



PISCATAWAY TOWNSHIP SCHOOLS

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AP Language & Composition

Content Area: Language Arts

Grade Span: 11th and 12th grades

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COURSE OVERVIEW

Description

The Advanced Placement Language & Composition class 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 arguments. Students conduct research, evaluate, synthesize and cite research to support their arguments. Additionally, they read and analyze the rhetorical choices made within texts (including images, podcasts, and various documentaries) to determine the effect and function of such choices from a range of disciplines and historical periods. Within the Law and Justice Academy, this course includes an enhanced focus on the function of language in connection with laws and the administration of justice.

Goals

Within the context of seven thematically-based learning units, students will be scaffolded in their progression of skills so that, by the end of the course, they will have mastered both rhetorical analysis and argument development to enable each of them to be able to write each of the following essays in a timed situation effectively with no support: (i) an essay that analyzes the rhetoric of a nonfiction text, (ii) an essay that synthesizes a variety of sources in its development of a cohesive and persuasive essay, and (iii) an essay that responds to an open argument prompt using only recollections from their readings in their studies, personal experiences, current events and personal observations.

Scope and Sequence

Unit	Topic	Length
1	Identity	Three weeks
2	Community	Three weeks
3	Technology	Three weeks
4	Language and Power	Three weeks
5	Education	Three weeks
6	The American Dream	Four weeks
7	Post-Colonialism	Four weeks

Resources

Core Texts:

A variety of essays, letters, speeches, articles, podcasts and documentaries, each as identified in each of the learning units set forth below.

Suggested Resources: A variety of online sources, each as identified in each of the learning units set forth below.

UNIT 1

Summary and Rationale

In this thematic learning unit, *Identity*, students will (i) develop proficiency in recognizing claims and evidence in other writers' arguments while emulating such models in their own writing; (ii) begin identifying the ways in which effective writers appeal to and persuade their audiences while practicing such appeals in their own writing; and (iii) build a collection of claims and evidence about learning unit topics so they can devise thesis statements from their own collections.

Recommended Pacing

Three weeks

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
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RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
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RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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RL.11-12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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Instructional Focus

Unit Enduring Understandings

- 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.
- Individuals write within a particular situation and make strategic writing choices based on that situation.
- Identification and integration of rhetorical devices in arguments.
- While our own identity is defined by internal traits and predispositions as well as external forces, laws, community and societal constructs, we are the masters of our identity and have the power and will to define ourselves.

Unit Essential Questions

- What is the writer's claim?
- What are the writer's direct and indirect purpose?
- Who are the writer's direct and indirect audience?
- Who am I? What makes up my own identity?
- Which of my physical attributes define(s) my identity?
- To what extent do the labels of others affect how I see myself and how others see me?
- How does the conferring of individual rights by the government affect the development of my own identity?

Objectives

- Identify the overarching thesis of an argument through focus on direct and indirect purpose, and direct and indirect audience.
- Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- Introduce themselves to the classroom community in an identity presentation incorporating a thesis statement and that practices the use of identity-based and community-based paradigms studied in class.

Resources

Core Texts:

- *When Breath Becomes Air* by Paul Kalnithi (summer reading),
- *Just Mercy* by Bryan Stevenson (summer reading),
- *Nomadland* by Jessica Bruder (summer reading),
- *Nickel and Dimed* by Barbara Ehrenreich (excerpts),
- “Fish Cheeks” by Amy Tan,
- “In Search of Our Mothers’ Gardens” by Alice Walker
- “A Plague of Tics” by David Sedaris,
- “Black Mother Woman” by Audre Lorde
- “The Body of the Beholder” by Michele Ingrassia,
- The Bill of Rights of the United States Constitution,
- The NJ State Constitution,
- “The Power of Introverts” by Susan Cain (Ted Talk), and
- Keynote Address re. Cultural Appropriation, Identity Politics and Fiction Writing by Lionel Shriver at the Brisbane Writer’s Festival.

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology, Grammarly

UNIT 2

Summary and Rationale	
<p>In this thematic learning unit, <i>Community</i>, students will (i) continue to develop proficiency in recognizing claims and evidence in other writers' arguments while emulating such models in their own writing; (ii) build mastery in identifying the ways in which effective writers appeal to and persuade their audiences while practicing such appeals in their own writing; and (iii) integrate the learning units of <i>Identity</i> and <i>Community</i> and synthesize the ways in which we identify ourselves through the communities to which we willingly, and perhaps unwillingly, belong.</p>	
Recommended Pacing	
Three weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • 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. • Individuals write within a particular situation and make strategic writing choices based on that situation. • We join communities willingly and unwillingly, and those communities shape the way we see ourselves and hold ourselves out to others all of which, in turn, shape our own identity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is the writer's claim? • What are the writer's direct and indirect purpose, direct and indirect audience? • How do we define community? • To what extent is one's own identity defined or shaped by the community? • What is the obligation of the individual to the community? • To what extent does one's community identification become dangerous to the self and to society at large and at what point, if any, should the State intercede? • How does the conferring of community rights by the State affect the development of communities? 	
Objectives	
<ul style="list-style-type: none"> • Identify the overarching thesis of an argument through focus on purpose and audience. • Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 	

- Define attributes of the community using paradigms studied in class and examine the ways community impacts the development of one’s own identity.
- Explore the types of communities in which we, as learners, thrive and work to build such a community within our classroom.
- Articulate ways in which community identification is useful as well as dangerous.
- Write a take-home rhetorical analysis essay with little support.

Resources

Core Texts:

- “Aria of a Bilingual Childhood” by Richard Rodriguez,
- “In the Kitchen” by Henry Louis Gates,
- “Walking the Path between Worlds” by Lori Arviso Alvord,
- “The New Community” by Amitai Etzioni,
- “The Danger of a Single Story” by Chimamanda Ngozi Adichie (Ted Talk),
- “Letter from Birmingham Jail” by Martin Luther King, Jr.,
- “In Search of the Good Family” by Jane Howard,
- The Bill of Rights of the United States Constitution,
- The NJ State Constitution,
- “The Singer Solution to World Poverty” by Peter Singer, and
- “A Modest Proposal” by Jonathan Swift.

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology, Grammarly

UNIT 3

Summary and Rationale	
<p>In this learning unit, <i>Technology</i>, students will continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a defensible thesis statement with a focus on improving the ways they explain and connect evidence and claims to establish a clear line of reasoning through their essays. Students will also become familiar with several traditional methods of development that writers have used for centuries to advance their arguments. Within this skills-based framework, students will examine how the formation of our own identities and communities are impacted, negatively and positively, through technology.</p>	
Recommended Pacing	
Three weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5.	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim and often acknowledges or responds to other, possibly opposing, arguments. • Writers guide understanding of a text’s line of reasoning and claims through that text’s organization and integration of evidence. • Technology affects the way we self-identify and the communities to which we choose to belong, both wittingly and unwittingly and, as such, technology is increasingly affecting the way in which our humanity is defined. • The government’s regulation of technology is a complex issue affected by our biases and our societal predilections towards categorizations based on race, creed, class, gender, etc. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Identify with nuance the overarching thesis of an argument through focus on direct and indirect purpose and direct and indirect audience. • Write a defensible thesis statement that may preview the structure of the argument in a way that enhances the overall argument. • Define technology and analyze its positive and negative contributions to society. • Explore the types of communities that form as a result of humanity’s increasing reliance upon technology. 	

- Examine technology’s contributions to our own world.
- Write a take-home reflection on our own reliance upon technology with little support.

Objectives

Students will know:

- A line of reasoning uses development, organization, and rhetorical devices to be compelling.
- Building a compelling line of reasoning requires the address of counterarguments.
- Technology has been used to increase and decrease one’s access to justice.

Students will be able to:

- Describe the line of reasoning and explain with specificity the way in which it supports an argument’s overarching thesis.
- Develop a line of reasoning and commentary that builds an argument through in-class writings and take-home essay assignment(s).
- Recognize and explain the use of organization and rhetoric to accomplish a purpose.
- Use appropriate methods of development, organization and rhetorical devices to advance an argument.
- Articulate some of the complexities associated with the government’s regulation of technology, both in terms of economic concerns and privacy traditions.

Resources

Core Texts:

- *The Strange Case of Doctor Jekyll and Mr. Hyde* by Robert Louis Stevenson,
- *1984* by George Orwell,
- *The Social Dilemma*, directed by Jeff Orlowski (documentary)
- “What is Science” by Isaac Asimov,
- “Out of the Cosmos” by Lynn Margulis and Dorion Sagan,
- “The Future of Happiness” by Mihaly Csikszentmihalyi,
- Sleep is our Super Power by Matt Walker (TedTalk),
- “Measuring the Dark Hours” by Daniel Boorstin,
- “India and Tech Companies Clash over Censorship, Privacy and ‘Digital Colonialism’” by Lauren Frayer, NPR, and
- In re Quindlan, 355 A.2d. 647 (N.J. 1976).

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology, Grammarly

UNIT 4

Summary and Rationale	
<p>Having already learned to evaluate evidence to develop a defensible thesis statement and organize an argument, students will use this learning unit, <i>Language and Power</i>, to improve the quality, interest and power of their arguments by crafting introductions and conclusions that reflect a comprehensive understanding of the rhetorical situation. In addition, students will practice other methods of developing their arguments and integrating rhetorical devices. Within this skills-based framework, students will examine how we use language to create, maintain and challenge power structures in society.</p>	
Recommended Pacing	
Three weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5.	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Individuals write within a rhetorical situation and make strategic writing decisions based on that situation. • Each language choice made by a writer can be intended to achieve a purpose with respect to a specific audience. • We need to develop our own comprehensive understanding of language to be able to identify a writer’s rhetorical choices so that we can approach ideas critically to avoid being manipulated. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How is our understanding of culture and society constructed through and by language? • In what ways are language and power inseparable? • How does language, and the medium used to convey language, manipulate us? • What are the organic and dynamic qualities of language? • What are the rhetorical choices used in a particular passage and what is their intended effect with respect to audience and purpose? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • How writers use language and linguistic conventions to achieve purpose(s) with respect to audience(s). • How to identify rhetorical devices and link them to audience and purpose. • Language choices reflect, and can be used to correct, bias. 	

Students will be able to:

- Use appropriate methods of development to build and enhance an argument.
- Recognize and explain the use of methods of development to achieve a particular purpose with respect to a particular audience.
- Identify and analyze the function and use of rhetorical language choices.

Resources

Core Texts:

- “Fun, Oh Boy. Fun. You Could Die from It” by Suzanne Jordan
- “The F Word” by Firozzah Dumas
- “Politics and the English Language” by George Orwell
- “A Word’s History” by Gloria Naylor
- “How to Tame a Wild Tongue” by Gloria Anzaldua
- “How Texas Teaches History” by Ellen Bresler Rockmore
- *The Gettysburg Address* by Abraham Lincoln
- “Slang in America” by Walt Whitman
- “Decolonising the Mind” by Ngugi wa Thiong’o
- “If Black English Isn’t a Language then Tell Me What Is” by James Baldwin
- “The Scourge of Relatability” from *The New Yorker*
- “The Hill We Climb” by Amanda Gorman
- “Language is Political” by Amanda Gorman (Ted Talk)

