

**PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT**

**AP English Language and Composition - High School**

**ENGCOMP**

**Authored by:** David Novak  
William Kadar

**Reviewed by:** Dana Ahmuty  
Tali Axelrod

**Approval Date:** August 21, 2018

**Members of the Board of Education:**

Frank Neglia, President

Tim Berrios

George Blair

Andy Choffo

Joseph Cistaro

Alison Cogan

Matthew DeVitto

Susy Golderer

Judy Mayer

**Superintendent:** Dr. Barbara Sargent

**Parsippany-Troy Hills Township Public Schools**  
**292 Parsippany Road Parsippany, NJ 07054**  
[www.pthsd.net](http://www.pthsd.net)

I. OVERVIEW

AP English Language and Composition is a full year course offered to students at the Junior and Senior grades at the High School level. 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. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

II. RATIONALE

The course is intended to strengthen the basic academic skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of higher education by cultivating essential academic skills such as critical inquiry, deliberation, argument, reading, writing, listening, and speaking. Few colleges and universities regard completion of this entry-level course as the endpoint of students' English language education; subsequent courses in general and specialized curricula should continue building and refining the skills students practice in their rhetoric and composition courses.

While most college rhetoric and composition courses perform the academic service of preparing students to meet the literacy challenges of college-level study, they also serve the larger goal of cultivating the critical literacy skills students need for lifelong learning. Beyond their academic lives, students should be able to use the literacy skills practiced in the course for personal satisfaction and responsible engagement in civic life.

### III. STUDENT OUTCOMES

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of AP Language and Composition.

By the end of AP Language and Composition, The student will be able to:

1. identify, describe, and analyze foundational principles of rhetoric and aestheticism
2. respond to assigned reading selections through a variety of informal writing activities, including textual annotation exercises, reader reaction paper, and dialectical journals.
3. engage in writing as a process through a variety of activities, including instructor's presentation of and responses to student questions about assignments prior to their completion; comments and suggestions, both oral and written, from instructor and peers on initial drafts; and submission of revised drafts for further instructor and peer commentary
4. comprehend, respond to, and appreciate the artistry of a writer's choice of specific words, sentence patterns, overall structure and the effects that those choices have on her or his readers' receptions of the text
5. broaden their knowledge of rhetorical devices and techniques
6. recognize the "persuasive" and "argumentative" objectives that undergird all forms of communication and, in turn, analyze the linguistic tools used to fulfill those objectives
7. strengthen their ability to compose coherent and convincing argumentative essays about literary texts that are supported by textual and formal analysis
8. balance generalizations and specific details supporting them through instructor presentation of models of scholarly writing and through feedback both prior to and after completion of essay drafts
9. organize their writing effectively in the light of instructor presentations and feedback before and after first drafts on methods of logically structuring essays, including the use of smooth transitional sentences, basic rhetorical strategies (logos, ethos, pathos), and outlining arguments
10. write effective introductions to synthesis, argumentative, and research papers
11. enhance their writing skills in developing and sustaining an argument by reading their own first drafts and constructing from those drafts an outline of the steps taken to prove that argument
12. vary syntax based on instructor's presentation and modeling of a wide range of syntactical structures both prior to and after completion of writing assignments, as well as through imitation of those structures in short classroom exercises and instructor feedback on their use in early, revised, and polished drafts of papers.
13. use advanced rhetorical techniques and appropriate tone and demonstrate awareness of intended audience through instructor's modeling and feedback on student papers at all stages of the writing process
14. analyze images and other multimodal texts for rhetorical features

15. Converse and write effectively about personal processes of composition
16. develop strategies for responding effectively to timed essay questions that appear on the AP exam

Common Core Standards for English Language-Arts Grades 11-12:

<http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>

Modifications/Differentiation and Adaptations:

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link -

<http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan

#### IV. ESSENTIAL QUESTIONS AND CONTENT

Introduction to Analysis, Rhetoric, and the Toulmin Model of Argumentation (these questions will be recurring throughout the year in all units)

- How can a reader analyze an author's rhetorical style to determine purpose?
- What skills do we need to persuade an audience?
- What makes a text complex?
- How can effective writing be structured?
- How can rhetorical strategies be used?
- How does one communicate effectively with a wide variety of audiences?
- How does grammar influence rhetoric and style?
- What role does classical Greek argument play in our communication patterns today?

