

Advanced Placement English Language and Composition

Course Description: Advanced Placement English Language and Composition requires students to read and write at the college level, as the class is the equivalent to first-year college composition courses and students often can receive college credit based on their performance on the AP exam. The course is structured within the framework of American literature with an emphasis on the principles of close reading and both analytical and argumentative writing. Students will write in a variety of modes, developing a sense of personal style and honing their ability to analyze and articulate how the resources of language operate in any text. Students also will examine the rhetoric of visual media, such as photographs, paintings, advertisements, and other non-print texts.

SEMESTER ONE

Note: The units throughout the semester often occur simultaneously. Different class meetings focus on individual units in isolation, but the unit numbers do not indicate order of instruction or that a particular unit is complete before beginning another unit.

Unit 1: Analysis

Students will practice the skill of close reading extensively throughout the semester. Every week, students will be responsible for reading the assigned nonfiction texts and analyzing the work in their reading journals. Class discussion will focus on analysis. On a regular basis, students will demonstrate their developing analysis skills by writing in-class essays.

READING STANDARDS

Key Ideas and Details

- Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-Literacy.RI.11-12.1)
- Determine two or more **central ideas** of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-Literacy.RI.11-12.2)
- Analyze a **complex set of ideas or sequence of events** and explain how specific individuals, ideas or events interact and develop over the course of the text. (CCSS.ELA-Literacy.RI.11-12.3)

Craft and Structure

- Determine the **meaning of words and phrases** as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-Literacy.RI.11-12.4)
- Analyze and evaluate the effectiveness of the **structure** an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. (CCSS.ELA-Literacy.RI.11-12.5)
- Determine an author's **point of view or purpose** in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-Literacy.RI.11-12.6)

WRITING STANDARDS

Text Types and Purposes

- Write **informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS.ELA-Literacy.W.11-12.2)
 - **Introduce a topic; organize** complex ideas, concepts, and information so that each new element builds on what precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.11-12.2a)
 - **Develop the topic** thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-Literacy.W.11-12.2b)
 - Use **appropriate and varied transitions and syntax to link** the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS.ELA-Literacy.W.11-12.2c)
 - Use **precise language and domain-specific vocabulary**, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS.ELA-Literacy.W.11-12.2d)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.2e)
 - Provide a **concluding statement** or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELA-Literacy.W.11-12.2f)

Production and Distribution of Writing

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **Develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-Literacy.W.11-12.5)

Range of Writing

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

SPEAKING & LISTENING STANDARDS

Comprehension and Collaboration

- Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-Literacy.SL.11-12.1)
 - **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA-Literacy.SL.11-12.1a)
 - Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)

- **Propel conversations** by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-Literacy.SL.11-12.1c)
- **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)
- **Integrate multiple sources of information** presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS.ELA-Literacy.SL.11-12.2)
- **Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric**, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS.ELA-Literacy.SL.11-12.3)

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **Resolve issues of complex or contested usage**, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)

Knowledge of Language

- Apply knowledge of language to **understand how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)
 - **Vary syntax for effect**, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS.ELA-Literacy.L.11-12.3a)

Vocabulary Acquisition and Use

- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.11-12.4)
 - Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)

- **Verify** the preliminary determination of the **meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- Acquire and use accurately **general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-Literacy.L.11-12.6)

Unit 2: Narrative Essay

Students will write a narrative essay that includes a moment of epiphany in which the student's thinking was changed in a significant way. The narrative will have an implicit claim and use specific, concrete, visual details. Students will utilize the writing process as they write their essays. The assignment will have particular parameters and requirements specified at the onset of the project.

WRITING STANDARDS

Text Types and Purposes

- Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-Literacy.W.11-12.3)
 - **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. (CCSS.ELA-Literacy.W.11-12.3a)
 - **Use narrative techniques**, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA-Literacy.W.11-12.3b)
 - 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). (CCSS.ELA-Literacy.W.11-12.3c)
 - **Use precise words and phrases**, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-Literacy.W.11-12.3d)
 - Provide a **conclusion** that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS.ELA-Literacy.W.11-12.3e)

Production and Distribution of Writing

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **Develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-Literacy.W.11-12.5)
- **Use technology**, including the Internet, to **produce, publish, and update individual or shared writing products** in response to ongoing feedback, including new arguments or information. (CCSS.ELA-Literacy.W.11-12.6)



LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **Resolve issues of complex or contested usage**, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)

Knowledge of Language

- Apply knowledge of language to **understand how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)
 - **Vary syntax for effect**, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS.ELA-Literacy.L.11-12.3a)

Vocabulary Acquisition and Use

- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.11-12.4)
 - Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)
 - **Verify** the preliminary determination of the **meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- Acquire and use accurately **general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-Literacy.L.11-12.6)

Unit 3: The American Novel

Students will read and analyze *The Awakening* and *The Scarlet Letter* during the first semester and other American works as time allows. Class discussion will focus on analysis and the writer's techniques. Students will prepare for discussion by completing journal entries that allow them to practice targeted skills through prompts that are provided. Nonfiction supplemental readings and visual arguments are included in the unit.

READING STANDARDS

Key Ideas and Details

- Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-Literacy.RL.11-12.1)
- Determine two or more **themes** or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-Literacy.RL.11-12.2)
- Analyze the impact of the author's choices regarding how to **develop and relate elements of a story or drama** (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS.ELA-Literacy.RL.11-12.3)

Craft and Structure

- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- Analyze how an author's choices concerning how to **structure** specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS.ELA-Literacy.RL.11-12.5)
- Analyze a case in which grasping **point of view** requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS.ELA-Literacy.RL.11-12.6)

Integration of Knowledge and Ideas

- **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. (Include at least one play by Shakespeare and one play by an American dramatist.) (CCSS.ELA-Literacy.RL.11-12.7)
- Demonstrate **knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature**, including how two or more texts from the same period treat similar themes or topics. (CCSS.ELA-Literacy.RL.11-12.9)

SPEAKING & LISTENING STANDARDS

Comprehension and Collaboration

- Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-Literacy.SL.11-12.1)
 - **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA-Literacy.SL.11-12.1a)

- Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
- **Propel conversations** by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-Literacy.SL.11-12.1c)
- **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

Unit 4: Comparison Essay

Students will write an essay in which they bring the reader to a greater understanding of their chosen topic by considering it through analogy. Their goal is to use an analogy to help the reader view something that is unfamiliar or complex by looking at it beside something that is familiar or simple. Students will utilize the writing process as they write their essays. The assignment will have particular parameters and requirements specified at the onset of the project.

WRITING STANDARDS

Text Types and Purposes

- Write **informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS.ELA-Literacy.W.11-12.2)
 - **Introduce a topic; organize** complex ideas, concepts, and information so that each new element builds on what precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.11-12.2a)
 - **Develop the topic** thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-Literacy.W.11-12.2b)
 - Use **appropriate and varied transitions and syntax to link** the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS.ELA-Literacy.W.11-12.2c)
 - **Use precise language and domain-specific vocabulary**, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS.ELA-Literacy.W.11-12.2d)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.2e)
 - Provide a **concluding statement** or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELA-Literacy.W.11-12.2f)

Production and Distribution of Writing

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **Develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-Literacy.W.11-12.5)

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

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **Resolve issues of complex or contested usage**, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)

Knowledge of Language

- Apply knowledge of language to **understand how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)
 - **Vary syntax for effect**, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS.ELA-Literacy.L.11-12.3a)

Vocabulary Acquisition and Use

- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.11-12.4)
 - Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)
 - **Verify** the preliminary determination of the **meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- Acquire and use accurately **general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-Literacy.L.11-12.6)

Unit 5: Research Project

Students will work on a yearlong research project by completing a portion of the assignment each quarter. The goals of the research project are to 1) develop college-level research skills, 2) synthesize scholarly information, 3) practice analyzing a variety of sources, and 4) write an extended argument. Each assignment will have particular parameters and requirements. Over the summer, students will select a broad topic from the provided list of 15 categories and read the core text indicated. In the first quarter, students will create an annotated bibliography of scholarly sources on their topics. Students will read a second full-length nonfiction text of their choosing in the second quarter. They also will view and analyze a documentary related to the topic.

