

Course Title:	AP English Language and Composition (Sem 1) (FVS)	
Standards: Common Core State Standards, AP Standards		
Unit 1 Big Idea:	Early Edition	
Essential Questions:	<ol style="list-style-type: none"> 1. What is Plagiarism? 2. What is rhetoric? 3. How does one “read closely”? 4. What is the connection between the Salem Witch Trials and McCarthyism? 	
Standards	Assignment	Description
	1.01 – Course Expectations	An overview of the expectations teachers have of students enrolled in this course and the expectations students should have of their instructors in this course is provided
	1.02 – AP Exam Overview	Students learn the makeup of the AP English Language and Composition Exam, which employs multiple choice questions which test the student’s skills in analyzing the rhetoric of prose passages. Students are also asked to demonstrate composition skills by writing three essays using various rhetorical modes
	1.03 – Pace of the Course	Students should plan on submitting two to three assignments per week in order to stay on pace. Students will need to complete all assignments in all modules. Students should submit a pace chart to their instructor showing how they will stay on pace to complete the course on time.
	1.04	Grading Policy
	1.05 – Investigating the AP Language Exam	Students will set up a Test Prep Journal with sections for reader response, literary analysis, persuasive writing, objective test-taking strategies, and vocabulary strategies. Students will review the information on the AP Exam and evaluate the differences between a high school level English course and this college-level English course
	1.06 – Using Exam Preparation Resources	It is recommended that students purchase a copy of a test preparation book. Students can also register for a Shmoop account for AP test preparation.
	1.07 – Plagiarism	Plagiarism What is plagiarism? Avoiding plagiarism How not to plagiarize

<p>CC.W.9-10.2.(b) CC.W.9-10.7 CC.W.9-10.8 CC.L.9-10.3(a) CC.L.9-10.4(c)</p>	<p>1.08 – Citation and Documentation</p>	<p>Students learn about selecting a topic, locating source material, taking notes from sources, incorporating source material in writing the essay (footnotes and endnotes), and using MLA/APA style to correctly cite and document sources used</p>
<p>CC.RL.9-10.10 CC.RI.9-10.4 CC.W.9-10.8 CC.W.9-10.9(b) CC.L.9-10.4(c) CC.L.9-10.5(a) CC.L.9-10.6</p>	<p>1.09 – Rhetoric and Rhetorical Strategies</p>	<p>What are rhetorical devices? Investigate rhetoric and rhetorical strategies in literature</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>1.10 – Close Reading</p>	<p>Annotating and note taking during reading Students will read the article – “How to Mark a Book” and learn about close reading strategies</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.6 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>1.11 – Meet the Rubric</p>	<p>Students review the AP 9-point rubric for scoring essays Students write a practice essay based on a previous AP Language Exam Students contextualize a historical essay</p>
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5</p>	<p>1.12 – Reading “The Crucible”</p>	<p>Pre-reading strategies include expanding the frame of reference for The Puritans and McCarthyism. Students read “The Crucible” and, using a dialectical journal, explain how Arthur Miller used his characters to show society its errors.</p>

<p>CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.6</p>		
	<p>1.13 – AP Language Prompt Part II</p>	<p>Students learn the structure of AP Exam questions, their intended goal in evaluating students’ writing skills, and to familiarize them with the level of writing expected from students. Students review a prompt, analyze, and discuss previous student samples.</p>
	<p>1.14 – Fitness and Health</p>	<p>Students complete an oral assessment of the key points of this unit with their teacher via a telephone call</p>
<p>Unit 2 Big Idea</p>	<p>Colonial Revolutionary Edition</p>	
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What were the basic concerns of the early Americans and the founding ideas of our democracy? 2. What were the roles played by writers of early American times? 3. What were some of the rhetorical devices used by early American writers? 4. What are the two important contributions made by writers to our nation’s foundations? 5. How does Jonathan Edwards Sermon connect with the concept or themes of “the Crucible”? 6. What is tone? 	
<p>Standards</p>	<p>Assignment</p>	<p>Description</p>
	<p>2.00 – The Colonial/Revolutionary Edition Forecast</p>	<p>This is an overview of the unit theme, topics, assignments, readings, and assessments.</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.8 CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.7 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>2.01 – An Overview of American History</p>	<p>Students create a visual timeline of 10 important events in American history. Students write a description and impact statement for each event. Students expand upon 5 of the 10 events by writing a paragraph exploring the significance of each event chosen.</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2</p>	<p>2.02 – Headline News: Captain John Smith</p>	<p>Students analyze rhetorical strategies in a letter from John Smith to Queen Anne</p>