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology, Grammarly

UNIT 5

Summary and Rationale	
<p>Within the learning unit, <i>Education</i>, students will focus on improving the quality, interest and power of their arguments by crafting introductions, topic sentences and conclusions that demonstrate a fulsome understanding of the rhetorical situation. In addition, students will continue practicing additional methods of argument development. Within this writing—and analysis—centered approach, students will examine the function of education in terms of their own personal lives as well as within the larger society and examine the ways in which the institution of education has been used both to reinforce and overturn other societal institutions resulting in both the perpetuation of injustice as well as greater accessibility to justice.</p>	
Recommended Pacing	
Three weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
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.
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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Individuals write within a rhetorical situation and make strategic writing decisions based on that situation. • Each rhetorical choice made by a writer can be intended to achieve a purpose with respect to a specific audience. • Education has the power to educate, miseducate and perpetuate a lack of education. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What makes a person “educated”? • When we seek and attain education, are we looking for knowledge, wisdom, skills or something else? • Should schools impart values as well as knowledge? To what degree does our own education our formation of identity? Community? • What rights does a student have within a school, and what rights should a student have? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • How writers use language and linguistic conventions can be used to mandate change, and/or to critique others’ mandates for change, within educational systems. • Writers use specific modes of organization and make rhetorical choices to achieve purpose(s) with respect to audience(s). 	

- How to articulate answers to some of the philosophical questions posed about education above, such as the function and purpose of education.

Students will be able to:

- Using precise and nuanced language, use appropriate methods of development to build and enhance an argument.
- Using precise and nuanced language, recognize and explain the use of methods of development to achieve a particular purpose with respect to a particular audience.
- Identify and analyze the function and use of rhetorical language choices.

Resources

Core Texts:

- “Education” by Ralph Waldo Emerson (excerpt)
- Speech to the graduating class of Mt Holyoke College by Madeline Albright
- “Eleven” by Sandra Cisneros
- “The Allegory of the Cave” by Plato
- “Superman and Me” by Alexie Sherman
- “Learning to Read” by Malcolm X
- *Narrative of a Slave* by Frederick Douglass
- “School” by Kyoko Mori
- “Shanghai Schools’ Approach Pushes Students to Top of Tests” by David Barboza
- “The Organization Kid” by David Brooks
- “Education” by Ralph Waldo Emerson
- “Report of the Massachusetts Board of Education” by Horace Mann
- “I Was a Low-Income College Student. Classes Weren’t the Hard Part” by Anthony Abraham Jack
- “Slavery and the American University” by Alex Carp
- *State in the interest of TLO*, 428 A. 2d. 1327 (N.J. 1980)
- “Let’s Hear It for the Average Kid” by Margaret Renkl
- “Almost All the Colleges I Wanted to Go to Rejected Me. Now What?” by Kwame Anthony Appiah (Letter to the Ethicist of *The New York Times*)

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology, Grammarly

UNIT 6

Summary and Rationale

In this learning unit, the *American Dream*, students will continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity and contradictions in their sources. By the end of this unit, students should be facile consumers of evidence, comfortable with determining quickly whether a new piece of evidence supports, refutes or qualifies their claims and then be able to use modifiers to revise claims accordingly. While working on this skill set, students will develop reasoned opinions as to the extent to which the American Dream exists or existed with respect to varying demographic groups within the United States.

Recommended Pacing

Four weeks

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
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.
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.

Instructional Focus

Unit Enduring Understandings

- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim and often acknowledges or responds to other, possibly opposing, arguments.
- Writers guide understanding of a text’s line of reasoning and claims through that text’s organization and integration of evidence.
- The American Dream is woven into the fabric of American society and shapes our pursuit of education and success.

Unit Essential Questions

- What is the origin of The American Dream and how has it changed over time?
- How has belief in The American Dream, or lack thereof, impacted various demographic groups in our country?

Objectives

Students will know:

- Claims can be qualified through the use of alternative points of views, qualifiers, and the successful disposition of counterarguments.
- The arrangement of ideas within the text can emphasize various parts of the argument.

Students will be able to:

- Explain how writers express ideas through the use of clauses and the ordering of clauses.

- Successfully address a counterargument through reasoning, nuanced language, organization, and concession.
- Revise their own writing to arrange sentences within paragraphs to emphasize particular ideas.
- Write a take-home synthesis essay on the American Dream with little support.