Education Systems

- To what extent do our schools serve the goals of a true education?

Language of Politics and Satire

- What makes satire an effective means of persuasion?
- How can language be manipulated for political purposes?

Language, Power, and Identity

- How is language used to assert power and identity?

Gender and Identity

- What is the impact of the gender roles that society creates and enforces?

Technology and Humanity

- How has technology complicated what it means to be human?

#### Community

- What is the relationship of the individual to the community?

#### Research Paper

- How can evidence be used in support of an argument?
- How does one determine a credible and relevant source?
- How can information be organized into a coherent argument?

## V. STRATEGIES

Students will learn a variety of techniques to analyze texts, including dialectical journals, the SOAPStone strategy developed by the College Board, the rhetorical triangle, focused annotation, and graphic organizers that require identification of rhetorical devices and their function. Small, collaborative groups and whole class discussion of texts will help students identify the purpose, audience, tone, appeals, and central argument. Socratic Seminars will provide opportunities to further hone persuasive and rhetorical skills. The students also will complete exercises that require examination in diction, figurative language, variety of syntax, and overall structure affect meaning and effectiveness of writing. Students will consistently practice sentence styling by writing short summaries of texts as well as complete essays—both in-class (timed) and at home (process). Examples of student essays will provide the foundation for discussions of first draft writing assignments. Students also will have peer and teacher conferences, consequently revising their work. Independent research on student-selected topics will provide rigorous experiences in rhetorical analysis and synthesis. Exercises in emulating published work will encourage students to explore established writers’ strategies for persuasion and narration. Students will learn to analyze visuals and multimodal texts in order to synthesize with and juxtapose against written works. Throughout the year, students will work on developing clear, distinct voices. Students will read sample essays and become familiar with the AP scoring rubric and practice responding to multiple-choice questions in the context of their readings.

## VI. EVALUATION

Major Assessments: 50% - Tests, Projects, Oral presentations, writing pieces, timed essays, research paper, etc.

Minor Assignments: 35% - Quizzes, article annotations, reading logs, short-term writing, short-term projects, etc.

Homework / Classwork: - 15% - Homework and classwork grades such as group work, article annotations, class discussions, journals, etc.

## VII. REQUIRED RESOURCES

### Textbooks:

Shea, Renee, et. al, eds. *The Language of Composition*. 3rd ed. Boston: Bedford, Freeman & Worth, 2018.

Revised: *A Handbook for the Preparation of Research Papers*. Parsippany-Troy Hills Township Schools, 2011.

### Supplemental Textbooks:

Abrams, M.H., et. al., eds. *Norton Anthology of English Literature*. 7th ed. New York: W. W. Norton and Company, 2001.

McDonnell, Pfordresher, et. al., ed. *England in Literature Classic Edition*. Glenview, Illinois: Scott, Foresman Company, 1994.

Schwegler, Robert A. *Patterns of Exposition*. 18th ed. New York: Pearson, 2007.

### Websites (for current nonfiction reading or viewing)

[www.nytimes.com](http://www.nytimes.com) [www.time.com](http://www.time.com) [www.theatlantic.com](http://www.theatlantic.com)

[www.forbes.com](http://www.forbes.com) [www.salon.com](http://www.salon.com)

[www.washingtonexaminer.com](http://www.washingtonexaminer.com) [www.cnn.com](http://www.cnn.com)

[www.youtube.com](http://www.youtube.com)

### DATABASES

Bloom's Literary Reference Online

Discovering Collection

EBSCO Literary Reference Center

Gale's Literary Index

JSTOR

Literature Resource Center

### Supplemental Shakespeare Readings

- Baker, James V. "An Existential Examination of King Lear." *College English*, vol. 23, no. 7, 1962, pp. 546–550. JSTOR, JSTOR, [www.jstor.org/stable/373090](http://www.jstor.org/stable/373090).
- Taylor, Warren. "Lear and the Lost Self." *College English*, vol. 25, no. 7, 1964, pp. 509–513. JSTOR, JSTOR, [www.jstor.org/stable/373237](http://www.jstor.org/stable/373237).
- Lang, Berel. "Nothing Comes of All: Lear-Dying." *New Literary History*, vol. 9, no. 3, 1978, pp. 537–559. JSTOR, JSTOR, [www.jstor.org/stable/468454](http://www.jstor.org/stable/468454).
- Warren, Michael. "King Lear, IV. Vi. 83: The Case for 'Crying.'" *Shakespeare Quarterly*, vol. 35, no. 3, 1984, pp. 319–321. JSTOR, JSTOR, [www.jstor.org/stable/2870370](http://www.jstor.org/stable/2870370).
- Horwich, Richard. "Integrity in Macbeth: The Search for the 'Single State of Man.'" *Shakespeare Quarterly*, vol. 29, no. 3, 1978, pp. 365–373. JSTOR, JSTOR, [www.jstor.org/stable/2869146](http://www.jstor.org/stable/2869146).

