

## Course of Study

**Course Title:** English Language and Composition AP

### Essential Questions of the Course:

What is tone?

How does a writer use syntax and diction to create tone?

How does a writer use rhetorical devices to create meaning?

What is style?

What is rhetoric?

What is argument?

What is visual argument?

How does a writer shape argument?

### Assessments:

Practice AP Language Exams

Essays

Book Reviews

Discussion

## **Content/Skills/Instructional Activities:**

### **Week 1**

#### **Wednesday**

Introduction and overview of course

MP 1: Rhetoric, Rhetorical Devices, Rhetorical Appeals, Active Reading and Annotation, Grammar, Narrative and Memoir

Reading from Fifty Essays: Maya Angelou, Graduation

Langston Hughes, Salvation

Maxine Hong Kingston, No Name Woman

N.Scott Momaday, The Way to Rainy Mountain

George Orwell, Shooting An Elephant

David Sedaris, Me Talk Pretty One Day

#### **Thursday**

Introductions.

#### **Friday**

Quiz on summer reading. Make sure you can logon to [bedfordstmartins.com/exercisecentral](http://bedfordstmartins.com/exercisecentral). You may need my e-mail address as a password.

### **Week 2**

#### **Monday**

Discuss Book Review format. Assign previews (due Friday; on Thursday, September 14)

Assignment: Choose Book review which is due in three-four weeks. (We will be in the library on Friday, so that you can choose a book. Log on to Word of the Day by sending a blank message to: [join-WordoftheDay@lists.lexico.com](mailto:join-WordoftheDay@lists.lexico.com). Study these words each day. Vocab Test 1 on the first 14 words (Monday, September 11 through Sunday, September 24) is on Wednesday, September 27.

#### **Tuesday**

CD-Rom APCD: English Language and the AP English Glossary

#### **Wednesday**

CD-Rom APCD: English Language and the AP English Glossary

#### **Thursday**

Distribution of Fifty Essays. Maya Angelou, Graduation. Complete questions 1, 2, 4 in 100 words each.

#### **Friday**

Library: Choose book for Book Review 1. (Due October 9: 350 words, at least three cited pieces of evidence to support your thesis).

## **Content/Skills/Instructional Activities:**

### **Week 3**

#### **Monday**

Discussion of Difference between AP Literature and Language Tests. Practice AP questions.

#### **Tuesday**

Discussion of Practice AP questions.

Maya Angelou, Graduation

#### **Wednesday**

Maya Angelou: On Graduation.

#### **Thursday**

Maya Angelou: On Graduation.

#### **Friday**

Langston Hughes, Salvation. Complete questions 1,2, 4 in 100 words each.

### **Week 4**

#### **Monday**

Practice AP Language Test

#### **Tuesday**

Practice AP Language Test

#### **Wednesday**

Vocab Test 1

#### **Thursday**

Discussion of AP Language Questions

#### **Friday**

Discussion of AP Language Questions

### **Week 5**

#### **Monday**

Discussion of AP Language Questions

#### **Tuesday**

Discussion of AP Language Questions

#### **Thursday**

In class assignment: Begin reading Langston Hughes, Salvation

#### **Friday**

Langston Hughes, Salvation Complete Questions 1, 2, 4 in 100 hundred words each.

## **Content/Skills/Instructional Activities:**

### **Week 6**

#### **Monday**

Langston Hughes, Salvation

#### **Tuesday**

Langston Hughes, Salvation

#### **Wednesday**

Vocab 2 Quiz.

#### **Thursday**

Maxine Hong Kingston, No Name Woman

#### **Friday**

Maxine Hong Kingston, No Name Woman

Complete Questions 1,2,4, in 100 hundred words each

### **Week 7**

#### **Monday**

Maxine Hong Kingston, No Name Woman

#### **Tuesday**

Maxine Hong Kingston, No Name Woman

#### **Wednesday**

N.Scott Momaday, The Way to Rainy Mountain

#### **Thursday**

N.Scott Momaday, The Way to Rainy Mountain

#### **Friday**

N.Scott Momaday, The Way to Rainy Mountain. Complete Questions 1,2,4 in 100 words each.

### **Week 8**

#### **Monday**

George Orwell, Shooting An Elephant

#### **Tuesday**

George Orwell, Shooting An Elephant. Complete Questions 1,2,4 in 100 words each.

#### **Wednesday**

Vocab 3 Quiz. Assignment: Write an essay in which you tell a story that has a point, a life lesson, something you learned (possibly painful or life-shaping). Your essay should be 2-3 pages (500-750 words) and must clearly demonstrate an understanding of rhetorical device, including appeals to logos, pathos, and ethos. Your thesis or claim is key. Proposal is due on October 27. AP Guidelines apply. Essay is due on November 1.

#### **Thursday**

Shooting An Elephant

#### **Friday**

Peer discussion of proposals for Essay 1.

## **Content/Skills/Instructional Activities:**

### **Week 9**

#### **Monday**

David Sedaris, Me Talk Pretty One Day. Complete Questions 1,2,4 in 100 words each. Proposals for Narrative Essay due. Review of rubric.

#### **Tuesday**

David Sedaris, Me Talk Pretty One Day

#### **Wednesday**

Presentation and discussion of essays.

#### **Thursday**

TBA

#### **Friday**

TBA

### **Content and/or Skills Taught:**

MP 2: Description: Tone, Imagery, Syntax and Diction, Working Collaboratively, The Writing Process, Reading from Fifty Essays

Annie Dillard, The Stunt Pilot

Linda Hogan, Dwellings

Zoara Neale Hurston, How It Feels To Be Colored Me

Eudora Welty, Listening

E.B.White, Once More to the Lake

Virginia Woolf, The Death of the Moth

Reading from Fifty Essays

Annie Dillard, The Stunt Pilot

Linda Hogan, Dwellings

Zora Neale Hurston, How It Feels To Be Colored Me

Eudora Welty, Listening

E.B. White, Once More to the Lake

Virginia Woolf, The Death of the Moth

### **Week 10**

#### **Monday**

Annie Dillard, The Stunt Pilot Complete questions 1,2,4 in 100 words each. (2,5)

BR2 is due on December 15 (Peer Review on December 11). (3)

Words for Vocab 4 begin today. Vocab 4 Test is on November 22.

#### **Tuesday**

Book Selection at Library. Guideline: Nonfiction that has literary merit or something from the reading list.

#### **Wednesday**

Annie Dillard, The Stunt Pilot (6)

Assignment: Read Joan Didions On Keeping A Notebook on page 79 in Fifty Essays. Complete question 1,2,4, on page 86. (Due on Friday) For the next five days, keep a notebook or journal, modeled on her ideas. Your journal must have at least ten entries of at least 100 words each or fifteen entries of 50 words each. It may be handwritten and illustrated, if you choose. Use your best power of observation and interpretation in this. Due Tuesday, November 21.

#### **Thursday**

Annie Dillard, The Stunt Pilot Discussion: Rhetoric and Style

#### **Friday**

Linda Hogan, Dwellings. Complete questions 1,2,4 in 100 words each. (2,5)

## **Content/Skills/Instructional Activities:**

### **Week 11**

#### **Monday**

Vocab 5 begins. Linda Hogan, Dwellings. (6)

#### **Tuesday**

Linda Hogan, Dwellings, Discussion: Rhetoric and Style

#### **Wednesday**

Vocab 4 Test (10A)

No classes November 23-26

### **Week 12**

#### **Monday**

AP Language Practice Test

#### **Tuesday**

AP Language Practice Test

#### **Wednesday**

Review and discuss answers to AP Language questions on excerpt from Graham Greens Brighton Rock. (6)

#### **Thursday**

Review and discuss answers to AP Language questions on excerpt from Annie Dillard's, For the Time Being. (6)

### **Week 13**

#### **Monday**

Review and discuss answers to AP Language questions on excerpt from Richard Seltzer's Notes on the Art of Surgery. (6)

#### **Tuesday**

TBA

#### **Wednesday**

Zora Neale Hurston: How It Feels To Be Colored Me. Answer questions 1,2, and 4 in at least 100 words each (2).

#### **Thursday**

How It Feels To Be Colored Me (6)

#### **Friday**

How It Feels To Be Colored Me Discussion: Style and Rhetoric

### **Week 14**

#### **Monday**

Peer editing of Book Review 2. (6) Bring a typed, readable draft of Book Review 2 to class. Must be double-spaced and typed or very neatly hand-written.

#### **Tuesday**

Continue work on Book Review 2. (3)

#### **Wednesday**

Vocab 5 Test. (3) (Vocab will resume on Monday, January 1. Test is on January 17.

