes writing over the contextualizing of sources. The unit is engaging in that it involves many different subjects, and a large amount of student choice. Prompts and text sets cover a wide variety of topics, and during the research section of the unit, students are given broad guidelines and encouraged to choose a topic that is of personal interest.</p>	
<p>Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)</p>	
Reading	<ul style="list-style-type: none"> • RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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. • 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. • RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • 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).
Writing	<ul style="list-style-type: none"> • 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. • 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. • 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.) • W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Speaking & Listening	<ul style="list-style-type: none"> • SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts,</i>

	<p><i>and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> ● 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. ● 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. ● SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. 				
Language	<ul style="list-style-type: none"> ● SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. ● L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● 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. 				
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:50%; padding: 5px;">Essential Questions:</th> <th style="width:50%; padding: 5px;">Understandings: <i>Students will understand that...</i></th> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> ● What is the most effective way to synthesize information as a reader? ● What do good writers do to make their writing clear, concise and persuasive? ● What is the best way to organize an essay to make it rhetorically effective? ● What makes an effective and academic discussion? ● What is the best way to make a rhetorical argument using spoken or visual language? ● How is language used to the writer or speaker's benefit or advantage? ● How does a word gain new or multiple meanings, associations and connotations? ● How is language used to the writer or speaker's benefit or advantage? ● How does a word gain new or multiple meanings, associations and connotations? </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ● The reader / audience plays a critical role (along with the writer / speaker and message) in any rhetorical situation. ● A reader must be able to critically synthesize a variety of texts and information to form a strong argument. ● A successful argument should be clear, concise and well organized. ● Writers must choose from a variety of rhetorical appeals and strategies to connect with and persuade an audience. ● Writers must be able to synthesize a clear position from multiple and varied sources including literary, informational, spoken, and visual texts. ● Writers must be able to document their research effectively and accurately when presenting evidence to support an argument in writing. </td> </tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>	<ul style="list-style-type: none"> ● What is the most effective way to synthesize information as a reader? ● What do good writers do to make their writing clear, concise and persuasive? ● What is the best way to organize an essay to make it rhetorically effective? ● What makes an effective and academic discussion? ● What is the best way to make a rhetorical argument using spoken or visual language? ● How is language used to the writer or speaker's benefit or advantage? ● How does a word gain new or multiple meanings, associations and connotations? ● How is language used to the writer or speaker's benefit or advantage? ● How does a word gain new or multiple meanings, associations and connotations? 	<ul style="list-style-type: none"> ● The reader / audience plays a critical role (along with the writer / speaker and message) in any rhetorical situation. ● A reader must be able to critically synthesize a variety of texts and information to form a strong argument. ● A successful argument should be clear, concise and well organized. ● Writers must choose from a variety of rhetorical appeals and strategies to connect with and persuade an audience. ● Writers must be able to synthesize a clear position from multiple and varied sources including literary, informational, spoken, and visual texts. ● Writers must be able to document their research effectively and accurately when presenting evidence to support an argument in writing.
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<p>Unit Learning Activities: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Close read AP synthesis prompts in order to gain a broad understanding of a topic; ● Develop a complex and nuanced thesis statement that puts forth a specific, unique idea that can be supported by evidence; ● Evaluate evidence by annotating short passages for context, author's intentions, and accuracy; ● Incorporate excerpts from various texts into original arguments; ● Cite text accurately, with both in-text citations and larger, long-format Works Cited pages; ● Establish nuance in arguments by developing concessions and qualifications; ● Develop insightful conclusions that complete arguments and establish relevance to the larger world. 					
Assessments					

Summative: <ul style="list-style-type: none"> ● AP style synthesis essay; ● Individually built synthesis packet and essay; ● Works Cited page; ● Well developed research packet 	Formative: <ul style="list-style-type: none"> ● small group discussions; ● practice synthesis essays; ● short research paper drafts; ● individual teacher conferences
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Unit Title: Argument
[4 weeks]

<p>Unit Summary: This unit works on the skill of composing an argument essay. Students will be taught several different types of formal structures for this kind of essay, along with strategies for building a logical and complex argument. AP exam prompts will be used to provide practice on all different kinds of topics. Students will also be asked to address prompts taken from their course reading (nonfiction, in the Transcendentalism unit, and nonfiction support materials from the American literature unit; i.e. <i>The Great Gatsby</i> and <i>The Scarlet Letter</i> supplementary readings).</p>	
<p>Primary interdisciplinary connections: Social Studies</p>	
<p>Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)</p>	
<p>This unit addresses the argument essay task that is required on the AP Language & Composition exam. Furthermore, this type of essay will be relevant to students in college and in their professional lives, as well. Juniors are prepared to take on this task, as it incorporates many of the skills they have learned in previous years, in addition to requiring a wider world view with a unique perspective. Students are generally very engaged in this unit, since the topics for the argument essay are varied and focus on issues that are of great concern to young people.</p>	
<p>Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)</p>	
Reading	<ul style="list-style-type: none"> ● 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. ● 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.
Writing	<ul style="list-style-type: none"> ● 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.) ● W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Speaking & Listening	<ul style="list-style-type: none"> ● SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. ● SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	<ul style="list-style-type: none"> ● L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>Essential Questions:</p>	
<p>Understandings: <i>Students will understand that...</i></p>	

<ul style="list-style-type: none"> • What makes a person / writer / speaker persuasive to an audience/reader? • What makes language persuasive to an audience/reader? • When should you believe an argument? • What do good writers do to make their writing clear, concise and persuasive? • What is the best way to organize an essay to make it rhetorically effective? • When should a writer use a particular rhetorical appeal (i.e. <i>logos</i>, <i>ethos</i>, <i>pathos</i>, etc.) or device? 	<ul style="list-style-type: none"> • A successful argument should be clear, concise and well organized. • Writers must choose from a variety of rhetorical appeals and strategies to connect with and persuade an audience. • A writer must have a firm understanding of the audience to whom he or she is writing. • A successful and persuasive speaker shows command of both verbal and linguistic skills (i.e. tone, pacing, repetition, inflection, diction, etc.) and is clear, engaging, accurate and at times provocative when communicating to an audience.
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Unit Learning Activities:

Students will...

- Identify “argument” as a coherent movement from from a claim to a conclusion by close reading published essays;
- Work with the structure and format of argument essays by creating multiple concept maps for argument essay prompts;
- Learn about two kinds of formal argument by defining and practicing Toulman and Rogerian style arguments;
- Develop a complex and unique thesis by revising and expanding statements into effective arguments;
- Analyze the three types of claims by reading published essays and identifying claims of fact, value, and policy;
- Work with open and closed thesis statements by drafting examples of each;
- Develop counterarguments and qualifiers by reading research to back multiple viewpoints;
- Identify common fallacies in argument by analyzing ads and commercials;
- Outline, draft, and develop argument essays as a response to AP essay prompts.

Assessments

Summative:

- In class essay: AP Argument prompt;
- Graded Socratic seminars;
- Compose and answer argument prompts based on personal interest.

Formative:

- Close read and annotate published argument essays;
- Short structured debates based on given prompts;
- Outline essays based on AP prompts

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
 Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in	Individualized assessment tools based on student need

		class)	
	Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading