

# Unit 1: Rhetorical Analysis

Content Area: **English**  
Course(s): **AP ENGLISH III**  
Time Period: **Marking Period 1**  
Length: **10 Weeks**  
Status: **Published**

## Standards

---

### Reading Informational Text

---

LA.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.
LA.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.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.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., The Federalist, presidential addresses).
LA.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.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

### Writing

---

LA.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.

LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.)
LA.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.
LA.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.
LA.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.
LA.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).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards 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., The Federalist, presidential addresses]”).
LA.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.

## Language

---

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.

## Speaking and Listening

---

LA.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 grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.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.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.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.
LA.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Transfer Goals and Career Ready Practices**

---

### **Transfer Goals**

---

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

### **CRPs**

---

#### **Career Readiness Practices (CRP)**

### **Concepts**

---

### **Understandings**

---

- Speaker's purpose
- Speaker's use of rhetorical choices

## **Essential Questions**

---

- What are the elements of the rhetorical situation?
- How can a speaker clarify their purpose through the use of rhetorical choices?
- How should an essay analyzing a speaker's rhetorical choices be formatted?
- What common rhetorical choices do speakers make in order to clarify their purpose?
- What should an effective thesis statement for the rhetorical analysis mode of writing include?

## **Critical Knowledge and Skills**

---

### **Knowledge**

---

Students will know:

- Elements of the rhetorical situation
- Rhetorical choices
- The rhetorical analysis mode of writing

### **Skills**

---

Students will be able to:

- Identify and explain a speaker's purpose for making various rhetorical choices
- Identify elements of the rhetorical situation
- Outline and write analytical paragraphs and essays in the rhetorical analysis mode of writing
- Use textual evidence to support a claim

## **Assessment and Resources**

---

## **School Formative Assessment Plan (Other Evidence)**

---

- AP Classroom practices
- Exit Tickets
- Kahoot! practices
- Organizers
- Pre-writing
- SAT practices
- TEAM paragraphs

## **School Summative Assessment Plan**

---

- Rhetorical analysis essays

## **Primary Resources**

---

- Malala Yousafzai's United Nations Speech on Youth Education
- Excerpts from President Barack Obama's "Remarks by the President at Dedication of Statue Honoring Rosa Parks - US Capitol" speech

## **Supplementary Resources**

---

- Excerpts from Jonathan Edwards' "Sinners in the Hands of an Angry God" sermon
- Excerpts from "The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being in Charge Isn't What It Used to Be" book
- Excerpts from Henry David Thoreau's "Resistance to Civil Government" essay
- Excerpts from Martin Luther King, Jr.'s "Letter From Birmingham Jail" essay
- Excerpts from "We Are All Confident Idiots" article
- Excerpts from "Small Change" article
- Excerpts from President John F. Kennedy's "Address to Joint Session of Congress May 25, 1961" speech
- Lou Gehrig's Farewell Speech
- President John F. Kennedy's "Address at Rice University on the Nation's Space Effort" speech
- Various readings accompanying College Board-provided rhetorical analysis prompts
- Various College Board-provided instructional videos

## **Technology Integration and Differentiated Instruction**

---

## **Technology Integration**

---

### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

## **NJCCCS- Technology 9-12**

- 8.1.12.C.1                Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.2                Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.3                Compare and contrast policies on filtering and censorship both locally and globally.
- 8.1.12.D.4                Research and understand the positive and negative impact of one's digital footprint.
- 8.1.12.D.5                Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.E.1                Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.12.E.2                Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- 8.1.12.F.1                Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

---

**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**



**APPLIED TECHNOLOGY -**

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -**

## **Learning Plan / Pacing Guide**

---

### **Weeks 1-5:**

<ul style="list-style-type: none"><li>- President John F. Kennedy's "Address at Rice University on the Nation's Space Effort" speech</li><li>- Excerpts from President John F. Kennedy's "Address to Joint Session of Congress May 25, 1961" speech</li><li>- Excerpts from Jonathan Edwards' "Sinners in the Hands of an Angry God" sermon</li><li>- Lou Gehrig's Farewell Speech</li><li>- Malala Yousafzai's United Nations Speech on Youth Education</li><li>- Various readings accompanying College Board-provided rhetorical analysis prompts</li><li>- Various College Board-provided instructional videos</li></ul>	<ul style="list-style-type: none"><li>- Write summer reading essay (brainstorming, pre-writing, writing, peer-editing)</li><li>- Take notes on rhetorical situation, construction of thesis statements, rhetorical choices, etc.</li><li>- Identify common rhetorical choices (quiz, Kahoot!, matching game)</li><li>- Identify elements of rhetorical situation (text color-coding, organizers, SAT practice, text unscrambling)</li><li>- Assess strengths and weaknesses of various sample rhetorical analysis essays</li><li>- Construct thesis statements in rhetorical analysis mode of writing</li><li>- Write analyses of a speaker's rhetorical choices (TEAM paragraphs, essays)</li><li>- Practice AP Language and Composition exam</li></ul>
---	--