#### **Thursday**

TBA

#### **Friday**

Book Review 2 is due. Prereading and discussion of Eudora Welty's Listening. Complete questions 1,2, 4 in 100 words each. (2)

## **Content/Skills/Instructional Activities:**

### **Week 15**

#### **Monday**

Eudora Welty's Listening. (6)

#### **Tuesday**

Eudora Welty's Listening. Discussion: Style and Rhetoric

#### **Wednesday**

The Writing Checklists: Mechanics and Content (10 B,C,D,E)

Assignment: Essay 2MP: Choose from one of the following:

1. Read Paragraphs 15 from *The Stunt Pilot* by Annie Dillard. Then write an essay in which you agree or disagree with her suggestion that beauty is often more likely discovered in the quotidian than in the extraordinary. Use whatever evidence you consider appropriate to support your argument.
2. Write an essay in which you analyze the structure of Linda Hogan's essay, *Dwellings*. Hogan does not follow a linear progression, but rather works through association and descriptive connections. You might develop a visual map of her structure to accompany your written explanation.
3. Using Linda Hogan's *Dwellings* as a model, write an essay about the dwellings in your neighborhood or one that you know well. You might replace Hogan's descriptions of animals with observations of the people in the setting you choose.
4. Moving outside the essays in this collection, you might research the beliefs about prejudice and race relations of an intellectual figure, such as W.E.B. DuBois, or a contemporary African American political figure, such as Condoleezza Rice or Barack Obama. Compare and contrast or write a response to Hurston in the voice of this person, indicating areas of agreement and disagreement.
5. Write an essay comparing and contrasting the experience of Welty and Frederick Douglass or Malcolm X as they recall learning to read.
6. Write an essay in which you describe (or narrate or explain) your earliest memories of storytelling, whether it was being read to, learning to read, or being told stories.

Essays must be between 500-750 words. A typed, double-spaced readable draft is due January 3 for peer editing. The final copy is due January 19. (2)

Please note: Essay Suggestions are from *Teaching Non-Fiction* in AP English.

#### **Thursday**

TBA

#### **Friday**

TBA

Break

## **Content/Skills/Instructional Activities:**

### **Week 16**

#### Tuesday

Prereading discussion of E.B. Whites, Once More to the Lake. Assignment: Complete questions 1,2,4 in 100 words each.

#### Wednesday

Peer editing of 2MP Essay. (3)

#### Thursday

E.B.White, Once More to the Lake. (6)

#### Friday

Once More to the Lake Discussion: Style and Rhetoric

### **Week 17**

#### Monday

Virginia Woolf, The Death of the Moth Assignment: Complete questions 1,2, 4 in 100 words each.

#### Tuesday

Reading Day

#### Wednesday

The Death of the Moth (6)

#### Thursday

The Death of the Moth Discussion: Style and Rhetoric

#### Friday

Essay MP3 is due. Brief oral presentations on essays.

### **Week 18**

#### Monday

No class

#### Tuesday

Some poetry: Brownings My Last Duchess.

#### Wednesday

Vocab 6 Quiz (10A)

#### Thursday

Review of audience appeals: pathos, ethos, logos. Some poetry: Brownings My Last Duchess. (4, 6)

#### Friday

With your assigned group, list anything (by line) in: Brownings My Last Duchess, that could possibly be described as an argument. Choose three examples and analyze each in terms of appeals to ethos, logos, or pathos. Plan to share your conclusions at the end of class. (4,6)

### **Week 19**

#### January 22-25

Midterms (AP Language Practice Test)

## **Content/Skills/Instructional Activities:**

### **Major Assignments and/or Assessments:**

#### **Unit Name or Timeframe:**

MP 3: Argument Refined: The Senior Paper  
Reading from Fifty Essays  
Joan Didion, On Keeping A Notebook  
Stephen Jay Gould, Womens Brains  
Vicki Hearn, Whats Wrong With Animal Rights  
Martin Luther King, Jr., Letter from Birmingham Jail  
Abraham Lincoln, The Gettysburg Address  
Jonathan Swift, A Modest Proposal

#### **Week 20**

##### **Monday**

Discuss Midterm (I Am A Woman) (6)

##### **Tuesday**

Discuss Midterm (But a far more important correction) (6)

##### **Wednesday**

Vocab 7 Quiz (10A)

Review Reading List. Library. Book Review 3 is due February 22. Bring book with you to class, especially on day of vocabulary tests.

