

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting
Via Audio Conferencing*

Thursday, March 18, 2021, 11:00 a.m.

*For Public Access to the Regular Meeting via telephone at 11:00a.m.:
Phone Numbers (US)

+1 262-346-7706 PIN: 757 979 009#

AGENDA

- I. Call to Order/Introduction
- II. Correspondence / Public Comment (The public can send comments via e-mail to siwanick@trumbullps.org; comments will be summarized as Correspondence received.)
- III. Approval/Minutes – Regular Meeting 01/21/20201
- IV. New Business
 - a. Report, Assistant Superintendent
 - b. Honors Journalism Curriculum Guide Update
 - c. Creative Writing Curriculum Guide Update
 - d. AP English Language and Composition

TRUMBULL PUBLIC
SCHOOLS TRUMBULL,
CONNECTICUT

Curriculum
Committee of the
Trumbull Board of Education

Via Audio Conferencing

Thursday, January 21, 2020 – 8:15 a.m.

MINUTES

- I. Call to Order/Introduction – The meeting was called to order by S.Iwanicki at 8:20 a.m.

Members present

M. Ward, chair

M. Petitti

L. Timpanelli

S. Iwanicki, Ed.D.

- II. Correspondence / Public Comment – Dr. Iwanicki noted that the public was invited to send any comments via e-mail, and that she had not received any.

- III. Approval/Minutes – Special Meeting 11/30/2020

Ms. Petitti moved to approve the Minutes as presented. Ms. Timpanelli seconded the motion. The motion was unanimously agreed to.

- IV. New Business

- a. Welcome Assistant Superintendent & Report- Mr. Ward welcomed Dr. Iwanicki to Trumbull Public Schools. She shared that she was excited to be a part of the district and had visited a few schools in her first two days. The educators and administrators are doing phenomenal work. She also noted the positive attendance data which indicates educators and families partnering to make learning engaging and important for students.
- b. Town Hall Meetings- Mr. Ward encouraged Dr. Iwanicki to attend the meetings and Ms. Timpanelli agreed. They both shared this is an excellent way to hear directly from the staff.

- c. Short-Term Goals for the Assistant Superintendent- Mr. Ward inquired and Dr. Iwanicki shared that she plans to get to know the educators and people working on the curriculum and examine the curriculum more deeply. She acknowledged the effectiveness of the curriculum review and approval system created by Dr. Budd and would like to use that system and calendar to review and approve curriculum moving forward. She also added that she would seek input from those people on the committee regarding which practices they would like to see continue and if there are any they would like to change.
- d. K-Elementary Social Studies- Mr. Ward inquired if Dr. Iwanicki had an experience with social studies at the K-level. Dr. Iwanicki shared that she has led teams through unit writing for K-5 social studies units based on the most current standards provided by the state and the Common Core State Standards.
- e. African American/Black and Puerto Rican/Latino Studies Course - Dr. Iwanicki shared that this is a new state requirement for 2022 that the course be offered as an option for students to take. Ms. Petitti shared that the committee had begun to discuss the course.
- f. Balancing Curriculum- Ms. Petitti noted that some educators can lean toward the right or left and she asked that the new assistant superintendent monitor to maintain a balance and that the curriculum does not lean towards one side or the other. It was also emphasized that the committee members are firm believers in teachers, but balance needs to be a key word.
- g. Wednesday Staff Development- Mr. Ward mentioned that the next six Wednesdays are set aside for staff development and asked what the district plans were. Ms. Timpanelli clarified that these days were planned by the department chairs and principals and the board voted on this decision. The committee requested a summary or a report at the end of these six days with highlights of the accomplishments during this time. The activities will depend on the building. Ms. Petitti seconded Mr. Ward's request that there is a report of the major activities and their impact to provide feedback. Both shared that this would be helpful if there is a second request for days. Ms. Timpanelli agreed and felt that principals would be accountable.
- h. Budget requests for Curriculum Development. Mr. Ward asked if Dr. Iwanicki had received any summer requests for learning and had reviewed the budget for curriculum. She shared that she planned to do so in the near future.
- i. Process for Curriculum Review- Dr. Iwanicki asked which areas of the curriculum process have been the most valuable and would the committee like to see continued. Mr. Ward shared elementary social studies is a priority. Ms. Petitti shared that over 200 curriculum courses were reviewed by the previous assistant superintendent. Ms. Timpanelli shared we need to look at the new course mentioned previously during the meeting and the graduation requirements to make sure they are all met. Staffing was also mentioned in relationship to supporting curriculum in the areas of math, science, and health. Ms. Petitti also requested that the curriculum be reviewed for anything outdated in addition to the staffing.

Mr. Ward moved to adjourn the meeting at 8:38am. Ms. Timpanelli made a motion to adjourn. Ms. Petitti seconded. The motion was unanimous agreed upon.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honors Journalism Grade 12

2021

(Last revision date: 2011)

Curriculum Writing Team

Adeline Marzialo

English Department Chair

Nicholas Banks

English Teacher, Trumbull High School

John Evans

English Teacher, Trumbull High School

Garrett Halstead

English Teacher, Trumbull High School

Susan C. Iwanicki, Ed.D.

Assistant Superintendent of Teaching & Learning

Honors Journalism
Grade 12
Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	5
Course Essential Questions	6
Course Knowledge & Skills.....	6
Course Syllabus	7
Unit 1: Hard News & Media Bias.....	8
Unit 2: Opinion Journalism.....	11
Unit 3: Specialized Modes of Journalism.....	13
Course Credit	15
Prerequisites	15
Current References	15
Assured Student Performance Rubrics	16
Other Resources	25

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Honors Journalism is a semester long senior elective in the English Department that provides interested students with a rigorous introduction to scholastic journalism through writing, reading, research, and revision. An integrated study of the print media, Honors Journalism offers a foundation in the tenets of journalism and an understanding of the ethics and standards required. Students will produce different types of writing which include: News, Opinion Pieces/Editorials, Features, Sports, Interviews, and Reviews. Students will also make independent journalistic choices about stories and modes to convey information.

Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions in each of the modes of journalism, with major and minor assignments including: in-class writing, homework writing, small group assessments, creative projects and analytical/evaluative essays. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines and produce work at a brisk pace.

A Journalism Portfolio and Final Examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-
LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.5	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.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.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.
CCSS.ELA-LITERACY.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 top
CCSS.ELA-LITERACY.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.)
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.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, and audiences.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Although journalism is available in a wide variety of formats and delivery models, certain qualities of good journalism are universal.
- The modes of journalism are written in different formats than narrative storytelling.
- Different modes of journalism are tailored to different audiences and purposes.
- Journalism is an essential element of a democratic society.
- Journalism may contain intended or unintended bias.
- Journalism is most effective when it adheres to a code of ethics.
- Journalism helps us understand our society, culture, and the world at large.

COURSE ESSENTIAL QUESTIONS

- Why is journalism an essential element of a democratic society?
- What are the qualities of effective journalism in each mode of journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias?

- What choices should writers make to write effective pieces in the various modes of journalism?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to identify and comprehend the content and formatting of a hard story.
 - How to write in the inverted pyramid format with an effective headline and lead.
 - How to distinguish hard news from opinion journalism.
 - How to assess the credibility of an author, source, and media outlet.
 - The differences between editorials, op-eds, and columns.
 - How to evaluate the effectiveness of an opinion article.
 - How to evaluate and write in such supporting modes as features, reviews, and sports.
- Students will be able to . . .
 - Identify modes of journalism based on their distinct qualities.
 - Analyze pieces of journalism based on their credibility and overall effectiveness.
 - Utilize journalism to further their understanding of the world.
 - Write analytical documents in response to published articles.
 - Write effective articles in the various modes of journalism which adhere to the qualities of each mode.

COURSE SYLLABUS

Course Name

Journalism

Level

Honors

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

Honors Journalism is a semester-long senior elective that provides interested students with a rigorous introduction to scholastic journalism through writing, reading, research, and revision. An integrated study of the print and digital media, Honors Journalism offers a foundation in the tenets of journalism and an understanding of the ethics and standards required in the field. Students will produce different types of writing, which includes News, Opinion Pieces/Editorials, Features, Sports, and Reviews. Students will also make independent journalistic choices about stories and modes to convey information. Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions in each of the modes of journalism with major and minor assignments, including in-class writing, homework writing, small-group assessments, creative projects, and analytical/evaluative essays. The assessments in the course alternate between analyzing published examples of journalism and producing original content, adhering to the established conventions of the specific type of journalism covered in each respective unit. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines. A Journalism Compilation, (with a reflective component,) and Final Examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

Assured Assessments

Formative Assessments:

- News Journal Reader Responses
- Class Participation

Summative Assessments:

- Test on Media Bias
- Article Comparison Essay
- Journalism Portfolio
- Final Examination

Supplemental Texts

- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Response

UNIT 1 Hard News & Media Bias

Unit Goals

At the completion of this unit, students will:

- | | |
|-------------------------------|--|
| CCSS.ELA-LITERACY.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the article says explicitly as well as inferences drawn from the text and potential bias. |
| CCSS.ELA-LITERACY.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 in a hard news article |
| CCSS.ELA-LITERACY.W.11-12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing. |
| CCSS.ELA-LITERACY.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 in the Hard News Major Essay Assignment. |
| CCSS.ELA-LITERACY.SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data based on the RAVEN Framework. |
| CCSS.ELA-LITERACY.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 based on the Professional Journalists Code of Ethics |
| CCSS.ELA-LITERACY.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 to a variety of news articles in different modalities.

CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles.

Unit Essential Questions

- How does hard news contribute to a democratic society?
- What are the qualities of effective hard news journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias?
- What choices should writers make to write effective pieces of hard news journalism?

Scope and Sequence

- The history of news media
- Evaluating headlines
- Evaluating leads
- 5W & how questions
- Inverted pyramid format
- Society of Professional Journalists Code of Ethics
- Sources (Quotes, Pictures, Data)
- RAVEN framework for evaluating articles
- Types of media bias
- Political spectrum of media bias
- Filter bubbles, algorithmic gatekeeping and confirmation bias

Assured Assessments

Formative Assessments:

Students will prepare for class by reading hard news articles and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the first marking period. The students will write one 3-4 page article analysis and one 3-4 page hyperlocal hard news story with reflection. The article analysis will serve as an introductory content assignment. It will ask students to locate a hard news article and evaluate the effectiveness of its reporting and evidence.

The hyperlocal hard news story with reflection will ask students to report on an event that is not already in the news, and is something that they are able to independently research/investigate. Students will use a variety of sources and several different types of

evidence to report the story, and stick to the facts available to them without injecting personal opinion. Students will adhere to the conventions of traditional news writing and reflect on their process in doing so. These 3-4 page assignments will count as minor assessments for the marking period.

Summative Assessments:

Students will complete a Media Bias In-Class Test and a Hard News Major Essay assignment. On the Media Bias In-Class Test, students will be assigned an objective hard news article about a dispute with two opposing subjective viewpoints. Students will explain why the article is unbiased, using the terms from the course. Students will rewrite 3 sentences of their choosing from the article to demonstrate journalistic bias in favor of one side, and then rewrite 3 more sentences of their choosing from the article to demonstrate journalistic bias in favor of the other side. Students will not focus on extreme examples of bias that may exist in a hyperpartisan news outlet. Instead, students will aim for a more subtle and nuanced approach to bias that may be seen in mainstream news coverage. Students will explain why they made the choices they made when adjusting each sentence. This assignment will count as a major assessment for the marking period.

For the Hard News Major Essay, students will locate three credible hard news articles, from three different sources of their choosing, covering the same exact hard news event. Students will write a formal thesis-driven essay in which they evaluate the three articles and determine which one is the definitive article about the news event they selected. They will evaluate and analyze their article selections based on the criteria they have been learning throughout this unit. This assignment will count as a major assessment for the marking period.

Resources

Core

- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

Supplemental

- <https://www.adfontesmedia.com/>
- <https://www.allsides.com>
- <https://www.spj.org>
- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

Time Allotment

- Approximately 8-10 Weeks

UNIT 2 Opinion Journalism

Unit 2 Goals

At the completion of this unit, students will:

- | | |
|-------------------------------|--|
| CCSS.ELA-LITERACY.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the article says explicitly as well as inferences drawn from the text and potential bias. |
| CCSS.ELA-LITERACY.W.11-12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing. |
| CCSS.ELA-LITERACY.SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data based on the RAVEN Framework. |
| CCSS.ELA-LITERACY.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 based on the Professional Journalists Code of Ethics |
| CCSS.ELA-LITERACY.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 to a variety of news articles in different modalities. |
| CCSS.ELA-LITERACY.L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles. |

Unit 2 Essential Questions

- How does opinion journalism influence a democratic society?
- What are the qualities of effective opinion journalism?
- How can consumers of journalism identify and evaluate the credibility of an opinion journalism piece?
- What choices should writers make to write effective pieces of opinion journalism?

Scope and Sequence

- Press releases versus news
- Editorials & editorial boards
- Columns & Columnists
- Op-Eds
- Reviews (Restaurant, Film, Music, Tool, Technology, Product)

Assured Assessments

Formative Assessments:

Students will prepare for class by reading opinion articles and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the first marking period.

Summative Assessments:

The students will write one 3-4 page op-ed article with reflection and one 3-4 page compilation of a positive and negative review. For the op-ed assignment, students will write an original, focused op-ed on a topic of their choosing, based on something they feel strongly about. They will include compelling evidence to support their point. Next, students will write a reflection about how their op-ed makes use of the components of strong opinion writing they have learned about throughout this unit. This assignment will count as a minor assessment for the marking period.

For the review assignments, students will write 2 reviews, 1 positive review and 1 negative review. Their 2 reviews cannot be about the same content focus. Their reviews must contain the qualities of a good review that they have learned about throughout this unit. This assignment will count as a minor assessment for the marking period.

Resources

Core

- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

Supplemental

- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

Time Allotment

- Approximately 3-4 Weeks

UNIT 3

Specialized Modes of Journalism

Unit 3 Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing.
CCSS.ELA-LITERACY.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 based on the Professional Journalists Code of Ethics.
CCSS.ELA-LITERACY.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 to a variety of news articles in different modalities.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles.

Unit 3 Essential Questions

- What are the qualities of effective sports, feature, and interview journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias in these specialized modes of journalism?
- What choices should writers make to write effective pieces in these specialized modes of journalism?

Scope and Sequence

- Professional sports journalism
- Local sports coverage versus national sports coverage
- College sports journalism

- Video game journalism
- Video gaming competition reporting
- Features
- Interviews
- Journalism Compilation process

Assured Assessments

Formative Assessments:

Students will prepare for class by reading articles on the specialized modes of journalism and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the second marking period.

Summative Assessments:

Students will complete a Journalism Portfolio compilation of new articles and a 3-4 page reflection. For the Journalism Portfolio, students will create a collection of four new original works of their choice, focusing on the modes of journalism we studied in class. Students will create four new articles in four different modes of their choosing, picking from the following list: Hard News (Hyper Local), Op-Ed, Review, Sports/Games, Feature. Each article must adhere to the best practices of journalism they learned in class, which are specific to each mode of journalism. Article due dates are spaced out throughout the second marking period of the course so students have time to complete each article in its entirety before moving on to the next one. As the class covers more modes of journalism while the course progresses, the students have more options to choose from. This Journalism Portfolio will count as a major assessment for the marking period.

For the Journalism Portfolio Reflection, students will write a 3-4 page document in which they reflect on their writing process for their cumulative assignment articles. Students should reference and quote specific parts of their cumulative assignment articles for support. This reflection will count as a minor assessment for the marking period.

Resources

Core

- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

Supplemental

- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

Time Allotment

- Approximately 6-8 Weeks

CREDIT

One-half credit in English
One class period daily for a half year

PREREQUISITES

Successful completion of grades 9, 10, and 11 English

CURRENT REFERENCES

- "Allsides | Balanced News Via Media Bias Ratings For An Unbiased News Perspective". *Allsides*, 2021, <https://www.allsides.com/unbiased-balanced-news>.
- Guzman, Ariel. "Home - Ad Fontes Media". *Ad Fontes Media*, 2021, <https://www.adfontesmedia.com/>.
- Harrower, Tim. *Inside Reporting* Third Edition. New York: McGraw Hill Education, 2012. Print.
- Society Of Professional Journalists - Improving And Protecting Journalism Since 1909". *Spj.Org*, 2021, <http://spj.org/>.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Honors Journalism Participation Rubric
- Honors Journalism 3-4 page Writing Assignment Rubric
- Hard News Major Essay Rubric
- Journalism Portfolio Article Rubric
- Final Examination Grading Criteria

OTHER RESOURCES

- 3-4 Page Article Analysis Assignments
- 3-4 Page Hyperlocal Hard News Story Assignment
- Media Bias In-Class Test Assignment
- Hard News Major Essay (Article Comparison) Assignment
- 3-4 Page Op-Ed Article Assignment
- 3-4 Page "2 Reviews" Assignment
- Journalism Portfolio Assignment
- 3-4 Page Journalism Portfolio Reflection Assignment
- Final Examination Assignment
- Final Examination Study Guide
- Sample News Journal Questions

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straight forward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Student is able to interpret text by : <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Student is able to interpret text by : <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some main ideas of text Guided interpretation of text by answering questions locating answers in text 	Student demonstrates limited ability to interpret text as evidenced by : <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text to text text to self text to world 	Demonstrates specific connections <ul style="list-style-type: none"> text to text text to self text to world 	Demonstrates general connections <ul style="list-style-type: none"> text to text text to self text to world 	Struggles to make connections <ul style="list-style-type: none"> text to text text to self text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text <ul style="list-style-type: none"> Synthesis of text Express a personal opinion. 	Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> critical analysis to form a conclusion from the text thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	A general evaluation of the text by one or more of the following elements: <ul style="list-style-type: none"> Forms a superficial conclusion from the text Assesses the quality of the text Uses text to express personal opinion(s) 	Struggles to evaluate the text by any of the following elements: <ul style="list-style-type: none"> Forming a conclusion from the text Assessing the quality of the text Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	<p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p>	<p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21st Century Skills.</p>	<p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p>	<p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p>

Honors Journalism Participation Rubric

30-27

- Participates daily in class discussions
- Responds to and builds on other students' ideas
- Offers insightful evidence from the text as support for ideas
- Respects and actively listens to others' ideas/opinions

26-24

- Participates frequently in class discussions
- Responds to other students' ideas
- Sometimes offers textual support for ideas
- Respects and listens to others' ideas/opinions

23-21

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers textual support for ideas
- Sometimes distracted or inattentive to others' ideas/opinions

20-12

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not reference textual examples as support
- Distracted or inattentive to others' ideas/opinions

11-0

- Defiantly refuses to participate in class discussions, even when called upon by instructor
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas

Honors Journalism 3-4 page Writing Assignment Rubric

20-18

- Strong thesis or main idea which is expertly threaded throughout the document
- Fully developed ideas with exceptional support
- Many solid, insightful examples from the event or source
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 3-4 full pages in length, with proper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Answers the question fully, directions followed

17-16

- Solid thesis or main idea which is threaded throughout the document
- Developed ideas with adequate support
- Some strong examples from the event or source
- Structure is effective and word choice is appropriate
- Between 2-3 full pages in length, with proper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Answers the question, directions followed

15-13

- Unclear thesis or main idea which is not consistent throughout the document
- Partially developed ideas with some support
- Few examples from the event or source, unrelated examples
- Unstructured and confusing, simple word choice, lacks voice
- Between 1-2 full pages in length, with inconsistent formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Questions not fully answered or considered

12-8

- Unusual or Unknown thesis or main idea which is not present throughout the document
- Undeveloped ideas with little support
- One example or less from the event or source, unrelated examples
- Lack of coherency, difficult to follow
- Between 1-½ full pages in length, with improper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Questions ignored or not answered

Hard News Major Essay Rubric

A Range:

- Your essay contains a solid, original, arguable thesis. Your essay focuses on 3 articles from 3 sources, covering the same news story.
- Your focus on summarizing the event is minimal. All body paragraphs focus on assessing the articles based on all of the criteria of the assignment and proving why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to support your thesis, and you analyze them completely. You select compelling quotes from all 3 sources.
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 5-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

B Range:

- Your essay contains a solid, original, arguable thesis. Your essay focuses on 3 articles from 3 sources, covering the same news story.
- You focus a little too much on summarizing the event. Many of your body paragraphs focus on assessing the articles based on all of the criteria of the assignment and proving why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to support your thesis, and you analyze them sufficiently. You select good quotes from all 3 sources.
- Structure is effective and word choice is appropriate.
- Between 5-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

C Range:

- Essay contains an unclear thesis or restates the prompt. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay focuses heavily on retelling the event. The majority of your body paragraphs is about plot. Your body paragraphs do not always assess the articles based on all of the criteria of the assignment or prove why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Some ideas may lack quotes for support. Placement and/or length of quote(s) may be questionable. You discuss all 3 articles, but you may only formally quote 2 of them.
- Structure may not meet the needs of the prompt due to content and/or grammatical issues, including word choice or voice.
- Between 4-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

Hard News Major Essay Rubric (continued)

D Range:

- Essay contains a flawed thesis or restates the prompt. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay almost entirely retells the event. Your body paragraphs do not assess the articles based on all of the criteria of the assignment or prove why the article of your thesis is the definitive article.
- Your quotes may not be properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Some ideas may lack quotes for support. Placement and/or length of quote(s) is questionable. You discuss and formally quote fewer than 3 articles.
- Un-structured and/or confusing, simple word choice, lacks voice.
- Between 4-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

F Range:

- Essay contains a confusing thesis or no thesis. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay almost entirely retells the event. You do not use the criteria of the assignment to assess the articles or prove why the article of your thesis is the definitive article. Prompt questions are ignored or not answered.
- Your quotes may not be properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Most ideas may lack quotes for support. Placement and/or length of quote is questionable. You discuss and formally quote fewer than 3 articles.
- Lack of coherency, difficult to follow
- Between 3-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

Journalism Portfolio Article Rubric

Rubric for Each Article

25-23

- Strong thesis or main idea which is expertly threaded throughout the document
- Fully developed ideas with exceptional support
- Many solid, insightful examples from the event or source
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 500-750 words in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

22-20

- Solid thesis or main idea which is threaded throughout the document
- Developed ideas with adequate support
- Some strong examples from the event or source
- Structure is effective and word choice is appropriate
- Between 500-750 words in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

19-17

- Unclear thesis or main idea which is not consistent throughout the document
- Partially developed ideas with some support
- Few examples from the event or source, unrelated examples
- Unstructured and confusing, simple word choice, lacks voice
- Between 250-750 words in length, with inconsistent formatting and spacing (typed, double-spaced, 12 point type)

16-13

- Unusual or Unknown thesis or main idea which is not present throughout the document
- Undeveloped ideas with little support
- One example or less from the event or source, unrelated examples
- Lack of coherency, difficult to follow
- Between 250-500 words in length, with improper formatting and spacing (typed, double-spaced, 12 point type)

Final Examination Grading Criteria

Article (50 points)

You will be assessed holistically, based on how well you craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you. You will be assessed on how well you decide which notes you will use, and how and when you will use them based on what we learned in class. You will be assessed on how strongly your article adheres to the guidelines on the assignment sheet.

Reflection (50 points)

You will be assessed holistically based on how thoroughly you answer all of the reflection prompts on the assignment sheet. You will be assessed on how well your reflection response demonstrates your understanding and mastery of the concepts and skills of the course. You will be assessed on how well you use specific examples from your article to support your responses to the reflection prompt.

3-4 Page Article Analysis Assignment

Select and read a current and credible news article from a major news source and respond in detail to the following questions in writing:

- What specific article did you select, and why did you select it? Is it a strong example of hard news journalism? Why or why not?
- What is the article about? Paraphrase it and describe its key ideas and the various types of evidence (sources) you found in the article.
- What did you notice about the format and writing style employed by the journalist who wrote the article? What is the significance of your observations?
- What did you learn about journalism by reading this article and responding to these questions?

Please provide a link to the article at the bottom of the document.

3-4 Page Hyperlocal Hard News Story Assignment

Your task for this assignment is to report a hyper-local news story. The story you base your report on may not already be in the news, and should be something that you are able to independently research/investigate. Use a variety of sources and several different types of evidence to report the story, and stick to the facts available to you. Remember that this is a hard news story; although you may quote other people's opinions in your story, your personal opinion on the matter should not be apparent. Adhere to the conventions of traditional news writing (strong headline, tight lead with the essential W's/H, the inverted pyramid of details, etc.).

Next, Write a reflection about how your story makes use of the components of strong news writing that you have learned about through class discussions and the readings you have done.

Media Bias In-Class Test Assignment

Directions: Read the entire test before you begin so you can familiarize yourself with the scope and sequence of this test. Place your answers to each question into this document. Do not delete any of the test questions or prompts, and **put all of your written responses in bold font**. Strong responses will contain a wide variety of examples based on the various concepts we learned in class (RAVEN, 11 Types of Media Bias, Code of Ethics). Please submit your completed assignment through Google Classroom and www.turnitin.com

Please read the following news article and answer the following questions:

(INSERT ARTICLE LINK HERE)

- 1) In 4-6 sentences, explain why this article is unbiased. Address some specific qualities of the article to support your response (10 points).

- 2) Rewrite 3 sentences of your choosing from the article to demonstrate journalistic bias in favor of The United Auto Workers union. For this exercise, do not focus on extreme examples of bias that you might see from a hyperpartisan news outlet. Instead, aim for a more subtle and nuanced approach to bias that you may see in mainstream news coverage. Next, Explain why you made the choices you made when adjusting each sentence (30 points).
 - a. Original sentence 1 (Copy and paste the sentence from the article):
 - b. Your revised sentence 1:
 - c. Explain the choices behind your revision in 2-3 sentences:

 - d. Original sentence 2 (Copy and paste the sentence from the article):
 - e. Your revised sentence 2:
 - f. Explain the choices behind your revision in 2-3 sentences:

 - g. Original sentence 3 (Copy and paste the sentence from the article):
 - h. Your revised sentence 3:
 - i. Explain the choices behind your revision in 2-3 sentences:

3) Rewrite 3 sentences of your choosing from the article to demonstrate journalistic bias in favor of General Motors Co. For this exercise, do not focus on extreme examples of bias that you might see from a hyperpartisan news outlet. Instead, aim for a more subtle and nuanced approach to bias that you may see in mainstream news coverage. Next, Explain why you made the choices you made when adjusting each sentence (30 points).

a. Original sentence 1 (Copy and paste the sentence from the article):

b. Your revised sentence 1:

c. Explain the choices behind your revision in 2-3 sentences:

d. Original sentence 2 (Copy and paste the sentence from the article):

e. Your revised sentence 2:

f. Explain the choices behind your revision in 2-3 sentences:

g. Original sentence 3 (Copy and paste the sentence from the article):

h. Your revised sentence 3:

i. Explain the choices behind your revision in 2-3 sentences:

Hard News Major Essay (Article Comparison) Assignment

The first step of your assignment is to locate three credible **hard news** articles, from three different sources of your choosing, covering the same exact hard news event. For example, if you are covering a trial, one article can't be about the initial arrest of a suspect if the other two are about a jury's verdict at the end of the suspect's trial. You want to collect three articles covering **the same exact subject at the same exact moment in time** to properly complete this assignment.

You will write a formal thesis-driven essay (intro with a strongly worded thesis, body paragraphs, conclusion) in which you evaluate the three articles and determine which one is the **definitive article** about the news event you selected. You will evaluate and analyze your article selections based on the following criteria:

- Elements of an effective news story (lead, 5 Ws, inverted pyramid)
- Range of credible sources of information (RAVEN)
- Multiple perspectives, neutrality and absence of bias, and journalistic ethics (Types of Media Bias)

In order to prove your thesis, you are going to need direct quotes from each of your sources. Do not use any off-set quotes (quotes over five lines). This is the major essay assignment of the marking period, and your essay should be well-organized and polished in its presentation of ideas. Excellent essays will elaborate on the insights drawn from this comparative analysis. This essay will require a works cited page with proper citations throughout.

Essays must be five to six pages in length, double-spaced, in Times New Roman 12 point type, cited in MLA format. If you have questions or would like your teacher to look at a draft, please let me know and we can meet to discuss it.

3-4 Page Op-Ed Article Assignment

Write an op-ed on a topic of your choosing, based on something you feel strongly about. Include compelling evidence to support your point. Be sure to use the elements of a good op-ed we've studied in class to craft your article:

3-4 Page “2 Reviews” Assignment

Please use your usual page range (3-4 full) to write 2 reviews, 1 positive review and 1 negative review.

Your reviews cannot be about the same exact thing. For example, you cannot write a positive review about *Frozen* and a negative review about *Frozen*. You can, however, write 2 reviews about a similar subject. For example, you could write a positive review about *Frozen* and a negative review about *Onward*. You can also write about completely different subjects. For example, a positive review about *Frozen* and a negative review about an Apple watch.

Please be sure that your reviews contain the qualities of a good review that we studied in class.

Journalism Portfolio Assignment

Your assignment is to create a collection of four new original works of your choice, focusing on the modes of journalism we studied in class. You will create four new articles in four different modes of your choosing, picking from the following list:

- Hard News (Hyper Local)
- Op Ed
- Review
- Sports/Games
- Feature

Each of your 4 articles must be a different mode of journalism (For example, you can't write 2 features for this assignment).

Each of your articles must adhere to the best practices of journalism that we've discussed in class which are specific to each mode of journalism.

Each of your four articles must be 500-750 words in length (your entire collection of four articles must be 2000-3000 words in length), double-spaced, in Times New Roman 12 point type, cited in MLA format. If you have questions or would like your teacher to look at a draft, please let me know and we can meet to discuss it.

Each of your 4 articles is due on a specific date:

Article 1: due on _____

Article 2: Due _____

Article 3: Due on _____

Article 4: Due on _____

3-4 Page Journalism Portfolio Reflection Assignment

Reflect on your writing process for your cumulative assignment articles. How did you apply what you learned in this class to the various articles? How did you make your selections? What was your experience like writing in the different modes? What was most challenging and why? Least challenging? What did the activity teach you about journalism?

You should reference and quote specific parts of your cumulative assignment articles for support.

Please meet all of the indicators of our 3-4 page assignment rubric (including page length) for this assignment.

Final Examination Assignment

Your task today is to craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you. Some of these notes are irrelevant, while others are integral to creating a good news story. Decide which notes you will use, and how and when you will use them based on what we learned in class. The article you create must adhere to the following guidelines:

- Effective Lead
- 5 Ws & H
- Inverted Pyramid
- Attributable Sources
- Objective Reporting (Avoiding Bias)
- Journalistic Code of Ethics

Your news story should be 1-2 single-sided handwritten pages.

Once you have completed your news story, you will write **an additional** 2-3 page single-sided handwritten reflection about your writing process and what you learned. You will use specific examples from your article to support your reflection. Please respond to the following questions in your reflection:

- How did you organize the information contained within the notes you received? How did you decide what to include and how to include it, and what not to include?
- How did you arrive at the lead you created in your article? What was your thought process behind its structure and contents?
- How do the 5 Ws, H, and Inverted Pyramid guide the structure of your article? Give examples.
- What steps did you take to ensure that your reporting remained objective throughout? How did the sensational notes you received influence your adherence to objective reporting and the journalistic code of ethics?

On Monday morning, Farmer Jones reported to the Trumbull Police Department that several of his cows disappeared overnight and his hay maze was wildly rearranged.

On Monday morning, Farmer Jones reported to the Trumbull Police Department that there were rats in his pumpkin patch.

On Tuesday evening, several citizens spoke at public comments during the Trumbull Town Hall meeting, citing their concerns about the missing cattle.

Official Statement from the Trumbull Police Department, published Wednesday morning: “After a thorough investigation, the department has determined that there was no evidence of foul play with regards to Mr. Jones’ missing cattle. There is no reason for Trumbull residents to be concerned about this matter.”

NBC News reported last September that, “The Navy confirmed that videos did capture UFO sightings over the Pacific Ocean, but it called them by a different name.”

On Wednesday night at 9:13 PM, three skateboarding teenagers and one senior citizen mall walker reported spotting a flying saucer hovering above Wahlburgers at the Westfield Mall.

Quote from Billy Smith, 16, of Trumbull, who was skateboarding outside of Wahlburgers on Wednesday night: “That saucer was lit, man! It came out of nowhere and just hovered over the burger joint. I said to my friend, ‘Whoah!’”

Quote from Herschall Lewis, 76, of Trumbull, who claims to have witnessed a flying saucer outside of Wahlburgers on Wednesday night: “I left my eyeglasses at home so I couldn’t see it clearly, but those darn teens were pointing at the sky and hootin’ and hollerin’ like Elvis Presley, the king of rock n roll, had just come to town. I knew the police was covering something up about Farmer Jones’ cattle. Those cows don’t just walk off for nothin’. Something fishy is afoot, I tell ya!”

Wahlburgers is offering a two for one special on their signature milkshakes.

On Thursday morning, the Trumbull Police Department issued a 7:00 PM curfew for all Trumbull residents.

Official Statement from the Trumbull Police Department, published Thursday morning: “The Town of Trumbull is issuing a 7:00 PM curfew for all Trumbull residents, effective immediately. Any citizen found on the streets of Trumbull after that time will be escorted home and may be fined or imprisoned. The department also recommends that residents lock their doors and windows and keep pets indoors. This is merely a precautionary measure, and there is nothing for Trumbull residents to worry about at this time. Further updates are forthcoming.”

Final Examination Study Guide

You will be asked to craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you at the beginning of the exam session. Some of these notes will be irrelevant, while others will be integral to creating a good news story. You will decide which notes you will use, and how and when you will use them based on what we learned in class.

To study for this part of the exam, you should review the following guidelines:

- Effective Lead
- 5 Ws
- Inverted Pyramid
- Attributable Sources
- Objective Reporting (Avoiding Bias)
- Journalistic Code of Ethics

Once you have completed your news story, you will write **an additional** reflection about your writing process and what you learned. You will use specific examples from your article to support your reflection.

To study for this part of the exam, you should review your previous written reflections and reflect on how supporting evidence from an article can enhance a response to specific prompt questions.

Sample News Journal Questions

Please read a recent article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:

On top: Headline, date, author, news outlet, lead ("first sentence")

Then: Answer the following in your response, in 250-300 words:

- Why did you select this article?
 - What the article about? Paraphrase it and describe its key ideas and the various types of evidence you found in the article.
 - What is the strongest piece of evidence in the article you selected? What makes it the strongest piece of evidence?
-

Please read another, different, recent article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:

On top: Headline, date, author, news outlet, lead ("first sentence")

Then: Answer the following in your response, in 250-300 words:

- Assess and analyze the quality of the headline, using the criteria I presented in class.
- Develop a new headline for the article, and tell me why yours is better.
- Assess and analyze how well the article answers each of the "5W" and How questions. Provide examples.

You can pull a quote or two from the article to support your response, but the quote does not count towards your 250-300 word count. 250-300 words should be your original words, in response to the questions.

Please read another, different, recent hard news article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:

On top: Headline, date, author, news outlet, lead ("first sentence")

Then: Answer the following in your response, in 250-300 words:

Assess and analyze how well this hard news article utilizes the inverted pyramid format. In your response, focus on the sequencing and order of events in the article, and how supporting information or evidence is used. If a section is lacking, suggest how and where the article could better utilize the inverted pyramid format.

You can pull a quote or two from the article to support your response, but the quote does not count towards your 250-300 word count. 250-300 words should be your original words, in response to the questions.

Time to expand your reading horizons! Please read a hard news article of your choice from a news outlet other than NPR or Reuters, and write a 250-300 word News Journal response.

Please complete this News Journal:

How does this hard news story compare to the stories you read from NPR and Reuters? How does it meet the standards we've learned in class so far (newsworthiness, 5 W's & How, Inverted Pyramid, headline qualities, etc.)?

Please read and think about the attached Society of Professional Journalists Code of Ethics.

Please complete this News Journal:

Which sections or bullets of this code of ethics do you think are most important? Why? Looking back at your 5 previous News Journal articles, how and where do you see specific elements of this code of ethics upheld? Where do you see specific elements of this code of ethics violated?

Please read a new hard news article from Reuters, NPR, or any mainstream news site. Which sources are most prominent in the article? Which sources are least prominent? Which are the most important types of sources in each article? Why? What did you learn?

Please read a new hard news article from Reuters, NPR, or any mainstream news site. Apply the RAVEN framework to the article and its author to identify areas of bias within the article.

Pick a story featured on allsides:

<https://www.allsides.com/story/admin>

Examine and reflect on what's similar and different about the leads, headlines, and sources. Identify areas of bias.

Select a new hard news story of your choice. Apply the various types of media bias to article to identify and analyze bias.

Identify examples of your own filter bubble on the web. Use the results from the "Rate your own bias" quiz to determine how it shapes your filter bubble.

How did your own bias and your own filter bubble affect the hyperlocal hard news story you wrote for your hard news article assignment? Adjust some of your sentences from the hyperlocal hard news article you wrote to make them more unbiased.

Read a company's press release for a product you care about. Identify areas of bias and explain what it reveals about the product and the company.

Read a politician's press release about a recent issue involving them. Identify areas of bias and explain what it reveals about the issue and the politician.

Read a celebrity's/public figure's (NOT a politician) press release about a recent issue involving them. Identify areas of bias and explain what it reveals about the issue and the celebrity/public figure.

Read this editorial: (INSERT LINK HERE). How is this article similar to hard news? How is it different? What is their argument? How do they support it? Is there an effective use of sources? Did they convince you of their argument? Why or why not?

Select your own editorial article to read.

Answer: How is this article similar to hard news? How is it different? What is their argument? How do they support it? Is there an effective use of sources? Did they convince you of their argument? Why or why not?

Select and read a column about a subject you're interested in.

Answer: How is this column similar to the editorials we read? How is it different? What did you learn about the issue? What did you learn about the author?

Select and read 2 more columns from the same author you read last night.

Answer: What consistencies in style and opinion can you identify across all 3 articles. Why is this writer a successful columnist? Why do people keep coming back to read his/her articles?

Read this op-ed:

(INSERT LINK HERE)

Answer: How is this op-ed similar and different from the columns and editorials you read? Focus on style, use of sources, and effectiveness of argument. After reading the op-ed, do you agree or disagree with the writers' position? How come?

Read and respond to an op-ed of your choice.

Answer: How is the op-ed similar and different from the op-ed you read yesterday? Focus on style, use of sources, and effectiveness of argument. After reading the op-ed, do you agree or disagree with the writers' position? How come?

We have completed our units on hard news, media bias, and opinionated journalism. Next, we will look at some of the more specialized modes of journalism. Here is what we will begin to explore next:

- Reviews
- Sports/Games
- Features
- Interviews

Please answer the following questions:

- Which of the above 4 modes of journalism do you have the most experience reading? Why do you like reading that type of journalism so much?
 - Which of the above 4 modes of journalism do you have the least experience reading? Why have you avoided reading this mode of journalism?
 - Which of the above 4 modes of journalism do you think would be the most fun to write? Why would it be fun to write?
-

Read and respond to this review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review posted above? Give specific examples. After reading the review, do you agree or disagree with the writers' position? How come?

Read and respond to this restaurant review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review that we discussed? Give specific examples. How is this review similar to the movie review we read yesterday? How is it different? Please move beyond the basic physical differences between a movie and a restaurant and instead look at the structure and style of the writing.

Read and respond to this technology review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review that we discussed? Give specific examples. What are some things a reviewer needs to keep in mind when reviewing a tool (high tech or low tech), versus reviewing a piece of art like a movie or an experience like a restaurant? How is this review similar to the movie and restaurant reviews we read yesterday? How is it different? Please move beyond the basic physical differences between a movie, a restaurant, and a piece of technology and instead look at the structure and style of the writing.

Please select and read a review of an album by a musician that you care about. It could be a positive review or a negative review.

Answer: How does this review hold up against the qualities of a good review that we discussed in class? Give specific examples. What are some things a reviewer needs to keep in mind when reviewing music, versus reviewing visual pieces of art like a movie or television show? How is this review similar to any of the other reviews we've already read? How is it different? Please move beyond the basic physical differences between a movie, a restaurant, a piece of technology, and music and instead look at the structure and style of the writing.

Today, we are going to look at a positive and a negative review of the same film, and decide which opinion is more authoritative.

Positive review:

(INSERT LINK HERE)

Negative review:

(INSERT LINK HERE)

Answer: Which of these two reviews best holds up against the qualities of a good review that we discussed in class? Give specific examples. Which of these two opinions is more authoritative? Why do you tend to believe in and/or agree with one of these writers' viewpoints more? Focus on both their style and content.

Read a professional sports article.

Answer in 250-300 words: In which ways does this article meet the qualities of a good sports article? In which ways does this article not meet the qualities of a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

Today, we are going to look at two different articles covering the same game. The difference is one news outlet is located in the same state as one of the teams, and the other isn't. Let's look at how in-state coverage carries from out-of-state coverage of sports games.

IN-STATE:

(POST LINK HERE)

OUT-OF-STATE:

(POST LINK HERE)

Answer in 250-300 words: How is the in-state coverage of the team similar to the out of state coverage of the team? How is it different? What assumptions are each news outlet making about their readers based on how the articles are written? Why would in-state coverage of a team be different from out-of-state coverage? Give specific examples from both articles to support your assessment. Focus on both their style and content.

Read a college sports article. How is this college sports coverage similar to the professional sports coverage you read for class? How is it different? In which ways does this article meet the qualities of a good sports article that we discussed in class? In which ways does this article not meet the qualities of a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

Read an article covering a video game competition. Answer in 250-300 words: How is this video game competition coverage similar to the professional and college sports coverage you have been reading? How is it different? In which ways does this article meet the qualities of a good sports article that we discussed in class? In which ways does this article not meet the qualities of

a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

Please read the following coverage of an upcoming video game:

(INSERT LINK HERE)

Answer in 250-300 words: How does this video game coverage function as a news story? In what ways does this video game coverage avoid becoming free advertising? In what ways does this video game coverage in some ways function as free advertising? Give specific examples from the article to support your assessment. Focus on both their style and content.

Please read the following mainstream coverage about a video game company:

(INSERT LINK HERE)

Answer in 250-300 words: How is this mainstream news coverage of this video game and video game company similar to the coverage you've read so far on gaming websites? How is this mainstream news coverage different? Why do you think that is? Give specific examples from the article to support your assessment. Focus on both their style and content.

Please read a feature.

Answer in 250-300 words: How is this feature similar to hard news? How is it different? How is this feature similar to the op-ed? How is it different? What are some things you learned about the subject that you didn't know before you read this feature? How does the writer keep the reader engaged in this topic? Give specific examples from the article to support your assessment. Focus on both their style and content.

Read or watch an interview of your choice with a public figure you like. It could be an entertainer, politician, athlete, etc.

Answer in 250-300 words: What are some facts you learned about the interviewee that you did not know before you read this feature? How does the journalist keep the interviewee and the viewers engaged in this topic? How well does the journalist adhere to the qualities of a good interview that we discussed in class? Give specific examples from the article to support your assessment. Focus on both their style and content.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

AP English Language and Composition
Grade 11

2021

(Last revision date: 2003)

Curriculum Writing Team

Adeline Marzialo	English Department Chairperson, Trumbull High School
Lisa Acerbo	English Teacher
Emily Cooper	English Teacher
Ashley Gomes	English Teacher
Andrea Lorenz	English Teacher
Susan C. Iwanicki, Ed.D.	Assistant Superintendent of Teaching & Learning

**AP English Language and Composition
Grade 11**

Table of Contents

**AP English Language and Composition
Grade 11**

Table of Contents

Core Values and Beliefs 3-5

Introduction & Philosophy 3

Prerequisites 4

Course Goals 4-5

Course Enduring Understandings 6

Course Essential Questions 7

Course Knowledge & Skills 7-8

Units of Study: Pacing Guide and Assured Assessments 9

Unit 1: Reading for the Rhetorical Situation 10-11

Unit 2: The Foundation of Argument: Rhetorical Analysis 12-13

Unit 3: Rhetorical Strategies: Analysis and Application 14-15

Unit 4: Shaping the Argument: Structure and Arrangement 16-17

Unit 5: Crafting Cohesion with Style 18-19

Unit 6: Strengthening Your Writing: Skills, Revision, and Editing 20-21

Unit 7: Sources in Conversation 22-23

Units 8 and 9: Synthesizing Sources and Skills 24-26

Unit 10: College Essay 27-29

Appendix: Assured Student Performance Rubrics 30

College Essay/Narrative 31-32

Menu of Texts 33

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The following comes from the official College Board AP English Language and Composition materials:

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Students develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments, then compose their own arguments. Throughout the course, students will follow the pattern of reading others' arguments and then writing their own. Students will analyze what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. They will then turn to the act of composition themselves, seeking to emulate effective argumentation they have encountered in their reading and analysis. This pattern should be repeated in every unit of the course, ensuring students are moving back and forth between analysis of the arguments they read and composition of their own arguments. Accordingly, the AP English Language and Composition skills consist of paired reading and writing skills. These skills will be the basis for the AP Exam questions. The unit guides in this publication provide additional detail about these skills through essential knowledge statements.

The College Board recently revised the AP English Language and Composition course objectives, focus, and exam in order to “define and limit scope and better align with college-level expectations.” After participating in a summer workshop and reviewing the newly revised focus, concepts, and skills, English teachers developed this new AP English Language and Composition curriculum guide to reflect these changes.

PREREQUISITES

Students entering this course must have the recommendation of their junior year English teacher.

COURSE GOALS

Along with the course revision, the College Board also revised the course goals with newly developed standards specific to AP English Language and Composition. These standard skills fall under one of these headings: Rhetorical Situation (RHS), Claims and Evidence (CLE), Reasoning and Organization (REO), and Style (STL). Each of these headings is divided into two focus areas: reading and writing. For every reading standard that students will develop, they will also develop a complementary writing skill. The reading standards are all odd-numbered, while the writing standards are all even-numbered. They are as follows:

At the end of the course, students will:

Rhetorical Situation:

RHS.1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS.1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

RHS.2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

RHS.2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.

Claims and Evidence:

CLE.3.A: Identify and explain claims and evidence within an argument.

CLE.3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

CLE.3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE.4.A Develop a paragraph that includes a claim and evidence supporting the claim.

CLE.4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

CLE.4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Reasoning and Organization:

REO.5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

REO.5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

REO.5.C Recognize and explain the use of methods of development to accomplish a purpose.

REO.6.A Develop a line of reasoning and commentary that explains it throughout an argument.

REO.6.B Use transitional elements to guide the reader through the line of reasoning of an argument.

REO.6.C Use appropriate methods of development to advance an argument.

Style:

STL.7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL.7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL.7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

STL.8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL.8.B Write sentences that clearly convey ideas and arguments.

STL.8.C Use established conventions of grammar and mechanics to communicate clearly and effectively

COURSE ENDURING UNDERSTANDINGS

Rhetorical Situation

Students will understand that...

- individuals write within a particular situation and make strategic writing choices based on that situation.
- readers explain how writers' choices reflect the components of the rhetorical situation.
- writers make strategic choices in a text to address a rhetorical situation.

Claims and Evidence

Students will understand that...

- writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- readers identify and describe the claims and evidence of an argument.
- writers analyze and select evidence to develop and refine a claim.

Reasoning and Organization

Students will understand that...

- writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- readers describe the reasoning, organization, and development of an argument.
- writers use organization and commentary to illuminate the line of reasoning in an argument.

Style

Students will understand that...

- the rhetorical situation informs the strategic stylistic choices that writers make.
- readers explain how writers' stylistic choices contribute to the purpose of an argument.
- writers select words and use elements of composition to advance an argument.

