

# Pequannock Township School District

## Curriculum Syllabus

### AP Language and Composition / Grade 11 ELA

## Course Description:

The 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 through the process of becoming curious, critical, and responsive readers of diverse texts and of becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing approached in this course should expand students' understanding of how language, across a range of rhetorical situations, communicates writers' intentions and elicits readers' responses in particular contexts. As in a comparable college course, the purpose of AP Language and Composition is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Class discussion will focus on authors' techniques and the strategies used to express ideas, while student writing will focus on exposition, argument, rhetorical analysis, and research.

## Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

### NJSLS

#### **Anchor Standards for Reading**

##### **Key Ideas and Details**

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Progress Indicators for Reading Literature**

#### **Key Ideas and Details**

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Craft and Structure

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. (e.g., Shakespeare as well as other authors.)

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).

### **Integration of Knowledge and Ideas**

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

### **Range of Reading and Level of Text Complexity**

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### **Progress Indicators for Reading Informational Text**

#### **Key Ideas and Details**

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### **Craft and Structure**

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 (e.g., how Madison defines faction in Federalist No. 10).

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.

### **Integration of Knowledge and Ideas**

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

### **Range of Reading and Level of Text Complexity**

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

### **Anchor Standards for Writing**

#### **Text Types and Purposes**

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLS A.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10 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.

**Progress Indicators for Writing**

**Text Types and Purposes**

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
- c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

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.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

### **Range of Writing**

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

### **Anchor Standards for Speaking and Listening**

#### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### **Progress Indicators for Speaking and Listening**

##### **Comprehension and Collaboration**

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or

complete the task. 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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **Anchor Standards for Language**

#### **Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

NJSLSA L3. 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.

Vocabulary Acquisition and Use

NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.



L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

### **Knowledge of Language**

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.

a. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

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.

### **Technology Standards:**

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

### **Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.

### **AP English Language and Composition Skills (Standards):**

#### RHS Rhetorical Situation

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

#### CLE Claims and Evidence

- 3.A Identify and explain claims and evidence within an argument.
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

### REO Reasoning and Organization

- 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 5.C Recognize and explain the use of methods of development to accomplish a purpose.
- 6.A Develop a line of reasoning and commentary that explains it throughout an argument.
- 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.
- 6.C Use appropriate methods of development to advance an argument.

### STL Style

- 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- 8.B Write sentences that clearly convey ideas and arguments.
- 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

## Scope and Sequence

**Unit 1 (4 weeks) Introduction to Rhetoric and Close Reading** The aim of Unit 1 is to introduce students to the basic elements of rhetoric through a focus on language, style, and rhetorical purpose. Students will examine the relationship among speaker, audience, and subject in a variety of texts ranging from seminal American documents to contemporary news features. Students will review and enhance knowledge of rhetorical terms and utilize methods of reading a text closely for style, diction, and syntax. Students will analyze texts for purpose, audience, and tone, draft formal responses to a text's rhetorical moves, and learn basic strategies to model their own writing on mentor texts under study. Students will begin to use the AP Classroom resources to complete multiple choice questions (Personal Progress Check 1 and 2) and practice writing prompts (FRQ 2) typically found on the AP Exam.

**Unit 2 (8 weeks) Argument and Persuasion** The unit focuses on various rhetorical modes presented through a variety of persuasive texts. Students will analyze texts for rhetorical strategies, bias, shifting modes, and couched perspectives. Students will scrutinize mentor texts, model various styles in their own writing, and create formal arguments that approach contemporary topics. Students will learn advanced strategies in writing techniques, apply their skills to a range of writing prompts, and will receive feedback on their writing from teachers and peers. Students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own paragraphs. In addition, they will begin identifying the ways effective writers appeal to and persuade their audiences, while practicing such appeals in their own paragraphs. During this unit, students will build a collection of claims and evidence about a topic or issue of their choice so that they can derive a thesis statement from the patterns found within their research. Students will continue to use the AP Classroom resources to complete multiple choice questions (Personal Progress Check 3 and 4) and practice writing prompts (FRQ 2 and 3) typically found on the AP Exam.

**Unit 3 (8 weeks) Claims and Biases** In Unit 3, students will account for biases and limitations within the evidence presented by authors in their works and which they themselves might utilize in an original argument. As they continue to build on knowledge gained in previous units, students should recognize an effective or a faulty line of reasoning based on a body of evidence that is fairly consistent or not consistent, and should provide contradictory evidence that requires a formal account of it. Students will become more familiar with logical fallacies and how they work to the detriment of an argument or toward a purposeful deception of an audience in a particular context. Accordingly, students will examine the subtle and significant impact of specific words and phrases as they continue analyzing how connotations of particular words convey an author's attitude or feeling about a subject as well as the veracity of that author's argument. Students will continue to focus on improving the ways they explain and connect evidence and claims to establish a clear line of reasoning through their work and will apply several traditional methods of development that writers have used for centuries to advance their own arguments. Students will continue to use the AP Classroom resources to complete multiple choice questions (Personal Progress Check 5 and 6) and practice writing prompts (FRQ 1 and 3) typically found on the AP Exam.

