

## UNIT OF STUDY 7

<b>Title:</b> How Am. Education Works <b>Length:</b> three weeks		<b>Subject/Course:</b> AP English	
<b>Topic:</b> Education		<b>Grade:</b> <b>Designer:</b> Sheryl Murtha	
UNIT GOALS AND EXPECTATIONS			
<b>IMPORTANT CONCEPTS:</b>  The task of educating the populace is challenging.  Students need to have information and skills to compete in a global economy.  There is little agreement about the best way to teach and to learn.  There is diversity of opinion concerning education's purpose.          Rhetoric:: The appositive is useful to make sentences concise and specific		<b>ESSENTIAL QUESTIONS:</b>  To what extent do our schools serve the goals of a true education?  What makes a person "educated?"  Who decides?  When we are seeking education, are we looking for knowledge, wisdom, skills, or all three?  Is the purpose of education to prepare citizens to participate in a democracy so they can vote wisely?  Is the purpose of education to teach practical skills that prepare students for the workforce?  Is the purpose of education to make us more knowledgeable about ourselves and our culture?  How do we balance a skills-based education with an understanding of democratic ideas?  How does the use of the appositive affect writing style?  How can the appositive be useful in one's own writing	
<b>STUDENT LEARNING EXPECTATIONS:</b> <b>Ongoing reading and writing learning expectations</b>  <b>W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments</b> <b>W.5.11.2 Write expository compositions, including analytical</b>			

<p><b>essays and research reports, that assemble and convey evidence in support of the thesis, make distinctions between the relative value and significance of data, facts, and ideas, employ visual data, etc.</b></p> <p><b>W.5.11.3 Write using rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic.</b></p> <p>W.5.11.4 Write persuasive compositions that use logic to structure ideas and arguments, clarify and defend positions with precise and relevant evidence, use specific rhetorical devices to support assertions, address readers' concerns, counterclaims, biases, and expectations.</p> <p>W.5.11.6 Write responses to literature that articulate the significant ideas of literary works; support important ideas and viewpoints, etc.</p> <p>W.5.11.8 Write on demand to a specified prompt within a given time frame</p> <p>W.6.11. 1 Use a variety of sentence structures, types, and lengths for effect in writing.</p> <p>W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.</p> <p>W.7.11.3 Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive or descriptive writing assignments.</p> <p>W.7.11.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing.</p> <p>W.7.11.5 Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses</p> <p>W.7.11.6 Combine concrete and commentary</p>	
--	--

<p>information for elaboration</p> <p>W.7.11.6 Combine concrete and commentary information for elaboration.</p> <p>W.7.11.7 Use precise word choices that convey specific meaning</p> <p>W.7.11.8 Personalize writing to convey voice in formal and informal pieces.</p> <p>W.7.11.9 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.</p> <p>W.7.11.10 Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning of tone in ways that are consistent with purpose, audience, and form of writing.</p> <p>R.9.11.1 Analyze personal biases brought to a text</p> <p>R.9.11.8 Analyze point of view and its influence on elements of the text (tone, theme, and purpose)</p> <p>R.9.11.9 Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments</p> <p>R.9.11.10 Analyze and defend a position using concepts gained from reading</p> <p>R.9.11.11 Analyze and compare the author's use of figures of speech and sound devices</p> <p>R.9.11.12 Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p> <p>R.10.11.1 Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs and financial documents.</p> <p>R.10.11.9 Analyze word choice, tone, and voice</p>	
--	--

<p>R.10.11.18 Read a variety of literary and content prose</p> <p>R.10.11.19 Analyze the influence of historical context on the form, style, and point of view or written works</p> <p>R.10.11.21 Use literary terms to critique a work</p> <p>R.10.11.22 Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology</p> <p>R.10.11.24 Analyze the impact of irony on a text</p> <p>R.10.11.26 Evaluate the credibility of an author's argument or defense</p> <p>IR 12.11.5 Analyze methods to verify the accuracy and usefulness of information by perusing the effect of ambiguity, contradiction, paradox, irony, incongruency and/or overstatement/understatement of the reader</p> <p>IR 12.11.10 Summarize, paraphrase, and/or quote relevant information</p>	
<p style="text-align: center;"><b>UNIT ASSESSMENTS</b> (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</p>	
<p>Writing analysis of cartoon  <b>AP essay style writings</b>  <b>Analyzing style (p. 37) of a selected passage</b></p>	
<p><b>Traditional Assessments:</b>  Quizzes on readings</p>	<p><b>Other Evidence of Learning:</b>  Annotations  Double-entry journals  TPCASST exercise (poetry reading strategy)  AP multiple choice exam sections  Sentences using appositives</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Read selections and write, using the dialectical journal (42). In class students will use their journals to discuss as a class the essays, or they will conduct a Socratic Seminar using their journal notes.</p> <p>Read other specified selections using graphic organizer (44). This graphic organizer gives students passages for</p> <p>Read additional selections using SOAPS reading strategy. (teacher's guide p. 42)</p> <p>Choices for these selections will be made at the time of teaching the unit.</p> <p>View the video "Stupid in America."</p> <p>Introduce debate as a form of persuasion.</p> <p>Identify debate terminology e.g. proposition, issues, constructive, negative, rebuttal, etc.</p> <p>Conduct a debate about the film and articles, following a traditional debate style of affirmative/ negative constructives followed by negative/affirmative rebuttals.</p> <p>Do a multiple reading of poem "The History Teacher." Whole-class discussion about the claim made by the speaker of the poem.</p> <p>Identify the claim and support it using the poem.</p> <p>In houses, do questions on Rhetoric and Style for the Emerson essay. Assign selected questions to each house. Prior to having students write the answers, remind them of how they should respond to essay-type questions.</p> <p>Introduce tenets of transcendentalism. In houses, students will find example from "From Education."</p> <p>Write interpretive response to selected passages from "Superman and Me" and "From Education"</p> <p>Using a document reader, analyze a cartoon.</p> <p>Using white boards, grade and analyze a cartoon about education</p>	<p>"From Education" (Emerson)—classic essay</p> <p>"Superman and Me" (Alexie)</p> <p>"Best in Class" (Talbot)</p> <p>"The History Teacher" (Collins)</p> <p>"The Problem with American Education" (blog)</p> <p>"Stupid in America"</p> <p>YouTube: "Stupid in America" John Stossel</p> <p>Cartoon: Zach Hill "Children are to be Seen and Not Heard"</p> <p>Grammar as rhetoric and style: the appositive</p> <p>Document reader</p> <p>Smart Board</p> <p>White boards</p>
Career Connections	