Resources

Core Texts:

- The Declaration of Independence
- The Magna Carta
- “Conflict Resolution” by Joy Harjo
- “What to a Slave Is the Fourth of July” by Frederick Douglass
- “I, too, Sing America” by Langston Hughes
- *Plessy v. Ferguson*, 163 U.S. 537 (1896)
- *Brown v. Board of Ed.*, 347 U.S. 483 (1954)
- *Roe v. Wade*, 410 U.S. 113 (1973)
- *Leaves of Grass* by Walt Whitman (excerpts)
- Studs Terkel, Working <https://www.npr.org/2016/09/25/494740720/working-then-and-now-studs-terkels-book-interviews-resurface-as-audio>
- *MacFarland USA* directed by Niki Caro
- *The Audacity of Hope, Thoughts on Reclaiming the American Dream* by Barack Obama
- “Let America Be America Again” by Langston Hughes
- *How to Survive a Plague: The Inside Story of How Science and Citizens Tamed AIDS* by David France (excerpts)
- *Battle Hymn of the Tiger Mother* by Amy Chua (excerpts)
- “The American Dream is Alive and Well” by Samuel Abrams in *The New York Times*, Feb. 9, 2019
- *13th* directed by Ava DuVernay (documentary)
- Inaugural address, John Kennedy
- Inaugural address, Ronald Reagan
- Inaugural address, George Bush
- Inaugural address, Barack Obama
- Inaugural address, Donald Trump
- Inaugural address, Joseph Biden
- Students select one for independent reading: *Caste* by Isabel Wilkerson, *The Warmth of Other Sons* by Isabel Wilkerson, *Outliers* by Malcolm Gladwell, *Nomadland* by Jessica Bruder, *The Overachievers* by Alexandra Robbins, *She Said* by Jodi Kantor and Megan Twohey, *Alienated America: Why Some Places Thrive While Others Collapse* by Timothy P. Carney

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology, Grammarly

UNIT 7

Summary and Rationale	
<p>Within the learning unit, <i>Post-Colonialism</i>, students will continue to focus on revision to improve the quality, interest and power of their arguments by making strategic rhetorical and stylistic choices of their own. In addition, students will continue practicing additional methods of argument development. Within this writing—and analysis—centered approach, students will examine the impact of the age of Colonialism upon the world today through a focus on certain European colonial empires.</p>	
Recommended Pacing	
Four weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
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.
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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The rhetorical situation informs the strategic stylistic choices that the writer makes. • To what degree are citizens obligated to comply with unjust laws? 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How has the world view of Colonialism changed? • How did the era of Colonialism impact how we view certain demographic groups today? • Has Colonialism continued, and if so, how? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Claims can be qualified through the use of alternative points of views, qualifiers, and the successful disposition of counterarguments. • The arrangement of ideas within the text can emphasize various parts of the argument. • Colonialism continues to exist in the form of corporate governance, globalization and environmental impact. <p>Students will be able to:</p> <ul style="list-style-type: none"> • With no support in a timed-writing environment, successfully critique the rhetorical choices made by a writer. 	

- With no support in a timed-writing environment, successfully qualify and develop a claim through a defensible and organized line of argument which, among other things, addresses alternative points of views and disposes of counterarguments.
- Identify and critique examples of historical colonialism and colonialism today.

Resources

Core Texts:

- *Born a Crime* by Trevor Noah
- “Upon Seeing England for the First Time” by Jamaica Kincaid
- “Shooting an Elephant” by George Orwell
- *The True Cost of Fast Fashion* directed by Andrew Morgan (documentary)
- “Nature” by Ralph Waldo Emerson
- “On Walden Pond” (excerpts) by Henry David Thoreau
- *Silent Spring* by Rachel Carson (excerpts)
- Letter from Gandhi to Lord Viceroy
- Speech to the World Forum by Greta Thunberg
- “Wednesday Addams Is Just Another Settler” by Elissa Washuta
- *No Impact Man*, directed by Justin Schein and Laura Gabbert (documentary)

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology, Grammarly