<p>CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) CC.W.9-10.3(a) CC.W.9-10.4 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>Rescued by Indian Princess</p>	<p>Students write a persuasive letter and then analyze the rhetorical strategies used to persuade.</p>
<p>CC.RL.9-10.9 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(c) CC.W.9-10.2(f) CC.W.9-10.4 CC.W.9-10.8 CC.W.9-10.9(a) CC.W.9-10.9(b) CC.SL.9-10.4 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>2.03A – U.S. and World News: the Trumpet of the Revolution says, “Give me liberty or give me death!”</p>	<p>Students evaluate Patrick Henry’s emotional, yet structured, oration to the Virginia Convention, noting his use of rhetorical questions, parallel structure, use of allusion, the syntax of the argument, and diction.</p> <p>Students write their own speech either defending King George III and the British or supporting Patrick Henry. Students perform their speech for a parent or adult family member who grades the speech using the rubric.</p>
<p>CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.W.9-10.4 CC.W.9-10.5</p>	<p>2.03B – Logical Fallacies</p>	<p>Students learn about the most common logical fallacies and their uses.</p> <p>Students evaluate statements to identify and explain what logical fallacies exist</p>

<p>CC.W.9-10.9(b) CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>		<p>Students practice their skills by writing their own logical fallacies</p>
<p>CC.RL.9-10.2 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(c) CC.W.9-10.2.(d) CC.W.9-10.2(e) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.7 CC.W.9-10.8 CC.W.9-10.9(b) CC.W.9-10.10 CC.L.9-10.1(b) CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(a) CC.L.9-10.6</p>	<p>2.04 – Editorial: Puritan Preacher Provokes!</p>	<p>Students evaluate tone and figurative language in Jonathan Edwards’ sermon, “Sinners in the Hands of an Angry God” To practice their skills, students write an editorial on embryonic stem cell research supporting their opinion with facts and proper citations.</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.RI.9-10.9 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c)</p>	<p>2.05 – Names and Faces: Thomas Jefferson</p>	<p>Students perform a close reading of the Declaration of Independence answering questions about Jefferson’s tone, logical arguments, and evidence. Students compose a short declaration of independence against a chosen “despotic dictator”.</p>

<p> CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(c) CC.W.9-10.2.(d) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.9(b) CC.W.9-10.10 CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.(c) CC.SL.9-10.1(d) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>		
<p> CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>	<p>2.06 – Living: Benjamin Franklin Tells It All!</p>	<p>Students define adages, proverbs, epigrams, maxims, and aphorisms. Students learn about Benjamin Franklin and take an assessment on his life and aphorisms.</p>
<p> CC.RL.9-10.7 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.7 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) </p>	<p>2.07- Accent</p>	<p>Students find a monument, statue, or other art form that is a reflection of the history of their community or country, photograph it, and provide an analysis of its significance.</p>

CC.L.9-10.6		
CC.RL.9-10.4 CC.W.9-10.8 CC.L.9-10.4(c)	2.08- Classifieds	Students evaluate an author’s tone. Students categorize a list of tones into logical groupings Students choose images and ascribe tones to the images, explaining their reasoning in a logical way.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) CC.W.9-10.2.(d) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10 CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	2.09 – Word of the Day	In this vocabulary exercise, students create a Word of the Day (WOD) list from a set of vocabulary words culled from the readings in the unit. Students watch the documentary “Supersize Me” and read a scholarly journal article about the fast food industry and then write a response to those texts, using at least 8 of their words from the WOD list.
	2.10 – Practice AP Language Essay Prompt	Students practice completing an essay by writing to a previous AP Essay Prompt
Unit 3 Big Idea	Romantic Edition	
Essential Questions	<ol style="list-style-type: none"> 1. What is the philosophy of Transcendentalism in the literature of the Romantic Period? 2. What is American Romanticism? 3. What is figurative language? Give several examples. 4. What is an editorial? 5. How do you differentiate between connotative and denotative? 	
Standards	Assignment	Description
	3.00 - Forecast	This is an overview of the unit theme, topics, assignments, readings, and assessments.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5	3.01 – Vocabulary and Multiple Choice Test	Students practice taking a portion of the AP test. Students identify unfamiliar words, their parts of speech, and write their own definitions for those words.