### **Weeks 6-10:**

<ul style="list-style-type: none"><li>- Excerpts from "The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being in Charge Isn't What It Used to Be" book</li><li>- Excerpts from Henry David Thoreau's "Resistance to Civil Government" essay</li><li>- Excerpts from Martin Luther King, Jr.'s "Letter</li></ul>	<ul style="list-style-type: none"><li>- Identify elements of rhetorical situation (text color-coding, organizers, SAT practice, text unscrambling)</li><li>- Assess strengths and weaknesses of various sample rhetorical analysis essays</li><li>- Construct thesis statements in rhetorical analysis</li></ul>
--	--

<p>From Birmingham Jail” essay</p> <ul style="list-style-type: none"> <li>- Excerpts from “We Are All Confident Idiots” article</li> <li>- Excerpts from “Small Change” article</li> <li>- Excerpts from President Barack Obama’s “Remarks by the President at Dedication of Statue Honoring Rosa Parks - US Capitol” speech</li> <li>- Various readings accompanying College Board-provided rhetorical analysis prompts</li> <li>- Various College Board-provided instructional videos</li> </ul>	<p>mode of writing</p> <ul style="list-style-type: none"> <li>- Write analyses of a speaker's rhetorical choices (TEAM paragraphs, essays)</li> <li>- Practice AP Language and Composition exam</li> </ul>
--	--

# Unit 2: Argument/"Killers of the Flower Moon"

Content Area: **English**  
Course(s): **AP ENGLISH III**  
Time Period: **Marking Period 2**  
Length: **10 Weeks**  
Status: **Published**

## Standards

---

### Reading Informational Text

---

LA.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.
LA.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.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.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., The Federalist, presidential addresses).
LA.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.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

### Writing

---

LA.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.
--------------	--

LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.)
LA.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.
LA.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.
LA.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.
LA.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).

- LA.W.11-12.9.B Apply grades 11–12 Reading standards 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., The Federalist, presidential addresses]”).
- LA.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.

## Language

---

- LA.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- LA.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.11-12.2.A Observe hyphenation conventions.
- LA.L.11-12.2.B Spell correctly.
- LA.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LA.L.11-12.3.A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- LA.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- LA.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- LA.L.11-12.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- LA.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- LA.L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- LA.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- LA.L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.
- LA.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.

## Speaking and Listening

---

LA.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 grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.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.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.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.
LA.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Transfer Goals and Career Ready Practices**

---

### **Transfer Goals**

---

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

## **CRPs**

### **Career Readiness Practices (CRP)**

---

## **Concepts**

---

### **Essential Questions**

---

- How can persuasive appeals be effectively used to serve an argument's purpose?
- How does one generate examples to effectively support an argument?
- How should an argumentative essay be formatted?
- What are the elements of a well-developed, persuasive argument?
- What should an effective thesis statement for the argumentative mode of writing include?

### **Understandings**

---

- Relevant versus irrelevant supporting textual evidence
- Structure of arguments

### **Critical Knowledge and Skills**

---

### **Knowledge**

---

Students will know:

- Development of arguments (claim, reasons, support)
- Methods for brainstorming and generating effective supporting examples
- Persuasive appeals

### **Skills**

---

Students will be able to:

- Identify a speaker’s claim, reasons and support
- Analyze the effectiveness of a speaker’s use of evidence to support their argument
- Generate relevant and sufficient evidence to support an original argument
- Outline and write analytical paragraphs and essays in the argumentative mode of writing

## **Assessment and Resources**

---

### **School Formative Assessment Plan (Other Evidence)**

---

- AP Classroom practices
- Discussions
- Exit Tickets
- Kahoot! practices
- Organizers
- Pre-writing
- SAT practices
- TEAM paragraphs

### **School Summative Assessment Plan**

---

- Argumentative essays

### **Primary Resources**

---

- "Killers of the Flower Moon"

### **Supplementary Resources**

---

- Excerpts from Ghandi’s letter to Viceroy Lord Irwin
- Ken Robinson’s “Do Schools Kill Creativity?” TED Talk
- Patrick Henry’s “Give Me Liberty or Death” speech
- Various College Board-provided instructional videos