- Coursen, Herbert R. "In Deepest Consequence: Macbeth." *Shakespeare Quarterly*, vol. 18, no. 4, 1967, pp. 375–388. JSTOR, JSTOR, [www.jstor.org/stable/2867630](http://www.jstor.org/stable/2867630).
- Nagarajan, S. "A Note on Banquo." *Shakespeare Quarterly*, vol. 7, no. 4, 1956, pp. 371–376. JSTOR, JSTOR, [www.jstor.org/stable/2866356](http://www.jstor.org/stable/2866356).
- Dyson, J. P. "The Structural Function of the Banquet Scene in Macbeth." *Shakespeare Quarterly*, vol. 14, no. 4, 1963, pp. 369–378. JSTOR, JSTOR, [www.jstor.org/stable/2868169](http://www.jstor.org/stable/2868169).

## VIII. SCOPE AND SEQUENCE

Units are broken up into an intro unit followed by 6 thematic units and a research paper unit. The Research Paper may be done as its own unit or concurrently with another unit. Each unit has 1-3 required essays, as well as additional lists of nonfiction (and fiction) teachers should choose from to complete their individual units.

I: Introduction to Analysis, Rhetoric, and the Toulmin Model of Argumentation (3-5 weeks)

Standards Covered: RI.11-12.1-6, SL.11-12.1-6, W.11-12.1.A-E, W.11-12.2.A-F, L.11-12.5.A-B, L.11-12.6 \_\_\_\_\_

Description: Students will be introduced to close reading, analysis, and the Toulmin Model of \_\_\_\_\_ Argumentation. Students will begin to develop their tools and frameworks for analysis. Students will then begin to develop a working definition of rhetoric. We will visit this definition throughout the year. Students will also be introduced to Aristotle's rhetoric and identify appeals to ethos, pathos, and logos in sample texts. This unit serves to develop the frameworks students will use to analyze texts throughout the rest of the school year.

Readings:

Chapters 1-3 of *The Language of Literature*

Summer reading texts

Assessments:

- Rhetorical Analysis Paragraphs
- Informal writing assignments
- In-class debates
- Practice AP Exam

II. Education systems (3-5 Weeks)

Standards Covered: RI.11-12.1-6, SL.11-12.1-6, W.11-12.1.A-E, W.11-12.2.A-F \_\_\_\_\_

Description: Students will apply their understanding of rhetoric to assess the persuasiveness of \_\_\_\_\_ texts. Students will also begin synthesizing texts by identifying concepts and ideas. Students will also develop arguments about the status of educational systems after reading and evaluating texts. Students will participate in Socratic Seminars and activities that will ask them to place texts in conversation with each other. Students will practice essay structure, making thematic connections, and synthesizing from multiple sources.

Required Essays:

Fareed Zakaria, from *In Defense of a Liberal Education*

Frederick Douglass, "The Blessings of Liberty and Education"

Additional Possible Nonfiction texts:

Ralph Waldo Emerson, from Education

James Baldwin, "A Talk to Teachers"

Lori Arviso Alvord, "Walking The Path Between Worlds"

Francine Prose "I Know Why the Caged Bird Cannot Read: How American High School Students Learn to Loathe Literature"

Barbara Oakley "Why Virtual Classes Can Be Better Than Read Ones"

Nicholas Kristof "My Friend, The Former Muslim Extremist"

Danielle Allen, "What is Education For?"

Nikole Hannah-Jones, "Have We Lost Sight of the Promise of Public Schools?"

Virginia Woolf, "A Room of One's Own"

David Foster Wallace, "This is Water" (<http://www.metastatic.org/text/This%20is%20Water.pdf>) f)

Mike Rose, "Blue-Collar Brilliance"

(<https://theamericanscholar.org/blue-collar-brilliance/#.W007RtJKg2> w)

Andrew Hacker and Claudia Dreyfus, "Are Colleges Worth the Price of Admission?"

<https://www.chronicle.com/article/Are-Colleges-Worth-the-Price/66234>)

Sherman Alexie, "Superman and Me"

([http://karenzandarski.weebly.com/uploads/3/1/2/8/31289739/the\\_joy\\_of\\_reading\\_and\\_writing.pdf](http://karenzandarski.weebly.com/uploads/3/1/2/8/31289739/the_joy_of_reading_and_writing.pdf) d f)

Kurt Vonnegut's "I Am Very Real"

<http://www.lettersofnote.com/2012/03/i-am-very-real.html>

Plato, "Allegory of the Cave"

[https://yale.learningu.org/download/ca778ca3-7e93-4fa6-a03f-471e6f15028f/H2664\\_Allegory%20of%20the%20Cave%20.pdf](https://yale.learningu.org/download/ca778ca3-7e93-4fa6-a03f-471e6f15028f/H2664_Allegory%20of%20the%20Cave%20.pdf)

“

Senator Margaret Chase Smith "A Declaration of Conscience"

<https://www.senate.gov/artandhistory/history/resources/pdf/SmithDeclaration.pdf>

Possible Fiction Texts:

Toni Cade Bambara, "The Lesson" ([http://www.iupui.edu/~l105onln/docs/The\\_Lesson.pdf](http://www.iupui.edu/~l105onln/docs/The_Lesson.pdf)) f)

Charles Dickens, excerpts from Hard Times

Jonathan Swift, Gulliver's Travels

Possible Visual Texts:

TED Talk: Sir Kenneth Robinson, Are Schools Killing Creativity?

(<https://www.youtube.com/watch?v=iG9CE55wbTY>)

TED Talk: Sir Kenneth Robinson, Changing School Paradigms

(<https://www.youtube.com/watch?v=zDZFcDGpL4U>)

Prince EA, "I Just Sued the School System" (<https://www.youtube.com/watch?v=dqTTojTija8>) 8)

Suggested Activities:

- Rhetorical Analysis: Is Zakaria's essay persuasive? Why or why not?



- Expository: Compare and Contrast Mike Rose and David Foster Wallace. In what ways do their texts intersect, and in what ways do they diverge?
- Synthesis: What do you believe are the two most important steps (or changes or actions) that the United States should take to improve K-12 education that will ensure the country's continued leadership on the world stage? Express your viewpoint in a well-written essay, using at least 3 sources from this unit.

### III. Language of Politics and Satire (3-5 Weeks)

Standards Covered: RI.11-12.1-6, RI.11-12.8-10 SL.11-12.1-6, W.11-12.1.A-E, W.11-12.2.A-F \_\_\_\_\_

Description: Students will continue to push forward their understanding of rhetorical analysis by taking into account the relationship between the author's audience and purpose. Students will read a range of political texts in order to determine how syntax and diction contribute to the author's tone, as well as how the author's choices contribute to or detract from their purpose. Students will also become accustomed to deciphering and annotating antiquated language and dense texts.

#### Required Essays:

Ta-Nehisi Coates, from *Between the World and Me*

Jonathan Swift, "A Modest Proposal"

Martin Luther King Jr. "Letter from a Birmingham Jail"

#### Possible Nonfiction Texts:

Thomas Jefferson "The Declaration of Independence"

Martin Luther King Jr. "I Have a Dream Speech"

John F. Kennedy, "Inaugural Address"

George W. Bush, "9/11 Address to the Nation"

(<http://edition.cnn.com/2001/US/09/11/bush.speech.text> /)

Naomi Shihab Nye, "To Any Would-Be Terrorists"

Barack Obama, Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches

Bob Herbert, "Hiding from Reality"

(<https://www.nytimes.com/2010/11/20/opinion/20herbert.html> )

Cal Thomas, "Is the American Dream Over?"

(<https://www.washingtonexaminer.com/cal-thomas-is-the-american-dream-over> r)

Brandon King, "The American Dream: Dead, Alive, or on Hold?"