<p>CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.9(b) CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(b) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>		
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.6 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(a) CC.L.9-10.6</p>	<p>3.02 – Headline News: America’s First Philosopher Affirms, “To be great is to be misunderstood”</p>	<p>Students read about Ralph Waldo Emerson, self-reliance and transcendentalism. Students evaluate their own opinions on self-reliance and compare it to Emerson’s opinions. Students learn about two more literary devices – symbol and personification</p>
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.L.9-10.4(a) CC.L.9-10.6 CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(a)</p>	<p>3.03 – U.S. & World News: A Worthy English Import!</p>	<p>Students evaluate their knowledge about the different types of diction in writing or speaking. Students become familiar with Charles Dickens and his works through reading his biography and <i>Great Expectations</i>. Students participate in a guided close reading of the first chapter of <i>Great Expectations</i>.</p>

<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>3.04 – Editorial: Thoreau Thrown in Jail for Refusing to Pay Tax!</p>	<p>Students read various excerpts from Thoreau’s <i>Walden</i> and analyze his beliefs.</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.7 CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.(c) CC.SL.9-10.1(d) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>3.05 – Editorial Writing</p>	<p>Based on students’ understanding of Thoreau, they should defend, challenge, or qualify Thoreau’s views as they relate to the opinion that our technological society is an indication of our materialistic values in an editorial. Students will practice responding to an actual AP Language Essay prompt in a discussion post and respond to other students’ posts in the course.</p>
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.5 CC.L.9-10.4(c) CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>3.06 – Names and Faces: Edgar Allan Poe</p>	<p>Students engage in a close reading of two of Poe’s poems, “The Masque of the Red Death” and “Annabel Lee” and explain what rhetorical strategies Poe uses to create tone.</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5</p>	<p>3.07 – Practice AP Language Essay</p>	<p>Students practice responding in an editorial format to a sample AP Language Essay question. Students reflect on the level of difficulty of responding the prompt, engage in scoring their</p>

<p>CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) CC.W.9-10.4 CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.(c) CC.SL.9-10.1(d) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>		<p>writing using the 9-point rubric, and connect the readings to their ability to answer the writing prompt.</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>3.08 – Classified: Multiple Choice Practice</p>	<p>Students review the key points of the Multiple Choice section of the AP Exam. Students take a practice multiple choice AP Exam and score their answers. Students reflect on the process of the test and what they can do to improve their experience during the exam.</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) CC.W.9-10.2.(d) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10 CC.L.9-10.3(a)</p>	<p>3.09 – Word of the Day</p>	<p>Students select a list of words from a culled list of key vocabulary from texts in this unit they are unfamiliar with and write definitions for those words. Students watch a documentary like 60 Minutes or Dateline, identify a controversy, and write a letter to the producer of the program about the documentary, using at least five words from their WOD list. Students also visit the Washington Post website, read an editorial and respond, using at least five words from their WOD list.</p>

CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.RL.9-10.4 CC.W.9-10.2.(b) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(b)	3.10 – Business: Style	Students differentiate between the denotative and connotative meanings of words.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	3.11 – Fitness & Health	Students complete an oral assessment of the key points of this unit with their teacher via a telephone call.
Unit 4 Big Idea	Civil War Edition	
Essential Questions	<ol style="list-style-type: none"> 1. What are some of the causes and effects of the Civil War? 2. What are colloquialisms? 3. What is the difference between inductive and deductive thinking? 4. What is a Syllogism? 5. What is an elegy? 6. What is an artifact? 	
Standards	Assignment	Description
	4.00 - Forecast	This is an overview of the unit theme, topics, assignments, readings, and assessments.
CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.9(b) CC.W.9-10.10 CC.L.9-10.1(a) CC.L.9-10.1(b) CC.L.9-10.4(a) CC.L.9-10.4(b) CC.L.9-10.4(c)	4.01 – Vocabulary and Multiple Choice Test	Students practice taking a portion of the AP test. Students identify unfamiliar words, their parts of speech, and write their own definitions for those words. Students also write a paragraph comparing this experience with their previous practice earlier in the course.