### **Technology Integration and Differentiated Instruction**

---



## **Technology Integration**

---

### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

## **NJCCCS- Technology 9-12**

- 8.1.12.C.1                Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.2                Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.3                Compare and contrast policies on filtering and censorship both locally and globally.
- 8.1.12.D.4                Research and understand the positive and negative impact of one's digital footprint.
- 8.1.12.D.5                Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.E.1                Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.12.E.2                Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- 8.1.12.F.1                Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

---

**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY -**

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -**

---

### **Learning Plan / Pacing Guide**

#### **Weeks 11-15:**

<ul style="list-style-type: none"><li>- Patrick Henry's "Give Me Liberty or Death" speech</li><li>- "Killers of the Flower Moon"</li></ul>	<ul style="list-style-type: none"><li>- Take notes on argumentative writing</li><li>- Construct thesis statements in argumentative mode of writing</li><li>- Practice brainstorming examples for purpose of providing support via CHORES method</li><li>- SAT practices</li><li>- Assess strengths and weaknesses of various sample argumentative essays</li><li>- Collaboratively and individually outline original arguments</li><li>- Write original arguments (TEAM paragraphs, essays)</li><li>- Practice AP Language and Composition exam</li></ul>
--	---

#### **Weeks 16-20:**

<ul style="list-style-type: none"><li>- "Killers of the Flower Moon"</li><li>- Ken Robinson's "Do Schools Kill Creativity?" TED Talk</li></ul>	<ul style="list-style-type: none"><li>- SAT practices</li><li>- Collaboratively and individually outline original arguments</li></ul>
--	---

- Excerpts from Ghandi's letter to Viceroy Lord Irwin	- Write original arguments (TEAM paragraphs, essays)  - Practice AP Language and Composition exam
---	---

# Unit 3: Synthesis/"Just Mercy"

Content Area: **English**  
Course(s): **AP ENGLISH III**  
Time Period: **Marking Period 3**  
Length: **10 Weeks**  
Status: **Published**

## Standards

---

### Reading Informational Text

---

LA.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.
LA.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.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.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., The Federalist, presidential addresses).
LA.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.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

### Writing

---

LA.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.
--------------	--

LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.)
LA.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.
LA.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.
LA.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.
LA.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).

LA.W.11-12.9.B

Apply grades 11–12 Reading standards 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., The Federalist, presidential addresses]”).

LA.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.

## Language

---

LA.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LA.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.11-12.2.A

Observe hyphenation conventions.

LA.L.11-12.2.B

Spell correctly.

LA.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.L.11-12.3.A

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

LA.L.11-12.4

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

LA.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

LA.L.11-12.4.C

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

LA.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LA.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LA.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

LA.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.

## Speaking and Listening

---

LA.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 grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.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.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.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.
LA.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Transfer Goals and Career Ready Practices**

---

### **Transfer Goals**

---

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author’s or speaker’s points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.



## **CRPs**

### **Career Readiness Practices (CRP)**

---

## **Concepts**

---

### **Essential Questions**

---

- How can prejudice and superstition lead to injustice?
- How does an author convey purpose through use of narrative episodes in a text?
- How does one determine whether information is relevant to one's argument?
- How does one synthesize information from a variety of sources?
- How can one glean relevant textual evidence from a "non-traditional" (e.g. graph, song lyrics, photograph) source?
- What should an effective thesis statement for the synthesis mode of writing include?
- How should an essay synthesizing material from a variety of sources be formatted?

### **Understandings**

---

- Relevant versus irrelevant supporting textual evidence
- Structure of arguments
- Synthesizing textual evidence

### **Critical Knowledge and Skills**

---

### **Knowledge**

---

Students will know:

- Construction of arguments (claim, reasons, support)
- Determining relevance of information to one's argument
- Synthesis of information from a variety of sources

## **Skills**

---

Students will be able to:

- Analyze how author's use of subplot helps enhance understanding of author's purpose
- Analyze how events experienced first-hand by the author impacts point of view
- Distinguish between relevant and irrelevant textual evidence
- Evaluate author's use of storytelling to convey real-life experiences
- Gather and organize relevant textual evidence
- Use textual evidence to support a claim

## **Assessment and Resources**

---

### **School Formative Assessment Plan (Other Evidence)**

---

- AP Classroom practices
- Discussions
- Exit Tickets
- Kahoot! practices
- Organizers
- Pre-writing
- SAT practices
- TEAM paragraphs

### **School Summative Assessment Plan**

---

- Synthesis essays

### **Primary Resources**

---

- "Just Mercy"

### **Supplementary Resources**

---

- Film version of "Just Mercy"

- Bryan Stevenson’s “We Need to Talk About an Injustice” TED Talk
- “The Scottsboro Boys” article
- Excerpts From “Without Fear or Favor: Judge Horton and the Scottsboro Boys” article
- Excerpts from “The Psychological Consequences of a Wrongful Conviction and How Compensation Statutes Can Mitigate the Harms”
- Various College Board-provided instructional videos
- Various readings accompanying College Board-provided synthesis prompts

## **Technology Integration and Differentiated Instruction**

---

### **Technology Integration**

---

#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **• Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers’ login.