(<https://www.wwnorton.com/college/english/write/little-seagull-handbook-2/pdf/King.pdf> f)

Queen Elizabeth, "Speech to the Troops at Tilbury"

Jon Meacham, "Free to be Happy"

Senator Margaret Chase Smith, "A Declaration of Conscience"

Selections from *The Onion*

Analysis of select images

#### Possible Fiction Texts:

George Orwell, *1984*

William Golding, *Lord of the Flies*

#### Suggested Activities:

- Rhetorical analysis: Analyze the rhetorical strategies used in Jonathan Swift’s “A Modest Proposal”
- Rhetorical Analysis (Process Writing): Rhetorical analysis based on Martin Luther King Jr’s “Letter from a Birmingham Jail”
- Imitation of Jonathan Swift’s “A Modest Proposal”
- Synthesis: Identify a controversial issue today, and explain which 3 authors from this unit you believe offer the most powerful guidance for addressing this issue and why. Define the issue as specifically as possible, and refer to the texts to explain and support your position.

IV: Language, Power, Identity (3-5 weeks)

Standards Covered: RI.11-12.1-6, SL.11-12.1-6, W.11-12.1.A-E, W.11-12.2.A-F, W.11-12.3.A-E, \_\_\_ L.11-12.1.A-B, L.11-12.2.A-B, L.11-12.3.A, L.11-12.4.A-D, L.11-12.5.A-B, L.11-12.6

Description:

Students will apply their understanding of language and its effect on the reader to explore the politics of the English language. Students will examine the rhetorical effect of standard and non-standard English and its relationship to tone and overall meaning. Students will also write argumentative pieces on the place of Standard English in the English classroom. We will also go over grammar, syntax, and other conventions of Standard English in order to improve our writing, and as points of discussion in the context of the politics of the English language.

Required Essay:

George Orwell, “Politics and the English Language”

Possible Nonfiction Texts:

Amy Tan, “Mother Tongue”

David Sedaris, “Me Talk Pretty One Day”

Andrew Reiner, “Talking to Boys the Way We Talk To Girls”

James Baldwin, “If Black English Isn’t a Language, Then Tell Me, What is?”

([http://ww2.odu.edu/~jromberg/325fa06/baldwin\\_english.pdf](http://ww2.odu.edu/~jromberg/325fa06/baldwin_english.pdf) f)

Sojourner Truth, “Ain’t I a Woman” (<https://www.nps.gov/articles/sojourner-truth.htm> m)

Possible Fiction Texts:

Langston Hughes, “Theme for English B”

(<https://www.poets.org/poetsorg/poem/theme-english-b>)

George Orwell, 1984

William Shakespeare, Macbeth or King Lear

Possible Multimedia Texts:

TED Talk: Jamila Lyiscott: 3 Ways to Speak English

TED Talk: Ann Curzan: What Makes a Word Real?

Assignments:

- Synthesis: How is language used to assert power and identity?
- Rhetorical Analysis based on Sojourner Truth’s “Ain’t I a Woman?”
- Argumentative: Should Standard English be enforced in the classroom?
- Narrative: Recount your own experiences with language and its relationship to your identity.

V: Gender and Identity (3-5 weeks)

Standards Covered: RI.11-12.1-6, SL.11-12.1-6, W.11-12.1.A-E, W.11-12.2.A-F, RL.11-12.1-6 Readings:

Students will continue to push their synthesis skills by using texts as theoretical frameworks for understanding and analyzing other texts. Students will also examine how author's choices also communicate an underlying argument about gender and societal constructs.

Required Essays:

Virginia Woolf, "Professions for Women"

Alice Walker, "In Search of Our Mother's Gardens"

Other Possible NonFiction Texts:

John and Abigail Adams, "Letters"

Charlotte Bronte, "Biographical Notice of Ellis and Acton Bell"

Judy Brady, "I Want A Wife"

Stephen Jay Gould, "Women's Brains"

Jimmy Carter, "Losing My Religion for Equality"

Jessa Crispin, from *Why I am Not a Feminist: A Feminist Manifesto*

Zoe Williams, "Why Wonder Woman Is a Masterpiece of Subversive Feminism"

Hillary Clinton, "Women's Rights Are Human Rights"

(<http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm>)

Paul Theroux, "Being a Man"

Stephanie Coontz, from *The Myth of Male Decline: The Roots of Men and Trauma*

Kali Holloway, from *Toxic Masculinity is Killing Men*

Roberto A. Ferdman, "The Perils of Being Manly"

Frank Miniter, "The Hard, Adrenaline-Soaked Truth about 'Toxic Masculinity.'"