READING STANDARDS

Key Ideas and Details

- Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-Literacy.RI.11-12.1)
- Determine two or more **central ideas** of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-Literacy.RI.11-12.2)
- Analyze a **complex set of ideas or sequence of events** and explain how specific individuals, ideas or events interact and develop over the course of the text. (CCSS.ELA-Literacy.RI.11-12.3)

Craft and Structure

- Determine the **meaning of words and phrases** as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-Literacy.RI.11-12.4)
- Analyze and evaluate the effectiveness of the **structure** an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. (CCSS.ELA-Literacy.RI.11-12.5)
- Determine an author's **point of view or purpose** in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-Literacy.RI.11-12.6)

Integration of Knowledge and Ideas

- **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. (CCSS.ELA-Literacy.RI.11-12.7)
- **Delineate and evaluate the reasoning in seminal U.S. texts**, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). (CCSS.ELA-Literacy.RI.11-12.8)
- **Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents** of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes and rhetorical features. (CCSS.ELA-Literacy.RI.11-12.9)

WRITING STANDARDS

Text Types and Purposes

- Write **informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS.ELA-Literacy.W.11-12.2)
 - **Introduce a topic; organize** complex ideas, concepts, and information so that each new element builds on what precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.11-12.2a)
 - **Develop the topic** thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-Literacy.W.11-12.2b)
 - Use **appropriate and varied transitions and syntax to link** the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS.ELA-Literacy.W.11-12.2c)
 - Use **precise language and domain-specific vocabulary**, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS.ELA-Literacy.W.11-12.2d)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.2e)
 - Provide a **concluding statement** or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELA-Literacy.W.11-12.2f)

Production and Distribution of Writing

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **Develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-Literacy.W.11-12.5)
- Use **technology**, including the Internet, to **produce, publish, and update individual or shared writing products** in response to ongoing feedback, including new arguments or information. (CCSS.ELA-Literacy.W.11-12.6)

Research to Build and Present Knowledge

- **Conduct short as well as more sustained research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-Literacy.W.11-12.7)
- **Gather relevant information** from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS.ELA-Literacy.W.11-12.8)
- **Draw evidence** from literary or informational texts to support analysis, reflection and research. (CCSS.ELA-Literacy.W.11-12.9)
 - Apply *grades 11-12 Reading standards* to literature. (CCSS.ELA-Literacy.W.11-12.9a)
 - Apply *grades 11-12 Reading standards* to literary nonfiction. (CCSS.ELA-Literacy.W.11-12.9b)

Range of Writing

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

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **Resolve issues of complex or contested usage**, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)

Knowledge of Language

- Apply knowledge of language to **understand how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)
 - **Vary syntax for effect**, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS.ELA-Literacy.L.11-12.3a)

Vocabulary Acquisition and Use

- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.11-12.4)
 - Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)
 - **Verify** the preliminary determination of the **meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- Acquire and use accurately **general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate



independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-Literacy.L.11-12.6)

SEMESTER TWO

Note: The units throughout the semester often occur simultaneously. Different class meetings focus on individual units in isolation, but the unit numbers do not indicate order of instruction or that a particular unit is complete before beginning another unit.

Unit 6: Argument

Students will study and practice argument extensively throughout the semester, creating their own arguments and synthesizing the ideas of others into an argument. Every week, students will be responsible for reading the assigned nonfiction texts and analyzing the work in their reading journals. Class discussion will focus on argument. On a regular basis, students will demonstrate their developing argument skills by writing in-class essays.

READING STANDARDS

Key Ideas and Details

- Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-Literacy.RI.11-12.1)
- Determine two or more **central ideas** of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-Literacy.RI.11-12.2)
- Analyze a **complex set of ideas or sequence of events** and explain how specific individuals, ideas or events interact and develop over the course of the text. (CCSS.ELA-Literacy.RI.11-12.3)

Craft and Structure

- Determine the **meaning of words and phrases** as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-Literacy.RI.11-12.4)
- Analyze and evaluate the effectiveness of the **structure** an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. (CCSS.ELA-Literacy.RI.11-12.5)
- Determine an author's **point of view or purpose** in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-Literacy.RI.11-12.6)

Integration of Knowledge and Ideas

- **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. (CCSS.ELA-Literacy.RI.11-12.7)
- **Delineate and evaluate the reasoning in seminal U.S. texts**, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). (CCSS.ELA-Literacy.RI.11-12.8)
- **Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents** of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the

Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes and rhetorical features. (CCSS.ELA-Literacy.RI.11-12.9)