### **NJCCCS- Technology 9-12**

- 8.1.12.C.1                      Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.2                      Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.3                      Compare and contrast policies on filtering and censorship both locally and globally.

- 8.1.12.D.4                      Research and understand the positive and negative impact of one's digital footprint.
- 8.1.12.D.5                      Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.E.1                      Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.12.E.2                      Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- 8.1.12.F.1                      Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so

modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

---

**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY -**

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -**

## **Learning Plan / Pacing Guide**

---

**Weeks 21-25:**

<ul style="list-style-type: none"><li>- Bryan Stevenson's "We Need to Talk About an Injustice" TED Talk</li><li>- "Just Mercy"</li><li>- Film version of "Just Mercy"</li></ul>	<ul style="list-style-type: none"><li>- Develop defense and verdict of central figure based on textual evidence gathered through first several chapters of "Just Mercy"</li><li>- Write TEAM paragraphs based on first several chapters of "Just Mercy"</li><li>- Complete Kahoot! assessing students' background information pertaining to trial proceedings, criminal law, etc.</li><li>- Complete reading quizzes based on first several chapters of "Just Mercy"</li><li>- Take notes on chapters of "Just Mercy" pertaining to ancillary cases; synthesize textual evidence pertaining to Stevenson's clients with central figure</li></ul>
---	--

	<p>of Stevenson's primary narrative</p> <ul style="list-style-type: none"> <li>- Watch scenes from film version of "Just Mercy" corresponding with first several chapters of book</li> <li>- Take notes on synthesis writing</li> <li>- Construct thesis statements in synthesis mode of writing</li> <li>- Determine relevant and irrelevant textual evidence from a variety of sources (T-chart, color-coding, etc.)</li> <li>- Assess strengths and weaknesses of various sample synthesis essays</li> <li>- Collaboratively and individually outline original synthesized arguments</li> <li>- Write original synthesized arguments (TEAM paragraphs, essays)</li> <li>- Practice AP Language and Composition exam</li> <li>- SAT practices</li> </ul>
--	--

### Weeks 26-30:

<ul style="list-style-type: none"> <li>- "The Scottsboro Boys" article</li> <li>- Excerpts From "Without Fear or Favor: Judge Horton and the Scottsboro Boys" article</li> <li>- "Just Mercy"</li> <li>- Film version of "Just Mercy"</li> </ul>	<ul style="list-style-type: none"> <li>- Complete Kahoot! assessing students' understanding of first several chapters of "Just Mercy"</li> <li>- Synthesize textual evidence from articles pertaining to similar incidents of injustice throughout American history</li> <li>- Complete reading quizzes based on second half of "Just Mercy"</li> <li>- Watch scenes from film version of "Just Mercy" corresponding with second half of book</li> <li>- Determine relevant and irrelevant textual evidence from a variety of sources (T-chart, color-coding, etc.)</li> <li>- Assess strengths and weaknesses of various sample synthesis essays</li> <li>- Collaboratively and individually outline original</li> </ul>
--	---

	<p>synthesized arguments</p> <ul style="list-style-type: none"><li>- Write original synthesized arguments (TEAM paragraphs, essays)</li><li>- Practice AP Language and Composition exam</li><li>- SAT practices</li></ul>
--	---

# Unit 4: Exam Review/"The Great Gatsby"

Content Area: **English**  
Course(s): **AP ENGLISH III**  
Time Period: **Marking Period 4**  
Length: **10 Weeks**  
Status: **Published**

## Standards

---

### Reading Literature

---

LA.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.
LA.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.
LA.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).
LA.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.)
LA.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.
LA.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).
LA.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.)
LA.RL.11-12.8	(Not applicable to literature)
LA.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.
LA.RL.11-12.10a	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.

### Reading Informational Text

---

LA.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.
---------------	---



LA.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.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.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., The Federalist, presidential addresses).
LA.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.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

## Writing

---

LA.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.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.

LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.)
LA.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.
LA.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.
LA.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.
LA.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).
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards 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., The Federalist, presidential addresses]”).
LA.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.