COURSE ESSENTIAL QUESTIONS

1. How and why do writers write within a particular situation?
2. How do we generate and justify claims when developing an argument? How do we acknowledge or respond to opposing arguments as part of our justification and logic?
3. What relationship exists between a text's reasoning, organization and evidence? As readers and writers of argument, why is an awareness of this textual relationship important?
4. How does the rhetorical situation direct and inform the stylistic choices of writers?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- The rhetorical situation and triangle
- Exigence
- Audience
- Purpose
- SOAPS (speaker, occasion, audience, purpose, subject)
- SPACE CAT
- SOAPStone
- Close Reading
- DIDLS (diction, imagery, detail, language, syntax)
- Appeals
- Ethos
- Pathos
- Logos
- Style (Schemes, Tropes, Syntactical moves)
- Arrangement
- Modes of Discourse
- Discourse Markers
- Argument (Rogerian, Toulmin Model, Oration Model)
- Claim
- Evidence
- Conclusion
- Warrant
- Syllogism (Major/Minor Premise)
- Logical Fallacies
- Question Stems
- Synthesis
- Research Tools (C.R.A.P. testing sources: currency, relevance/reliability, authority/audience, purpose/point of view)
- Annotated bibliography (the precis)

Students will be able to . . .

- Analyze a text for rhetorical situation
- Select a lens in which to most effectively analyze a text
- Delineate between primary and secondary audiences
- Identify claims and supporting evidence and assess the efficacy of the evidence in light of the claim
- Use various types of evidence to support claims
- Write a defensible argument
- Identify the rhetorical moves that people make in constructing an argument and explain how these moves function within the rhetorical situation
- Explain how specific evidence functions (illustrate, clarify, set a mood, exemplify, associate, or amplify a point)
- Strengthen their argument by using evidence to validate a claim and/or relate to an audience's emotions and values
- Read a text thoroughly in order to identify its thesis even when it is implied
- Use commentary to properly integrate it into their line of reasoning
- Synthesize evidence using consideration, explanation, and integration of others' arguments into their own argument
- Use commentary to connect evidence to claims
- Identify when writer use sequencing of paragraphs to develop their line of reasoning
- Use sequencing of paragraphs to develop their line of reasoning
- Identify flaws in reasoning and explains how those flaws make the argument specious or illogical
- Identify methods of development that writers use to develop and organize the reasoning of their arguments
- Use various methods of development to develop and organize the reasoning of their arguments (compare/contrast, definition, etc.)
- Use various strategies to develop an introduction (quotations, anecdotes, questions, statistics, data, contextualized information, or scenarios)
- Explain the various purposes of both introductions and conclusions
- Strengthen coherence within their own argument, and use such moves as repetition, synonyms, pronoun references, and parallel structure to develop relationships amongst elements of a text
- Use transitional elements for specific, desired purposes
- Use precise words for clarity of idea
- Analyze and assess research sources for reliability and credibility
- Acknowledge sources' limitations in students' own arguments
- Convey specific tone for desired effect, including within a singular text
- Uses specific sentence types for specific desired effects
- Use specific punctuation for specific desired effects
- Use stylistic moves strategically for specific purposes
- Edit writing for clarity and strength of presentation of ideas

Units of Study: Pacing Guide and Assured Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1-Reading for the Rhetorical Situation Unit 2- The Foundation of Argument: Rhetorical Analysis Unit 3- Rhetorical Strategies: Analysis & Application	Unit 4- Shaping the Argument: Structure & Arrangement Unit 5-Crafting Cohesion with Style Unit 6- Strengthening Your Writing: Skills, Revision & Editing	Unit 7- Sources in Conversation Unit 8- Synthesizing: Sources & Skills	Skill Review & Exam Preparation Questioning & Multiple Choice Strategies *** Narrative Focus
Assured Assessments Formative: Rhetorical Analysis FRQ Baseline Summative: 2 Minor- Unit 1 2 Minor- Unit 2 1 Minor- Unit 3 1 Major- Unit 3	Assured Assessments Formative: Argument FRQ Baseline Summative: 2 Minor- Unit 4 2 Minor- Unit 5 1 Major- Unit 6 *Midterm Exam*	Assured Assessments Formative: Synthesis FRQ Baseline Summative: 2 Minor- Unit 7 1 Major- Unit 8	COMMON ASSESSMENT Formative: Summative: 1 Major: Unit 9

The following topics and topic focus questions may be used interchangeably across any of the 8 standard-driven, skill-based units of study. Each unit has been designed to cover roughly 12 instructional class periods, resulting in 3 units of study to be executed per quarter/ marking period. To ensure skill development and student growth, units are to follow in numeric sequencing.

<u>Education</u>	<u>Pop Culture</u>	<u>Environment</u>	<u>Community</u>	<u>Sports</u>	<u>Money</u>	<u>Gender</u>	<u>Justice</u>
To what extent do our schools serve the goals of a true education?	To what extent does pop culture reflect our society's values?	What is our responsibility to the natural environment?	What is the relationship of the individual to the community?	How do the values of sports affect the way we see ourselves?	What is the role of money in our everyday lives?	What is the impact of the gender roles that society creates and enforces?	To what extent do our laws and politics reflect the values of a just society?
A	B	C	D	E	F	G	H

Supplemental informational texts and excerpts are listed topically in the appendix by alpha category

UNIT 1 Reading for the Rhetorical Situation

Unit 1 Goals

At the completion of this unit students will:

- RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context and message.
- CLE 3.A Identify and explain claims and evidence within an argument.
- CLE 4.A Develop a paragraph that includes a claim and evidence supporting that claim.

Unit 1 Essential Questions

CEQ- *How and why do writers write within a particular situation?*

Unit Essential Questions

- a. What constitutes the writer's urgency?
- b. Who is the audience? Why is recognition of the intended audience important to note?
- c. What is the writer's purpose/message?
- d. How does the writer appeal to the emotions and self-interest of the audience?

CEQ- *How does the rhetorical situation direct and inform the stylistic choices of writers?*

Unit Essential Questions

- a. How are schemes and tropes instrumental in carrying out the author's purpose?
- b. How is the figurative language related to the author's purpose?
- c. What major arguments does the writer establish?

Scope and Sequence

- Use their previously developed close reading skills to identify the various components of the rhetorical situation of various texts, which may include non-written media, and then analyze how these components operate within the rhetorical triangle.
 - Identify claims and supporting evidence within these texts.
- Learn and hone reading strategies, such as DIDLS, SOAPSTone, among others in order to analyze the rhetorical strategies used within argument.
- Practice developing clear claims and learn strategies to strengthen claims.
- Bloom and spiral ideas to gather the most effective evidence to support claims.
- Practice using commentary to show reasoning in choosing specific evidence to connect to claims.

Assured Assessments

- Each student will complete a rhetorical analysis free response question, which will serve as the baseline formative assessment for this course. This assessment is measured according to the newly developed scoring rubric for 2019-2020 (See Appendix).
- In small groups or individually, students will analyze images and/or media for the rhetorical situation. This minor summative assessment is measuring student achievement

according to RHS 1.A and CLE 3.A (note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine the pacing set for the remainder of the unit.

- Students will complete a timed, in-class, written paragraph response that includes claim and evidence to support that claim. This minor summative assessment is measuring student achievement according to CLE 4.A (note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine whether individual and/or group conferencing and support is required for the remainder of the unit.
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Bacon, Nora. *The Well-Crafted Sentence.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all of the College Board rubrics.

Other Resources

AP English Language Personal Progress Check Dashboard

UNIT 2

The Foundation of Argument: Rhetorical Analysis

Unit 2 Goals

At the completion of this unit students will:

- RHS.1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- RHS.2.B: Demonstrates an understanding of an audience's beliefs, values, or needs.
- CLE.3.A: Identify and explain claims and evidence within an argument.
- CLE.4.A: Develop a paragraph that includes a claim and evidence supporting the claim.
- CLE.3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- CLE.4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Unit 2 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers explain how an argument demonstrates understanding of an audience's beliefs, values, or needs?
- How do writers demonstrate an understanding of an audience's beliefs, values, or needs?
- How do readers identify and explain claims and evidence within an argument?
- How do writers develop a paragraph to include a claim, and evidence supporting the claim?
- How do readers identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure?
- How do writers write a thesis statement that requires proof of defense that may preview the structure of the argument?

Scope and Sequence

- Identify how a speaker connects with an audience by tapping into their values, beliefs, and/or needs through various strategies, such as brainstorming about who the ideal audience is.
- Analyze language in a text that indicates or reveals the audience's values and beliefs about a topic
- Practice strategies to appeal to specific audiences
- Practice identifying arguments, especially when they are implied, through activities, such as highlighting specific evidence to support the thesis
- Assess statements to determine if they are defensible
- Learn how to predict an argument's structure based on the thesis
- Practice developing defensible theses

Assured Assessments

- Rhetorical Analysis measuring growth from baseline AND RHS.1B, CLE.3A, CLE.3B
- Minor: Possible homework/class work reflections on growth to set up students for next unit's assessment

- Students will complete a timed, in-class, written paragraph response that includes claim and evidence to support that claim. This minor summative assessment is measuring student achievement according to RHS.2B, CLE.4A , CLE.4B(note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine whether individual and/or group conferencing and support is required for the remainder of the unit.
- Each unit will include a formative but not graded, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

OTHER RESOURCES

- AP English Language Personal Progress Check Dashboard

UNIT 3

Rhetorical Strategies: Analysis and Application

Unit 3 Goals

At the completion of this unit students will:

CLE.3a: Identify and explain claims and evidence within an argument.

CLE.4a: Develop a paragraph that includes a claim and evidence supporting the claim.

REO.5c: Recognize and explain the use of methods of development to accomplish a purpose.

REO.6a: Develop a line of reasoning and commentary that explains it throughout an argument.

REO.6c: Use appropriate methods of development to advance an argument.

Unit 3 Essential Questions

Refer to page 7 for Thematic Central Essential Questions

Skill Essential Questions:

- How do readers identify and explain a speaker's claims and evidence within an argument?
- How do writers generate a claim and support with appropriate evidence?
- How do readers recognize and explain the methods of development used by a writer in accomplishing their purpose?
- How do writers use appropriate methods of development to advance an argument?
- How do writers develop lines of reasoning and commentary in support of their claims?
- How do writers appropriately select methods of development in their own writing?