<p>CC.L.9-10.4(d) CC.L.9-10.6</p>		
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>4.02 - Reading about Writing</p>	<p>Students select a book about the writing process – either <i>Zen in the Art of Writing</i> by Ray Bradbury or <i>On Writing Well</i> by William Zinsser.</p> <p>Students provide a two paragraph writing response on which book they selected, why they made that choice, and how they will obtain a copy of the book.</p>
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2.(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>4.03 – U.S. & World News: Two World Class American Poets</p>	<p>Students evaluate the significance of symbolism in poetry by African-American poet Paul Laurence Dunbar.</p> <p>Students analyze the diction of Emily Dickinson’s poems.</p>
<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) MI.CC.W.9-10.4 CC.W.9-10.7 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>4.04 – Editorial: Inductive and Deductive Thinking and Syllogisms</p>	<p>Students learn about and practice deductive and inductive reasoning.</p> <p>Students practice responding to the AP Language Essay exam by reading a passage and then defending, challenging, or qualifying the claims of the author.</p>

<p>CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.6 CC.RI.9-10.7 CC.RI.9-10.8 CC.RI.9-10.9 CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.9(b) CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.(c) CC.SL.9-10.1(d) CC.W.9-10.2 CC.W.9-10.3 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>4.05 – Names & Faces: Abraham Lincoln’s <i>Gettysburg Address</i></p>	<p>Students read the <i>Gettysburg Address</i> and demonstrate their understanding of the language of the speech by taking an assessment. Students compare and contrast the <i>Gettysburg Address</i> and a speech from the film <i>Remember the Titans</i>, using quotations from both texts to support their arguments. Students will review sample student responses to a writing prompt from the AP Exam as well as the scoring commentary. Students will compare and contrast the speeches, the students’ essays, provide methods to improve the lowest scoring essays, and provide their own commentary on the writing prompt. Students compare and contrast President George W. Bush’ speech to Congress after the attacks on Sept. 11, 2001 and Prime Minister Tony Blair’s message to Parliament on the same tragedy.</p>
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.4 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(a) CC.L.9-10.6</p>	<p>4.06 – Living: Mark Twain</p>	<p>Students read Twain’s “The Celebrated Jumping Frog of Calaveras County” to understand better the use of irony and colloquialisms. Students also practice the Multiple Choice Section of the AP Language Exam. Students then complete a self-assessment about the test questions.</p>
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.9-10.2(c)</p>	<p>4.07 – Classifieds: African-American Spirituals</p>	<p>Students read two African-American slave spirituals and answer questions. Students then compare African-American spirituals to modern protest songs and do a compare and contrast analysis in a discussion board post. Students also respond to other group members’ discussions.</p>

<p>CC.W.910.2(f) CC.W.9-10.4 CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.(c) CC.SL.9-10.1(d) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>		
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.5 CC.RL.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>4.08 - Obituaries: Walt Whitman Mourns Lincoln's Death</p>	<p>Students read Whitman's elegy, "When Lilacs Last in the Dooryard Bloom'd" and engage in a poetic analysis.</p>
<p>CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2.(b) CC.W.9-10.2.(d) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10 CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>4.09 – Word of the Day</p>	<p>Students select a list of words from a culled list of key vocabulary from texts in this unit they are unfamiliar with and write definitions for those words. Students either watch "An Inconvenient Truth", create a response letter that addresses the conflict in the film, using five of their WOD words or they respond to an editorial about a topic that interests them.</p>
<p>CC.RL.9-10.7 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.8 CC.W.9-10.2.(a)</p>	<p>4.10 – Sojourner Truth</p>	<p>Students read and annotate a biography of Sojourner Truth's life. Students also read and annotate her famous speech, "Ain't I a Woman?" paying close attention to the rhetorical strategies she uses. Students also analyze images of Truth. The</p>

<p>CC.W.9-10.2.(b) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>		<p>final assignment is a synthesis paper about Sojourner Truth.</p>
<p>CC.RL.9-10.7 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.7 CC.RI.9-10.8 CC.W.9-10.2.(a) CC.W.9-10.2.(b) CC.W.910.2(f) CC.W.9-10.4 CC.W.9-10.7 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>4.11 – Accent</p>	<p>Students will find and photograph an artifact representing African-American culture. Then, they will write an analysis of the significance of the artifact.</p> <p>Students also engage in another compare and contrast activity by looking at their artifact and the Negro spirituals from earlier in the module.</p>
	<p>4.12 – Education: Nonfiction Book Test</p>	<p>Before students can do this part of the test, they will call their instructor to discuss the nonfiction writing book they chose.</p> <p>Students will find several excerpts from the book (based on directions from their instructor) and explain the significance of those sections. Lastly, students will write a letter to the author discussing what they learned about writing from reading this book.</p>
	<p>4.13 – Segment One Exam</p>	<p>On this exam, students answer matching questions about literary terms, read a passage and answer multiple-choice questions, and write an argumentative essay.</p>