**Unit 4 (4 weeks) Forms and Functions** The unit aim is to expose students to a variety of arguments and statements presented in forms typically associated with or generated through personal writing. Students will read extant and contemporary examples of letters, journal entries, and other modes of personal correspondence from diaries to blogs. Students will analyze creative non-fiction narratives, historical reporting, and personal memoirs in their various forms and purposes. Students will continue to identify and address rhetorical stance, the differences between persuasion and argument, and the means by which an author develops a text's central ideas. In this unit, students should 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 able to determine quickly whether a new piece of evidence supports, refutes, or qualifies their claims, and then able to use

modifiers to revise claims accordingly. This unit also includes a deeper understanding of how punctuation and design contribute to a writer's purpose through frequent reading and analysis of others' arguments and by emulating such models in their own writing. Students will continue to use the AP Classroom resources to complete multiple choice questions (Personal Progress Check 7 and 8) and practice writing prompts (FRQ 2 and 3) typically found on the AP Exam.

**Unit 5 (6 weeks) The Rhetoric of Politics and Culture** The unit aims to examine the relationship among speaker, audience, and subject in a variety of texts found in the rhetorical contexts of politics and contemporary culture. Students will continue to review and enhance knowledge of rhetorical terms and utilize methods of reading a text closely for style, diction, and syntax. The unit presents students with opportunities to analyze the use of rhetoric in the public realm across "pop" culture, paying attention to text and images that promote concepts of social issues such as gender, religion, civics, and race. Students will analyze how graphics and visual images are used to address specific audiences, make arguments, propagandize, refer or respond to written texts, and serve as alternative forms of text themselves. Students will access, read, and assess an array of sources and prose styles (from films, audio broadcasts, journalism/news, cartoons, etc.) to present a formal rhetorical analysis which includes appropriate documentation of sources. Students will study and respond to the tactics used to present concepts to an audience and will complete a formal rhetorical analysis of a published artifact. Students will continue to use the AP Classroom resources to complete multiple choice questions (Personal Progress Check 9) and practice writing prompts (FRQ 1 and 2) typically found on the AP Exam.

**Unit 6 (10 weeks) The AP Exam and College Writing** Students will engage in regular practice of full-length, timed writing prompts and multiple choice sections of the AP exam as they prepare for the College Board assessment. Students will review texts, rhetorical devices and modes of writing, draft their own multiple choice questions, and conduct peer review of their original arguments. Upon completion of the exam, students will review modes of writing expected at the college level (i.e. Composition 101) and present a reflection on the proficiencies acquired through the course. They will review rhetorical devices and modes of writing used across their own work through the year and prepare their final portfolio of writing for assessment. Students will complete the required research paper and prepare a formal presentation of their thesis and argument before an audience. Students will end the year with an opportunity to read, discuss, and respond to a fiction text of their choice.

## Assessments

Evaluation of student achievement in this course will be based on the following types of formative and summative assessments:

Observational data collected by the instructor as students are learning and responding.

- Verbal responses to teacher’s guiding questions, questions generated by peers, and peer responses.
- Evidence of notes and journal entries taken during class and while learning independently.

Written responses prompted by teachers to gauge progress toward a specific standard or set of standards.

- Constructed responses drafted to clarify understanding and to summarize learning. This type of writing builds understanding (writing to learn) and provides opportunities for formative evaluation.

Quizzes that gauge comprehension of texts read through the year.

- Reading checks (paragraph-length responses to a question)
- 3-6 multiple choice questions

Summative responses to texts read through the year (timed responses and thesis-driven essays).

- Formal papers providing an analysis of rhetorical strategies and introducing a formal argument, some of which involve research and secondary support, and which are brainstormed, drafted, peer critiqued, edited, and revised before the final copy is submitted.

Assessments that reflect preparedness for the AP course exam

- Multiple choice and FRQ practice on AP Classroom
- Timed responses to released AP Exam questions (FRQs 1, 2, 3) completed in class

Journal responses and reflection (self-assessment and progress checks)

- Class notes on lectures, discussion, vocabulary, and grammar
- Free-writing
- Student writing portfolio

Final Project

- End of year researched thesis paper

## Curriculum Resources

*Teaching and Learning Principles* [Teaching & Learning Principles - Eberly Center](#)

*Higher Order Thinking* <http://www.teachthought.com/learning/wiziq-posts/>

*Socratic Seminars* <https://www.nwabr.org/sites/default/files/SocSem.pdf>

Integrating sources: [Research Guides: Organizing Your Social Sciences Research Paper: Secondary Sources](#)

MLA and Works Cited [MLA Works Cited: Electronic Sources](#)

Annotated bibliography [LibGuides: How to Prepare an Annotated Bibliography: The Annotated Bibliography](#)

College Board / AP Central (AP Lang & Comp CED) [AP English Language and Composition Course and Exam Description, Effective Fall 2020](#)

## **Home and School Connection**

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