Scope and Sequence

- Continue to develop the skills writers use in evidence collection
- Identify overarching patterns when assembling and reviewing a wide range of evidence.
- Generate and craft a thesis statement on the recognized patterns within a wide range of evidence
- Develop and improve the ways strong writers explain and connect evidence and claims to establish a clear line of reasoning within their writing
- Analyze the various ways writers introduce source material through the use of commentary
- Explore the traditional methods of development that writers have used for centuries to advance their arguments.
 - Exposure and application of modes of discourse, discourse markers, thought-moves and shifts in argument writing
 - Narration, cause-effect, comparison-contrast, definition, description, process analysis and enumeration
- Evaluate the ideas and arguments of others as a means of generating ideas and synthesizing source material
- Demonstrate thoughtful composition of arguments through organization and sequenced paragraphs within a piece of writing
- Write with acknowledgement of words, ideas, images, texts and additional intellectual property of others through attribution, citation, or reference.

Assured Assessments

- Major Assessment: employing rhetorical strategies in an argument: CLE.4a, REO.6c

- Minor Assessment: reflection on their use of reasoning of rhetorical strategies: CLE.3a, REO.5c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all College Board rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 4

Shaping the Argument: Structure and Arrangement

Unit 4 Goals

At the completion of this unit students will:

RHS.1a: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS.1b: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

CLE.3b: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

CLE.4b: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

REO.5c: Recognize and explain the use of methods of development to accomplish a purpose.

REO.6c: Use appropriate methods of development to advance an argument.

Unit 4 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message?
- How do writers write introductions and conclusions appropriate to the purpose and context of the rhetorical situation?
- How do readers identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure?
- How do writers write a thesis statement that requires proof or defense and that may preview the structure of the argument?
- How do readers recognize and explain the use of methods of development to accomplish a purpose?
- How do writers use appropriate methods of development to advance an argument?

Scope and Sequence

- Focused instruction on improving the quality, interest and power of the argument by crafting introductions and conclusions that demonstrate a real understanding of the rhetorical situation
- Recognize that the introduction's purpose in an argument introduces the subject and/or writer of the argument to the audience
- Explore the varied ways an introduction may be crafted
 - Introduction may present the argument's thesis
 - Introduction may orient the audience
 - Introduction may engage and/or focus the audience
 - Recognize how the presentation of quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or scenarios relate to audience engagement and/or focus
- Recognize that the conclusion's purpose in an argument brings the argument to a unified end
- Explore the varied ways a conclusion may be crafted
 - Conclusion may present the argument's thesis
 - Conclusions may engage and/or focus the audience by:

- Explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior, proposing a solution or explaining implications
- Compose thesis statements that preview lines of reasoning in an argument while avoiding listing points to be analyzed.
- Recognize the qualities and characteristics of specific modal writing experiences and thereby make appropriate determinations about the form and function of modes for their argument

Assured Assessments

- Minor Assessment: small group analysis of NF argument for methods used to develop purpose: RHS.1a, CLE.3b, REO.5c
- Minor Assessment: individual in-class writing: reshaping baseline free-response with introductions and conclusions and a focus on Modes of Discourse: RHS.2a, CLE.4b, REO.6c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all College Board rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 5

Crafting Cohesion with Style

Unit 5 Goals

At the completion of this unit students will:

REO.5a: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

REO.5b: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

REO.6a: Develop a line of reasoning and commentary that explains it throughout an argument.

REO.6b: Use transitional elements to guide the reader through the line of reasoning of an argument.

STL.7a: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL.8a: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Unit 5 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers describe the line of reasoning and explain whether it supports an argument's overarching thesis?
- How do writers develop a line of reasoning and commentary that explains it throughout an argument?
- How do readers explain how the organization of a text creates unity and coherence and reflects a line of reasoning?
- How do writers use transitional elements to guide the reader through the line of reasoning of an argument?
- How do readers explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?

Scope and Sequence

- Continue to focus on the fundamentals of analyzing and writing arguments.
 - Develop body paragraphs in a written argument that: make claims, support with evidence, and provide commentary as to how the paragraphs contribute to the argument's reasoning.
 - Examine how transitional elements can be used to introduce evidence or indicate the relationship between ideas within a text.
 - Consider how precise word choice reduces confusion and assists in how the audience perceives the writer's perspective.
- Examine ways to strengthen the coherence of an argument.
 - Examine a writer's syntactical moves within sentences and paragraphs to see how choices in clause, sentence, or paragraph structure logically link ideas within a text.
 - Identify how the use of schemes, pronoun usage, and structure indicates and develops a relationship between elements of a text.
 - Consider how transitional elements assist in creating coherence within a text, or sections of a text, in order to show relationships among ideas.

- Develop a deeper understanding of the connotative and denotative meanings of words, and the use of descriptive adjectives and adverbs to qualify, modify, or convey perspectives.

Assured Assessments

- Minor Assessment: Fallacious Arguments: self-select a text and analyze for line of reasoning and organization and evaluate their efficacy in supporting an argument and analyze for diction, comparisons, and syntax to convey tone or style: REO.5a, REO.5b, STL.7a
- Minor Assessment: In-class Argument Free-Response: REO.6a, REO.6b, STL.8a
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all College Board rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 6

Strengthening Your Writing: Skills, Revision, and Editing

Unit 6 Goals

At the completion of this unit students will:

CLE.3a: Identify and explain claims and evidence within an argument.

CLE.4a: Develop a paragraph that includes a claim and evidence supporting the claim.

CLE.3b: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

STL.7a: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL.8a: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Unit 6 Essential Questions

Skill Essential Questions:

- How do readers identify and explain claims and evidence within an argument?
- How do writers develop paragraphs that include a claim and evidence supporting the claim?
- How do readers identify and describe the overarching thesis of an argument, and explain how it is indicative of the argument's structure?
- How do readers explain how word choice, comparisons, and syntax contribute to a specific tone or style in an argument?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?

Scope and Sequence

- Recognize biases and limitations within evidence utilized in an argument.
- Develop initial thesis statements and lines of reasoning based on consistent evidence, and revising thesis statements accordingly when contradictory evidence is introduced.
- Continue to examine the impact of specific words and phrases, analyzing how particular words convey a writer's attitude toward a subject.
- Draw upon and synthesize arguments from multiple sources, and strategically selecting sources that are more relevant, reliable, or credible than others.
- Recognize that sources may have the same position, but from different perspectives based on backgrounds, interests, or expertise.
- Acknowledge biases and limitations of material when incorporating evidence or sources into an argument.
- Consider how new evidence changes the line of reasoning in an argument.
- Examine how a writer's tone, and shift in tone, is conveyed through word choice and writing style.
- Understand how a writer's shift in tone suggests a writer's perspective on a subject.

Assured Assessments

- Major Assessment: Revise and edit Unit 5's Argument Free Response with an emphasis on style and development of ideas: CLE.4a and STL.8a
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all of the College Board rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 7 Sources in Conversation

Unit 7 Goals

At the completion of this unit students will:

RHS.1a: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS.2a: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

CLE.3c: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE.4c: Qualify a claim using modifiers, counterarguments, or alternative perspectives.

STL.7b: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL.7c: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

STL.8b: Write sentences that clearly convey ideas and arguments.

STL.8c: Use established conventions of grammar and mechanics to communicate clearly and effectively.

Unit 7 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message?
- How do writers write introductions and conclusions appropriate to the purpose and context of the rhetorical situation?
- How do readers explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives?
- How do writers qualify a claim using modifiers, counterarguments, or alternative perspectives?
- How do readers explain a writer's ability to create, combine, and place independent and dependent clauses to show relationships between and among ideas?
- How do writers write sentences that clearly convey ideas and arguments?
- How do readers explain how grammar and mechanics contribute to the clarity and effectiveness of an argument?
- How do writers use established conventions of grammar and mechanics to communicate clearly and effectively?

Scope and Sequence

- Continued skill development in the area of revising claims to account for nuance, complexity, and contradictions in their sources.
- Make quick and efficient determinations on evidence's role in supporting, refuting or qualifying their claims
 - Use modifiers to revise claims accordingly, if necessary
- Identify and understand examples of argument where punctuation and design contribute to a writer's purpose
- Write and construct arguments with the understanding that effective arguments avoid expressing claims, reasoning and evidence in absolute terms.

- Write with an understanding of the complexities on a subject or topic to ensure arguments refrain from generalizations and oversimplification
- Revise writing by working with corrective feedback to ensure that
 - Grammar and mechanics follow established conventions of language
 - Punctuation is used as a way to advance a writer’s purpose in clarifying, organizing, emphasizing writer’s purpose and contribute to tone.

Assured Assessments

- Minor Summative: Annotated Bibliography with Precis: after learning and practicing with corrective feedback through writing a precis for 3-4 sources, students will then write a precis independently, which will be scored as a Minor Assessment: RHS.1a, CLE.3c, STL.8b, STL.8c (these will be modified in order to correspond with the requirements of the precis)
- Minor Summative: Believing/Doubting Paragraph: Extending the Counterargument: after learning and practicing with corrective feedback through writing a B/D paragraph for 3-4 sources, students will then write a B/D paragraph independently, which will be scored as a Minor Assessment: CLE.3c, CLE.4c, STL.8b, STL.8c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

See Appendix for all College Board AP Language and Composition Scoring Rubrics

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 8 and 9 Synthesizing Sources and Skills

Unit 8 and 9 Goals

At the completion of this unit students will:

RHS.1b: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

RHS.2b: Demonstrates an understanding of an audience’s beliefs, values, or needs.

CLE.3c: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE.4c: Qualify a claim using modifiers, counterarguments, or alternative perspectives.