##### **Thursday**

Discuss Midterm (Oddly enough, while several explanations are advanced) (6)

##### **Friday**

Discuss Midterm (Is the English Language) (6)

#### **Week 21**

##### **Monday**

Assignment: Type your midterm essay, but do not put a name on it. Identify it on the back with a code word or phrase that only you will know: a great-grandmother's first name, the name of your first pet, the name of the street on which you first lived, or something else. Due February 8. (3)

##### **Tuesday**

Evaluation of the Midterm Essay: analysis, rubric and sample essays. (3)

##### **Wednesday**

Evaluation of the sample essays. (3)

##### **Thursday**

Evaluation of the sample essays. (3)

##### **Friday**

Evaluation of essays.

## **Content/Skills/Instructional Activities:**

### **Week 22**

#### **Monday**

Evaluation of essays. (3)

#### **Tuesday**

Joan Didion, On Keeping A Notebook. (6) Complete questions 1, 2 4 in 100 words each. (4)

#### **Wednesday**

Vocab 7 (10A)

#### **Thursday**

Joan Didion, On Keeping a Notebook. Essay 3 MP: For the next five days, keep a notebook or journal, modeled on her ideas. Your journal must have at least ten entries of at least 100 words each or fifteen entries of 50 words each. It may be handwritten and illustrated, if you choose. Use your best power of observation and interpretation in this. (4) Due February 22.

#### **Friday**

Joan Didion, On Keeping a Notebook. Discussion: Style and Rhetoric

### **Week 23**

#### **Monday**

No class.

#### **Tuesday**

Stephen Jay Gould, Womens Brains (6) Complete 1,2,4 in answers of 100 words each. (4)

#### **Wednesday**

Stephen Jay Gould, Womens Brains

#### **Thursday**

Stephen Jay Gould, Womens Brains Discussion: Style and Rhetoric

#### **Friday**

Vicki Hearn, What's Wrong With Animal Rights (6). Complete 1,2,4, in answers of 100 words each. (4) Discussion: Style and Rhetoric

### **Week 24**

#### **Monday**

Introduction to Martin Luther King, Jr., Letter from Birmingham Jail (6) Complete 1,2,4 in answers of 100 words each. (4)

#### **Tuesday**

Letter from Birmingham Jail

#### **Wednesday**

Vocab 9. (10A)

#### **Thursday**

Letter from Birmingham Jail

#### **Friday**

Letter from Birmingham Jail Discussion: Style and Rhetoric

## **Content/Skills/Instructional Activities:**

### **Week 25**

#### **Monday**

HSPA: No class except Period 8

#### **Tuesday**

HSPA: No class except Period 8

#### **Wednesday**

HSPA: No class except Period 8

#### **Thursday**

HSPA: No class except Period 8

#### **Friday**

TBA

### **Week 26**

#### **Monday**

In class assignment: Read Abraham Lincoln, The Gettysburg Address

On pages 340-345 of FE. (6) Complete 1,2,4 in answers of 100 words each. (4) Due March 16

#### **Tuesday**

Introduction to the Double Entry Journal: left side (note devices such as diction, imagery, syntax, etc.), right side (effects of these features). In assigned groups, create a double entry journal for a page of Me Talk Pretty One Day. When you are finished, we'll make transparencies to look at together. Reminder: Book Review 6 is due April 22.

#### **Wednesday**

Vocab 10 and Reading Day

#### **Thursday**

The Gettysburg Address

#### **Friday**

The Gettysburg Address Discussion: Style and Rhetoric

### **Week 27**

#### **Monday**

Jonathan Swift, A Modest Proposal (6). Complete 1,2,4 in answers of 100 words each. (4)

#### **Tuesday**

Introduction: Senior Research Papers: Using pages 2165-2184 of the Bedford Introduction to Literature.

The paper will be between 750 and 1000 words, address a poem(s), (either by one person, or different people), a short story, play or a novel that could be described as having literary merit. You must address some aspect of language or rhetoric such as metaphor, tone, figurative language, syntax, diction and quote appropriately from each. The paper should be written according to AP guidelines. These include big paragraphs, present tense, appropriate agreement and pronoun reference, and a sophisticated style appropriate for an educated audience. The paper must include at least five quotes either from the work itself or a critical work. You must include at least three appropriate titles in your bibliography. An appropriate title (not Senior Research Paper) is required. A bibliography/webography is required.