WRITING STANDARDS

Text Types and Purposes

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - Introduce **precise, knowledgeable claim(s)**, establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.11-12.1a)
 - **Develop claim(s) and counterclaims fairly and thoroughly**, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-Literacy.W.11-12.1b)
 - **Use words, phrases, and clauses as well as varied syntax to link** the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)

Production and Distribution of Writing

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **Develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-Literacy.W.11-12.5)

Research to Build and Present Knowledge

- **Conduct short as well as more sustained research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-Literacy.W.11-12.7)
- **Gather relevant information** from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS.ELA-Literacy.W.11-12.8)
- **Draw evidence** from literary or informational texts to support analysis, reflection and research. (CCSS.ELA-Literacy.W.11-12.9)
 - Apply *grades 11-12 Reading standards* to literature. (CCSS.ELA-Literacy.W.11-12.9a)
 - Apply *grades 11-12 Reading standards* to literary nonfiction. (CCSS.ELA-Literacy.W.11-12.9b)

Range of Writing

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

SPEAKING & LISTENING STANDARDS

Comprehension and Collaboration

- Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-Literacy.SL.11-12.1)
 - **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA-Literacy.SL.11-12.1a)
 - Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
 - **Propel conversations** by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-Literacy.SL.11-12.1c)
 - **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)
- **Integrate multiple sources of information** presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS.ELA-Literacy.SL.11-12.2)
- **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric**, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS.ELA-Literacy.SL.11-12.3)

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **Resolve issues of complex or contested usage**, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)

Knowledge of Language

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



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

Vocabulary Acquisition and Use

- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.11-12.4)
 - Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)
 - **Verify** the preliminary determination of the **meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- Acquire and use accurately **general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-Literacy.L.11-12.6)

Unit 7: Extended Definition Essay

Students will write an extended definition essay in which they challenge the reader’s “old” thinking about a particular word, idea, or concept in an effort to gain acceptance of a new understanding of the word. Students can expand an existing definition, challenge an accepted definition, revise a definition, or argue for the return of an outdated or older definition. Students will utilize the writing process as they write their essays. The assignment will have particular parameters and requirements specified at the onset of the project.

WRITING STANDARDS

Text Types and Purposes

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - Introduce **precise, knowledgeable claim(s)**, establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.11-12.1a)
 - **Develop claim(s) and counterclaims fairly and thoroughly**, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (CCSS.ELA-Literacy.W.11-12.1b)

- Use **words, phrases, and clauses as well as varied syntax to link** the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)
- Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
- Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)

Production and Distribution of Writing

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **Develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-Literacy.W.11-12.5)
- Use **technology**, including the Internet, to **produce, publish, and update individual or shared writing products** in response to ongoing feedback, including new arguments or information. (CCSS.ELA-Literacy.W.11-12.6)

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **Resolve issues of complex or contested usage**, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)

Knowledge of Language

- Apply knowledge of language to **understand how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)
 - **Vary syntax for effect**, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS.ELA-Literacy.L.11-12.3a)

Vocabulary Acquisition and Use

- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.11-12.4)
 - Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)



- Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
- Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)
- **Verify** the preliminary determination of the **meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- Acquire and use accurately **general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-Literacy.L.11-12.6)

Unit 8: The American Novel

Students will read and analyze *The Grapes of Wrath* and *The Great Gatsby* during the second semester and other American works as time allows. Class discussion will focus on analysis and the writer's techniques. Students will prepare for discussion by completing journal entries that allow them to practice targeted skills through prompts that are provided. Nonfiction supplemental readings and visual arguments are included in the unit.

READING STANDARDS

Key Ideas and Details

- Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-Literacy.RL.11-12.1)
- Determine two or more **themes** or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-Literacy.RL.11-12.2)
- Analyze the impact of the author's choices regarding how to **develop and relate elements of a story or drama** (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS.ELA-Literacy.RL.11-12.3)

Craft and Structure

- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- Analyze how an author's choices concerning how to **structure** specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS.ELA-Literacy.RL.11-12.5)
- Analyze a case in which grasping **point of view** requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS.ELA-Literacy.RL.11-12.6)

Integration of Knowledge and Ideas

- **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. (Include at least one play by Shakespeare and one play by an American dramatist.) (CCSS.ELA-Literacy.RL.11-12.7)
- Demonstrate **knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature**, including how two or more texts from the same period treat similar themes or topics. (CCSS.ELA-Literacy.RL.11-12.9)