STL.7a: Explain how word choice, comparison, and syntax contribute to the specific tone or style of a text.

STL.7b: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL.8a: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL.8b: Write sentences that clearly convey ideas and arguments.

All APLAC standards (as does Unit 9)

Unit 8 and 9 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs?
- How do writers demonstrate an understanding of an audience’s beliefs, values, or needs?
- How do readers explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?
- How do readers explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas?
- How do writers write sentences that clearly convey ideas and arguments?

Scope and Sequence

- Continue to hone student skills in analyzing for rhetorical choices, focusing on modes, diction, and syntax, to assess the validity of arguments as well as the perspectives embedded in them.
- Continue to hone student skills in using rhetorical choices, focusing on modes, diction, and syntax, to craft nuanced arguments.
- Delineate others’ arguments and how they support those arguments.
- Identify and explain the strengths and weaknesses of arguments in various sources.
- Play “They Say/I Say” to enter into an argument.
- Reason out how one person’s claim is in accord, contradicts, or strengthens another person’s argument.
- Explain how myriad sources about a topic construct an overall view of that topic.

- Construct an argument by synthesizing multiple sources from diverse backgrounds.

Assured Assessments

- Major Assessment: Student-produced synthesis prompt with source materials
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print. Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

See the Appendix for all College Board-based rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

Unit 10

College Essay

Unit 10 Goals

At the completion of this unit students will:

Read a memoir to identify and analyze the techniques used by the author to craft the story, engage the audience, and deliver the intended message.

Create a personal narrative to be used as a working draft of the college essay that can be used in college applications during students' senior year. Effectively emulate in their own original work techniques used by memoirists.

CCSS.ELA-Literacy.RL.11-12.3
CCSS.ELA-Literacy.RL.11-12.4
CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.L.11-12.1
CCSS.ELA-Literacy.L.11-12.6
CCSS.ELA-Literacy.RL.11-12.5
CCSS.ELA-Literacy.W.11-12.3
CCSS.ELA-Literacy.W.11-12.3a
CCSS.ELA-Literacy.W.11-12.3b
CCSS.ELA-Literacy.W.11-12.3c
CCSS.ELA-Literacy.W.11-12.3d
CCSS.ELA-Literacy.W.11-12.3e
CCSS.ELA-Literacy.L.11-12.1a
CCSS.ELA-Literacy.L.11-12.1b
CCSS.ELA-Literacy.L.11-12.3
CCSS.ELA-Literacy.L.11-12.3a

Unit 10 Essential Questions

- Who am I as an American?
- With whom do I identify?
- How do authors convey their messages?
- How do authors create and employ voice?
- How do authors utilize specific writing techniques, and what led to their decisions?

Scope and Sequence

- In this unit, students will read a memoir. Teachers will offer instruction on narrative techniques including voice, tone, and diction. Students will identify and discuss the intended message, writer's craft, and audience awareness. Teachers should use excerpts from the memoir to accomplish this, but should also consider supplemental texts including, in their entirety or parts, other memoirs, personal essays, speeches and interviews.
- Through reading and then writing memoir, students will address the enduring understanding that "they are part of a cultural, literary, and artistic dialogue, which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with." When they read narratives,

students will identify with the author. When they write their own pieces, they will in turn connect with their audience.

- During the writing process, teachers will offer mentor texts or models for writing. These include but are not limited to sample college essays, other memoirs, personal essays, interviews, or even short fictional pieces that embody the writing techniques the teacher is seeking to illustrate.
- As a culminating assessment, students will produce a working draft of their college essay. This essay will deliver an intended message, employ personal voice, and utilize appropriate narrative writing techniques as well as the conventions of standard English.

Assured Assessments

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Close reading of memoir passages to assess student understanding of author techniques they will emulate in their own writing.
- Exploration of how memoirists use details and sensory images to speed up or slow down moments in time. Teachers can engage students with in-class responses that can be used as pre-writing, as well as have them “explode” their own moments in this fashion.
- Participation in discussions as formative assessments to further engage students in the close reading process and the exploration of writer’s craft. For instance, students can discuss the impact of dialogue, imagery, metaphor, or use of flashbacks as effective memoir techniques. The Appendix of this curriculum guide includes a Shared Inquiry Discussion Rubric.

Summative Assessment:

The culminating assured summative assessment for this unit, which is also an APBA for the course, is the writing of the college essay. Students will participate in the drafting, revision, and editing processes. The assessment rubric is located in the Appendix of this curriculum guide. The standard for mastery includes meeting the majority of the criteria in the “Mostly/Often” column. Students who excel go beyond each criterion and earn checks in the “Yes/Always” column. Students’ pieces may also be utilized as future mentor texts. Students who do not achieve at least the “Somewhat” column will have the opportunity to continue the revision process individually, with the teacher, or with the writing specialist. This piece of writing should count as a major grade for the quarter.

Possible Extension Activities:

Students may utilize www.storycorps.org as a resource for supplemental texts as well as a platform on which to publish work. Students may also visit www.thisibelieve.org to evaluate various essays’ narrative qualities.

Resources

Memoir:

- Angelou, Maya. *I Know Why the Caged Bird Sings*. Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle*. Print.
- McBride, James. *The Color of Water*. Print.

Excerpts from:

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Hillenbrand, Laura. *Unbroken*. Print.
- Morrison, Toni. *Sula*. Print.
- O'Brien, Tim. *The Things They Carried*. Print.
- College essays of former students

Time Allotment

- Approximately 3-4 weeks

Appendix

ASSURED STUDENT PERFORMANCE RUBRICS

The official Advanced Placement English Language and Composition Scoring Rubrics can be found on the College Board site at: <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-frqs-1-2-3-scoring-rubrics.pdf?course=ap-english-language-and-composition>

College Essay/Narrative

Content	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
If applicable, the title frames the piece and lures the reader in.					
The beginning of the piece grabs the reader, leaving him or her wanting more.					
The writer has craftily inserted a number of vivid descriptions that bring the reader into a situation or a moment of time.					
Details are plentiful and precise, creating a well-developed picture for the reader. The essay “shows” rather than “tells.”					
The writer’s intended message has been clearly delivered.					
The last line or paragraph is thought-provoking and makes the piece more cohesive.					
The essay is focused on one idea that specifically addresses the question.					

Writing:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Word choice is vivid and diverse, limiting pronouns and using strong action verbs.					
Sentences are varied in length, structure, and beginning.					
The organization of ideas (both within paragraphs and over the course of the piece) strengthens the essay and its impact.					
The writer’s voice is clear and distinct, leaving the reader with a clear impression of who the writer is based on the voice heard.					

Proofreading:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Mechanics of English are correct, including consistent verb tense.					
If there are deviations from grammatical norms (e.g., fragments), it is clear that they are intentional.					
There are no spelling errors.					

Revision:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Numerous drafts demonstrate a commitment to the process.					
Revisions demonstrate substantial changes or “reworkings” of the essay.					

ESSAY GRADE: _____ TEACHER COMMENTS:

Menu of Texts

In addition to the Language of Composition class text, teachers may assign specific texts for class study, literary circles, or independent study throughout the year. This menu includes any text in the English 11: American Perspectives Curriculum in addition to others approved for this course.

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)
- Angelou, Maya. *I Know Why the Caged Bird Sings.* Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle.* Print.
- McBride, James. *The Color of Water.* Print.
- Steinbeck, John. *Travels with Charley.* Print.
- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven.* Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent.* Print.
- Hillenbrand, Laura. *Unbroken.* Print.
- Morrison, Toni. *Sula.* Print.
- O'Brien, Tim. *The Things They Carried.* Print.
- Chopin, Kate. *The Awakening.* Print.
- Fitzgerald, F. Scott. *The Great Gatsby.* Print.
- Steinbeck, John. *The Grapes of Wrath.* Print.
- Welles, Orson. *Citizen Kane.* Film.
- Bradford, William.
- Franklin, Benjamin.
- Henry, Patrick.
- Jefferson, Thomas.
- Lincoln, Abraham.
- Paine, Thomas.
- Cather, Willa.
- Douglass, Frederick.
- Harte, Bret.
- Malamud, Bernard.
- Walker, Alice.
- Welty, Eudora.
- Miller, Arthur. *Death of a Salesman.* Print.
- Miller, Arthur. *The Crucible.* Print.
- Wilson, August. *Fences.* Print.
- Hawthorne, Nathaniel. *The Scarlet Letter.* Print.
- Twain, Mark. *The Adventures of Huckleberry Finn.* Print.
- Faulkner, William. *A Lesson before Dying.* Print.
- Kesey, Ken. *One Flew over the Cuckoo's Nest.* Print.
- Morrison, Toni. *Sula.* Print.
- Sinclair, Upton. *The Jungle.* Print.

- Vonnegut, Kurt. *Slaughterhouse Five*. Print.
- Creation myths: *The Earth on the Turtle's Back*, other Native American selections
- Any other current texts approved or recommended by the Advanced Placement College Board

Excerpts from:

- Bradford, William. "Of Plymouth Plantation." Print.
- Bradstreet, Anne. Puritan poetry. Print.
- Edwards, Jonathan. "Sinners in the Hands of an Angry God." Print.
- Franklin, Benjamin. *Autobiography*. Print.
- Hawthorne, Nathaniel. "The Minister's Black Veil." Print.
- Henry, Patrick. "Address to the Virginia Convention." Print.
- Jefferson, Thomas. "The Declaration of Independence." Print.
- Poe, Edgar Allan.
- King, Jr., Dr. Martin Luther.
- Thoreau, Henry David. "Civil Disobedience." Print.
- 1960s protest songs
- Harlem Renaissance poetry
- Propaganda
- Music from iconic artists such as Madonna, Prince, Michael Jackson
- Current events that focus on the units of study topics
- Supreme Court decisions and government bills/laws
- Speeches from Americanrhetoric.com
- Current public speeches