## **Content/Skills/Instructional Activities:**

Any online source must be an edu. Wikipedia is not considered a reliable, appropriate source. Some Library or Computer Lab/Library time will be provided: March 23, March 26, March 27, March 28. Due April 12.

Wednesday

OR

Choose a current event that is related to a topic we discussed (or a contemporary issue that we did not discuss, but about which you feel strongly) as a result of our work with Fifty Essays. Pages 479-487 may give you a few ideas. Research the topic using a variety of media: newspapers, news stories, interviews, online sources, radio broadcast, visuals, etc.) Take careful notes, making sure that you cite your sources accurately using MLA format. Develop an argument about this topic. Establish a claim. Then integrate a variety of sources into a coherent, well-written essay. Use the sources to support your position. Avoid mere paraphrase or summary. Your argument should be central. Remember to attribute both direct and indirect citations, using MLA format. Create a Works Cited Page using MLA format. Length requirements are the same as the other choice.

Wednesday

Sharing of greeting card poems

Thursday

More on The Stunt Pilot

Friday

Library/Computer Lab

**Week 28**

Monday

Library/Computer Lab

Tuesday

Library/Computer Lab

Wednesday

Vocab 10 and reading day.

Thursday

Library/Computer Lab

Friday

Library/Computer Lab

## **Content/Skills/Instructional Activities:**

### **Major Assignments and/or Assessments:**

#### **Unit Name or Timeframe:**

MP 4: Argument and Review:  
Readings from Fifty Essays  
Thomas Jefferson: The Declaration of Independence  
Abraham Lincoln, The Gettysburg Address  
Jonathan Swift, A Modest Proposal

#### **Week 29**

##### **Monday**

Peer review of Senior Essays. (3)  
Assignment: Read Thomas Jefferson's, The Declaration of Independence in FE. Due April 19.

##### **Tuesday**

Senior Papers due.  
Sharing of excerpts. Discussions of arguments

##### **Wednesday**

Vocab 11 and Visual Argument. (7)

##### **Thursday**

In class: In groups: identify and differentiate between truths and rights. Identify appeals to ethos, logos, and pathos. (4)

##### **Friday**

Senior Trip

#### **Week 30**

##### **Monday**

Senior Trip  
Jonathan Swift: A Modest Proposal (Period 4)  
Appeals to logos, pathos, and ethos.

##### **Tuesday**

Jonathan Swift: A Modest Proposal (Period 4)  
Appeals to logos, pathos, and ethos.

##### **Wednesday**

Introduction to the Synthesis Essay. Review of rubric and sample student essays. Begin scoring.

##### **Thursday**

Scoring of Student Essays

##### **Friday**

Scoring of Student Essays. Further review of the prompt.

## **Content/Skills/Instructional Activities:**

### **Week 31**

#### **Monday**

Practice writing of the synthesis question. (5)

#### **Tuesday**

Practice writing of the synthesis question. (5)

#### **Wednesday**

Vocab 12 (10E)

#### **Thursday**

Group review and scoring of the synthesis question (3)

#### **Friday**

### **Week 32**

#### **Monday**

Review of Visual Argument: More New Yorker covers.

#### **Tuesday**

Review of Visual Argument: More New Yorker covers.

#### **Wednesday**

Practice Multiple Choice Questions

#### **Thursday**

Discussion of Practice Multiple Choice Questions

#### **Friday**

Review and discussion of Released Exam Essay Questions

### **Week 33**

#### **Monday**

Review and discussion of Released Exam Essay Questions

#### **Tuesday**

Literary Terms Trivia

#### **Wednesday**

AP Language Test (AM)

### **Week 34**

Film Test, Easy Listening and Community Service

Details to be announced.

**Purpose / Rationale of the unit:**

It is the purpose of this course to conduct a year long examination of the function and aesthetics of language, including diction, syntax, tone, and the construction and analysis of both verbal and visual argument.

## **New Jersey Core Curriculum Content Standards:**

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

### **A. Concepts About Print/Text**

1. Interpret and use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.
2. Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.

### **B. Phonological Awareness**

No additional indicators at this grade level.

### **C. Decoding and Word Recognition**

1. Decode new words using structural and context analysis.

### **D. Fluency**

1. Read developmentally appropriate materials (at an independent level) with accuracy and speed.
2. Use appropriate rhythm, flow, meter, and pronunciation when reading.
3. Read a variety of genres and types of text with fluency and comprehension.