---

## Language

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when
--------------	---

	writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.

## Speaking and Listening

---

LA.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 grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.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.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence

made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.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.
LA.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Transfer Goals and Career Ready Practices**

---

### **Transfer Goals**

---

### **CRPs**

#### **Career Readiness Practices (CRP)**

---

### **Concepts**

---

### **Essential Questions**

---

- How do socioeconomic differences create conflict?
- How do the age, background, and characterization of main characters influence our perception and understanding of the story?

- How does the American Dream influence individual's motives and actions?
- What skills will the AP Language and Composition exam assess?

## **Understandings**

---

## **Critical Knowledge and Skills**

---

## **Knowledge**

---

Students will know:

- That authors develop characterization through a character's actions, decisions, interactions, speech and thoughts
- That theme reflects an author's interpretation of their surroundings.

## **Skills**

---

Students will be able to:

- Analyze how conflict contributes to the development of a character.
- Analyze the impact of setting on a character's actions.
- Determine how an author chooses to convey theme over the course of a text.
- Note a character's development over the course of a text.
- Practice various modes of writing in preparation for the AP Language and Composition exam.

## **Assessment and Resources**

---

## **School Formative Assessment Plan (Other Evidence)**

---

- AP Classroom practices
- Discussions

- Exit Tickets
- Kahoot! practices
- Organizers
- Pre-writing
- SAT practices
- TEAM paragraphs

## **School Summative Assessment Pan**

---

- AP Language and Composition exam practice essays
- Culminating essay on "The Great Gatsby"

## **Primary Resources**

---

- "The Great Gatsby"

## **Supplementary Resources**

---

- Film version of "The Great Gatsby"
- Various maps of Long Island (pertinent to setting of "The Great Gatsby")
- Various readings accompanying College Board-provided rhetorical analysis prompts
- Various readings accompanying College Board-provided synthesis prompts
- "East Egg Versus West Egg"

## **Technology Integration and Differentiated Instruction**

---

### **Technology Integration**

---

#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

### ● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

### **NJCCCS- Technology 9-12**

- 8.1.12.C.1                Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.2                Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.3                Compare and contrast policies on filtering and censorship both locally and globally.
- 8.1.12.D.4                Research and understand the positive and negative impact of one's digital footprint.
- 8.1.12.D.5                Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.E.1                Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.12.E.2                Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- 8.1.12.F.1                Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

### **Differentiated Instruction**

---

#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

#### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

#### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

#### **Interdisciplinary Connections**

---

**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY -**

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -**

---

#### **Learning Plan / Pacing Guide**

**Weeks 31-35:**



<ul style="list-style-type: none"> <li>- Various readings accompanying College Board-provided rhetorical analysis prompts</li> <li>- Various readings accompanying College Board-provided synthesis prompts</li> <li>- "The Great Gatsby"</li> <li>- Film version of "The Great Gatsby"</li> <li>- "East Egg Versus West Egg"</li> <li>- Various maps of Long Island (pertinent to setting of "The Great Gatsby")</li> </ul>	<ul style="list-style-type: none"> <li>- Review concepts related to rhetorical analysis, argumentative and synthesis modes of writing (notes, organizers, Kahoot!, sample essays)</li> <li>- Complete practice rhetorical analysis essay</li> <li>- Complete practice argumentative essay</li> <li>- Complete practice synthesis essay</li> <li>- Practice AP Language and Composition exam</li> <li>- SAT practices</li> <li>- Introductory activities to "The Great Gatsby" (picture walk, discussion, Kahoot! pertaining to 1920s background information)</li> <li>- Complete reading quizzes based on first several chapters of "The Great Gatsby"</li> <li>- Complete double-entry journal gathering textual evidence pertaining to characters' ambition</li> <li>- Analyze differences between social classes reflected in first several chapters of "The Great Gatsby" (old money/new money game, Venn diagram)</li> <li>- Watch scenes from film version of "The Great Gatsby" corresponding with first several chapters of book</li> </ul>
--	---

#### **Weeks 36-40:**

<ul style="list-style-type: none"> <li>- "The Great Gatsby"</li> </ul>	<ul style="list-style-type: none"> <li>- Complete Kahoot! reviewing first half of "The Great Gatsby"</li> <li>- Analyses of major characters of "The Great Gatsby"</li> <li>- Complete reading quizzes based on second half of "The Great Gatsby"</li> <li>- Watch scenes from film version of "The Great Gatsby" corresponding with second half of book</li> <li>- Write culminating essay on "The Great Gatsby"</li> </ul>
--	--