Possible Fiction Texts:

William Shakespeare, *Macbeth*

Jane Austen, *Pride and Prejudice*

Geoffrey Chaucer, *Canterbury Tales*

Lord Alfred Tennyson, "The Lady of Shalott"

Robert Browning, "My Last Duchess"

Christina Rossetti, "Goblin Market"

Suggested Activities:

- Synthesis: How does either *Macbeth* or *Lady Macbeth* conform to, react against, or complicate the gender theories set forth by two of the authors we have read this unit?
- Analyze the rhetorical strategies used in Hillary Clinton's speech.

VI: Technology and Humanity (3-5 weeks)

Standards Covered: RI.11-12.1-6, SL.11-12.1-6, W.11-12.1.A-E, W.11-12.2.A-F, L.11-12.5.A-B, L.11-12.6\_\_

Description: Students will consider the relationship between technology and our state of humanity. Students will write argumentative pieces as well as synthesis pieces in which they place texts in conversation with each other.

Required Reading:

Plato, "Allegory of the Cave"

Possible Nonfiction Readings:

Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted."

Emma Sterland, "Online Forums Are a Lifeline for Isolated Parents of Disabled Children."

Sven Birkerts, from *C hanging the Subject: Art and Attention in the Internet Age*

Dex Torricke-Barton, from *H ow The Internet Is Uniting the World*.

Daniel Mallory Ortberg, from *C ompanies of My Heart: On Making Friends on the Internet*.

Jenna Wortham, from *I s Social Media Disconnecting Us from the Big Picture?*

Emerson Csorba, *T he Constant Sharing Is Making Us Competitive and Depressed*.

Sherry Turkle, "Can You Hear Me Now?"

(<https://www.forbes.com/forbes/2007/0507/176.html#f3530747844> 0) .

Amy Goldwasser, "What's the Matter with Kids Today?"

([https://www.salon.com/2008/03/14/kids\\_and\\_internet/](https://www.salon.com/2008/03/14/kids_and_internet/) /)

Sherry Turkle, "Cyberspace and Identity" ([www.jstor.org/stable/265553](http://www.jstor.org/stable/265553) 4)

Possible Fiction Readings:

Aldous Huxley, *B rave New World* or George Orwell's *1 984*

William Wordsworth, "Steamboats, Viaducts, and Railways," "The World is Too Much With Us,"

"Lines Composed a few Miles Above Tintern Abbey"

Matthew Arnold, "Dover Beach"

Suggested Activities:

- Synthesis: How has technology complicated the definition of the human?

VII: Community (3-5 weeks)

Standards Covered: RI.11-12.1-6, SL.11-12.1-6, W.11-12.1.A-E, W.11-12.2.A-F, L.11-12.5.A-B, L.11-12.6\_\_

Description: Students will explore the balance of the individual concerns and community value, and examine how different types of communities arise. Students will read a classic essay and see how it can be applied to more modern readings, and write synthesis pieces where they put these texts in conversation with each other.

Required Essay:

Henry David Thoreau, "Where I lived, and What I Lived For"

Possible Nonfiction texts:

Oliver Goldsmith, "National Prejudices"

Robert D. Putnam, "Health and Happiness"

Rebecca Solnit, from *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster*

Lee Smith, "Raised to Leave: Some Thoughts on 'Culture'"  
David Brooks, "How Covenants Make Us"  
Sebastian Junger, from *Tribes: On Homecoming and Belonging*  
J.D. Vance, "Why I'm Moving Home"

Possible Fiction Texts:

Beowulf  
Oscar Wilde, *The Importance of Being Earnest*  
W. B. Yeats, "September 1913" and "Easter 1916"

Suggested Activities:

- Narrative: Using the reflective style of Thoreau, write your own philosophical essay entitled "Where I live, and What I live For."
- Synthesis: Write out the dialogue for a conversation that might occur among four or more of the author's in this unit.

VIII. Research Paper (3-5 weeks)

Standards Covered: W.11-12.2.A-E, W.11-12.4-6, W.11-12.7-8, W.11-12.9.A-B

Description: Students will write a multi-step research project. Students will practice evaluating sources for credibility and using databases to find scholarly sources. Students will be expected to hand in an annotated bibliography as well as a final research paper. Students will document their research using MLA and receive instruction on how to do so.