### **E. Reading Strategies (before, during, and after reading)**

1. Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, and monitoring, summarizing, evaluating.)
2. Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension.
3. Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.

### **F. Vocabulary and Concept Development**

1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
2. Use knowledge of root words to understand new words.
3. Apply reading vocabulary in different content areas.
4. Clarify pronunciation, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.
5. Define words, including nuances in meanings, using context such as definition, example, restatement, or contrast.

## **Time Frame of Unit:**

**One Academic Year**

## **New Jersey Core Curriculum Content Standards:**

### **G. Comprehension Skills and Response to Text**

#### **Literary Text**

1. Apply a theory of literary criticism to a particular literary work.
2. Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition.
3. Compare and evaluate the relationship between past literary traditions and contemporary writing.
4. Analyze how works of a given period reflect historical and social events and conditions.
5. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
6. Interpret how literary devices affect reading emotions and understanding.
7. Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification).
8. Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader.
9. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
10. Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry.
11. Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision.
12. Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.
13. Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.
14. Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed.

#### **Informational Text**

15. Identify, describe, evaluate, and synthesize the central ideas in informational texts.
16. Distinguish between essential and nonessential information
17. Analyze the use of credible references.
18. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view
19. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc.
20. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals).
21. Distinguish between a summary and a critique.
22. Summarize informational and technical texts and explain the visual components that support them.
23. Evaluate informational and technical texts for clarity, simplicity and coherence and for the appropriateness of graphic and visual appeal.
24. Identify false premises in an argument.
25. Analyze foundational U.S. documents for their historical and literary significance and how they reflect a common and shared American Culture (e.g., The Declaration of Independence, The Preamble of the U.S. Constitution, Abraham Lincoln's "Gettysburg Address," Martin Luther King's "Letter from Birmingham Jail").

## **New Jersey Core Curriculum Content Standards:**

### **H. Inquiry and Research**

1. Select appropriate electronic media for research and evaluate the quality of the information received.
2. Develop materials for a portfolio that reflect a specific career choice.
3. Develop increased ability to critically select works to support a research topic.
4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
5. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.
6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.
7. Produce written and oral work that demonstrates synthesis of multiple informational and technical sources.
8. Produce written and oral work that demonstrates drawing conclusions based on evidence from informational and technical text.
9. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings) to determine how authors reach similar or different conclusions.

## **New Jersey Core Curriculum Content Standards:**

**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

### **A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Engage in the full writing process by writing daily and for sustained amounts of time.
2. Define and narrow a problem or research topic.
3. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.
4. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
6. Review and edit work for spelling, usage, clarity, and fluency.
7. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
8. Use a scoring rubric to evaluate and improve own writing and the writing of others.
9. Reflect on own writing and establish goals for growth and improvement.

### **B. Writing as a Product (resulting in a formal product or publication)**

1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
2. Critique published works for authenticity and credibility.
3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).
5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.
6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.
7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc.
8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
9. Provide compelling openings and strong closure to written pieces.
10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).
11. Use the responses of others to review content, organization, and usage for publication.
12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.
13. Write sentences of varying length and complexity using precise vocabulary to convey intended meaning.

## **New Jersey Core Curriculum Content Standards:**

### **C. Mechanics, Spelling, and Handwriting**

1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, and spelling).
2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
4. Use transition words to reinforce a logical progression of ideas.
5. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
6. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
7. Create a multi-page document using word processing software that demonstrates the ability to format, edit, and print.

### **D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Employ the most effective writing formats and strategies for the purpose and audience.
2. Write a variety of essays (for example, a summary, an explanation, a description, a literary analysis essay) that:
  - Develops a thesis;
  - Creates an organizing structure appropriate to purpose, audience and context;
  - Includes relevant information and excludes extraneous information;
  - Makes valid inferences;
  - Supports judgments with relevant and substantial evidence and well-chosen details; and
  - Provides a coherent conclusion.
3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
4. Apply all copyright laws to information used in written work.
5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.
6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, college applications, and written proposals.
7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
8. Analyze deductive arguments (if the premises are all true and the argument's form is valid, the conclusion is true) and inductive arguments (the conclusion provides the best or most probable explanation of the truth of the premises, but is not necessarily true.)