SPEAKING & LISTENING STANDARDS

Comprehension and Collaboration

- Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-Literacy.SL.11-12.1)
 - **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA-Literacy.SL.11-12.1a)
 - Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
 - **Propel conversations** by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-Literacy.SL.11-12.1c)
 - **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

Unit 9: Researched Project

For the yearlong research project, students will compile a second annotated bibliography of scholarly sources on their specific topic. They also will locate and analyze visuals that pertain to the topic and write a paper proposal. For the final product, students will synthesize the information gathered over the year and write the researched argument, moving through multiple drafts. In addition to writing the essay, students will present their argument in a class symposium.

READING STANDARDS

Key Ideas and Details

- Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-Literacy.RI.11-12.1)
- Determine two or more **central ideas** of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-Literacy.RI.11-12.2)
- Analyze a **complex set of ideas or sequence of events** and explain how specific individuals, ideas or events interact and develop over the course of the text. (CCSS.ELA-Literacy.RI.11-12.3)

Craft and Structure

- Determine the **meaning of words and phrases** as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-Literacy.RI.11-12.4)
- Analyze and evaluate the effectiveness of the **structure** an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. (CCSS.ELA-Literacy.RI.11-12.5)
- Determine an author's **point of view or purpose** in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-Literacy.RI.11-12.6)

Integration of Knowledge and Ideas

- **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. (CCSS.ELA-Literacy.RI.11-12.7)
- **Delineate and evaluate the reasoning in seminal U.S. texts**, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). (CCSS.ELA-Literacy.RI.11-12.8)
- **Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents** of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes and rhetorical features. (CCSS.ELA-Literacy.RI.11-12.9)

WRITING STANDARDS

Text Types and Purposes

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - Introduce **precise, knowledgeable claim(s)**, establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.11-12.1a)
 - **Develop claim(s) and counterclaims fairly and thoroughly**, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-Literacy.W.11-12.1b)
 - **Use words, phrases, and clauses as well as varied syntax to link** the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)
- Write **informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS.ELA-Literacy.W.11-12.2)
 - **Introduce a topic; organize** complex ideas, concepts, and information so that each new element builds on what precedes it to create a unified whole; include formatting (e.g., headings), graphics

(e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.11-12.2a)

- **Develop the topic** thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-Literacy.W.11-12.2b)
- Use **appropriate and varied transitions and syntax to link** the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS.ELA-Literacy.W.11-12.2c)
- Use **precise language and domain-specific vocabulary**, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS.ELA-Literacy.W.11-12.2d)
- Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.2e)
- Provide a **concluding statement** or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELA-Literacy.W.11-12.2f)

Production and Distribution of Writing

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **Develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-Literacy.W.11-12.5)
- Use **technology**, including the Internet, to **produce, publish, and update individual or shared writing products** in response to ongoing feedback, including new arguments or information. (CCSS.ELA-Literacy.W.11-12.6)

Research to Build and Present Knowledge

- **Conduct short as well as more sustained research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-Literacy.W.11-12.7)
- **Gather relevant information** from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS.ELA-Literacy.W.11-12.8)
- **Draw evidence** from literary or informational texts to support analysis, reflection and research. (CCSS.ELA-Literacy.W.11-12.9)
 - Apply *grades 11-12 Reading standards* to literature. (CCSS.ELA-Literacy.W.11-12.9a)
 - Apply *grades 11-12 Reading standards* to literary nonfiction. (CCSS.ELA-Literacy.W.11-12.9b)

Range of Writing

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



SPEAKING & LISTENING STANDARDS

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence, **conveying a clear and distinct perspective**, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS.ELA-Literacy.SL.11-12.4)
- Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS.ELA-Literacy.SL.11-12.5)
- **Adapt speech to a variety of contexts and tasks**, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-Literacy.SL.11-12.6)

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **Resolve issues of complex or contested usage**, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)

Knowledge of Language

- Apply knowledge of language to **understand how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)
 - **Vary syntax for effect**, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS.ELA-Literacy.L.11-12.3a)

Vocabulary Acquisition and Use

- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.11-12.4)
 - Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)
 - **Verify** the preliminary determination of the **meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)



- Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- Acquire and use accurately **general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-Literacy.L.11-12.6)