



Greenwich Public Schools Curriculum Overview

Course Name: AP Language and Composition 11/12

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

The AP English Language and Composition course 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. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college level rhetoric and writing curriculum. In a coordinated K12 effort, GPS is committed to helping students develop the academic, personal, and interpersonal capacities established in the Vision of the Graduate. The English department provides opportunities for students to practice and refine these skills within each of its courses.

Enduring Understandings

- Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation.
- Claims and Evidence: 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.
- Reasoning and Organization: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- Style: The rhetorical situation informs the strategic stylistic choices that writers make.

Standards

College Board AP Language and Composition Course Skills:

Rhetorical Situation: Reading and Writing

Explain how writers' choices reflect the components of the rhetorical situation. Make strategic choices in a text to address a rhetorical situation.

1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

Claims and Evidence: Reading and Writing

Identify and describe the claims and evidence of an argument. Analyze and select evidence to develop and refine a claim.

3.A Identify and explain claims and evidence within an argument.

4.A Develop a paragraph that includes a claim and evidence supporting the claim.

3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

4.C Qualify a claim using modifiers, counterarguments, or alternative perspective

Reasoning and Organization: Reading and Writing

Describe the reasoning, organization, and development of an argument. Use organization and commentary to illuminate the line of reasoning in an argument.

5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

6.A Develop a line of reasoning and commentary that explains it throughout an argument.

5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

6.B Use transitional elements to guide the reader through the line of reasoning of an argument.

5.C Recognize and explain the use of methods of development to accomplish a purpose.

6.C Use appropriate methods of development to advance an argument.

Style: Reading and Writing

Explain how writers' stylistic choices contribute to the purpose of an argument. Select words and use elements of composition to advance an argument.

7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

8.B Write sentences that clearly convey ideas and arguments.

7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

Performance Tasks

Reading

Students will....

- Use active reading strategies to enhance engagement and depth of understanding of full class texts and independent reading selections
- Read and analyze a wide range of core and supplemental fiction and nonfiction materials including visual texts.
- Complete multiple independent reading assignments over the course of the semester.
- Complete AP Classroom checkpoints for each unit.

Writing

Students will...

- Complete summative writing assignments to reflect the various writing purposes including both timed and processed writing.
- Complete frequent formative writing assignments to reflect development of writing strategies
- Use process-based assignments to develop revising and editing skills
- Use the writing process to demonstrate and apply knowledge of the rhetorical situation, claims and evidence, reasoning and organization, as well as stylistic composition elements to advance their arguments.
- Write assignments in correlation with the AP exam style essays: rhetorical analysis, argument, and synthesis.
- Complete AP Classroom free response question checkpoints for each unit.

Speaking/Listening

Students will...

- Complete the formal collaborative capstone presentation with use of digital media.
- Participate in small group and whole class discussions to demonstrate knowledge and build understanding.
- Propel conversations through higher level inquiry and respond to real time analysis and questions that probe inferencing and evidence.

Language Conventions

Students will...

- Complete the required grammar sequence for grades 11/12 and demonstrate command of the conventions of standard English grammar and usage in writing.
- Acquire and use accurately general academic and domain-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Complete formative and summative assessments in general and course specific grammar, vocabulary.

Instructional Resources

- *The Language of Composition: Reading, Writing, Rhetoric First, Second and/or Third editions* by Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses
- *Everything's an Argument with Readings Sixth edition* by Andrea A. Lunsford, John J. Ruszkiewicz, Keith Walters

- *1984* by George Orwell
- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *In the Lake of the Woods* by Tim O'Brien

Major Units:

- Introduction to Rhetoric: Using the "Available Means" of Persuasion
- Close Reading - The Art and Craft of Rhetorical Analysis
- Analyzing Arguments: From Reading to Writing
- Synthesizing Sources: Enter the Conversation
- Thematic units in support of and concurrent with skills-based units, provided in course textbook.
 - *The Language of Composition: Reading, Writing, Rhetoric First, Second and/or Third editions* by Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses
- Exam Preparation
- College Admissions Essay
- Independent Reading Fiction and Nonfiction
- Required Sequence of Grammar for 11th/12th grade