## **New Jersey Core Curriculum Content Standards:**

**STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

### **A. Discussion**

1. Support a position integrating multiple perspectives.
2. Support, modify, or refute a position in small or large-group discussions.
3. Assume leadership roles in student-directed discussions, projects, and forums.
4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

### **B. Questioning (Inquiry) and Contributing**

1. Ask prepared and follow-up questions in interviews and other discussions.
2. Extend peer contributions by elaboration and illustration.
3. Analyze, evaluate, and modify group processes.
4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
5. Question critically the position or viewpoint of an author.
6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.
7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).
8. Paraphrase comments presented orally by others to clarify viewpoints.
9. Give and follow spoken instructions to perform specific tasks to answer questions or to solve problems.

### **C. Word Choice**

1. Select and use precise words to maintain an appropriate tone and clarity ideas in oral and written communications.
2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).

### **D. Oral Presentation**

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).
3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.
4. Edit drafts of speeches independently and in peer discussions.
5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
6. Use a rubric to self-assess and improve oral presentations.

## **New Jersey Core Curriculum Content Standards:**

### **STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

#### **A. Active Listening**

1. Discuss, analyze and extend ideas heard orally.
2. Distinguish emotive from persuasive oral rhetoric.
3. Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
4. Identify and define unfamiliar vocabulary through context in oral communications.
5. Analyze how a speaker's word choice and nonverbal cues reveal purpose, attitude, and perspective.

#### **B. Listening Comprehension**

1. Summarize, make judgments, and evaluate the content and delivery of oral presentations.
2. Evaluate the credibility of a speaker.
3. Determine when propaganda and argument are used in oral forms.
4. Listen and respond appropriately to a debate.
5. Follow oral directions to perform specific tasks to answer questions or solve problems.
6. Paraphrase information presented orally by others.
7. Analyze the ways in which the style and structure of a speech supports or confuses its meaning or purpose.

# New Jersey Core Curriculum Content Standards:

## **STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.**

### **9.1.12 A. Career Awareness and Preparation**

1. Re-evaluate personal interests, abilities, and skills through various measures including self-assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

### **9.1.12 B. Employability Skills**

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
  - . Communication
  - . Punctuality
  - . Time management
  - . Organization
  - . Decision making
  - . Goal setting
  - . Resources allocation
  - . Fair and equitable competition
  - . Safety
  - . Employment application skills
  - . Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

### ***All students in career and technical education electing further study will also:***

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

## **New Jersey Core Curriculum Content Standards:**

### **STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

#### **8.1.12 A. Basic Computer Skills and Tools**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

#### **8.1.12 B. Application of Productivity Tools**

##### ***Social Aspects***

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

##### ***Information Access and Research***

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

##### ***Problem-Solving and Decision Making***

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

# New Jersey Core Curriculum Content Standards:

**STANDARD 8.2 (TECHNOLOGY EDUCATION) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL SOCIETY AND THE ENVIRONMENT.**

## **8.2.8 A. Nature and Impact of Technology**

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

## **8.2.8 B. Design Process and Impact Assessment**

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

## **8.2.8 C. Systems in the Designed World**

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

*Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students electing courses in technology education will:*

## **8.2.12 A. Nature and Impact of Technology**

1. Use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of technologies.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

## **8.2.12 B. Design Process and Impact Assessment**

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

## **8.2.12 C. Systems in the Designed World**

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

## **Materials and Resources:**

**Title:** Fifty Essays

**Publisher:** Bedford St. Martin's

**Published Date:** 2004

**Author:** Samuel Cohen

**Description:** Collection of classic and contemporary essays.

### **Other Course Materials**

**Material Type:** Other

**Description:**

New Yorker

New York Times (Selected Articles)

### **Websites**

**URL:** [bedfordresearcher.com](http://bedfordresearcher.com)

**Description:**

Provides interactive tools for research with both print and digital resources.

**URL:** [bedfordstmartins.com/resdoc](http://bedfordstmartins.com/resdoc)

**Description:**

Provides guidelines for integrating material into text, citation and MLA style

**URL:** [bedfordstmartins.com/exercise central](http://bedfordstmartins.com/exercise%20central)

**Description:**

Resource for grammar and usage skills

The Language of Composition: Reading, Writing, Rhetoric, Bedford St. Martins, 2008, Renee & Shea et al

A collection of classics and contemporary essays.