

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

AP English Language and Composition
Grade 11

2021

(Last revision date: 2003)

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**AP English Language and Composition
Grade 11**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The following comes from the official College Board AP English Language and Composition materials:

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.

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.

Students develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments, then compose their own arguments. Throughout the course, students will follow the pattern of reading others' arguments and then writing their own. Students will analyze what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. They will then turn to the act of composition themselves, seeking to emulate effective argumentation they have encountered in their reading and analysis. This pattern should be repeated in every unit of the course, ensuring students are moving back and forth between analysis of the arguments they read and composition of their own arguments. Accordingly, the AP English Language and Composition skills consist of paired reading and writing skills. These skills will be the basis for the AP Exam questions. The unit guides in this publication provide additional detail about these skills through essential knowledge statements.

The College Board recently revised the AP English Language and Composition course objectives, focus, and exam in order to “define and limit scope and better align with college-level expectations.” After participating in a summer workshop and reviewing the newly revised focus, concepts, and skills, English teachers developed this new AP English Language and Composition curriculum guide to reflect these changes.

PREREQUISITES

Students entering this course must have the recommendation of their junior year English teacher.

COURSE GOALS

Along with the course revision, the College Board also revised the course goals with newly developed standards specific to AP English Language and Composition. These standard skills fall under one of these headings: Rhetorical Situation (RHS), Claims and Evidence (CLE), Reasoning and Organization (REO), and Style (STL). Each of these headings is divided into two focus areas: reading and writing. For every reading standard that students will develop, they will also develop a complementary writing skill. The reading standards are all odd-numbered, while the writing standards are all even-numbered. They are as follows:

At the end of the course, students will:

Rhetorical Situation:

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

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

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

RHS.2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.

Claims and Evidence:

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

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

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

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

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

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

Reasoning and Organization:

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

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

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

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

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

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

Style:

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

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

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

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

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

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

COURSE ENDURING UNDERSTANDINGS

Rhetorical Situation

Students will understand that...

- individuals write within a particular situation and make strategic writing choices based on that situation.
- readers explain how writers' choices reflect the components of the rhetorical situation.
- writers make strategic choices in a text to address a rhetorical situation.

Claims and Evidence

Students will understand that...

- 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.
- readers identify and describe the claims and evidence of an argument.
- writers analyze and select evidence to develop and refine a claim.

Reasoning and Organization

Students will understand that...

- writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- readers describe the reasoning, organization, and development of an argument.
- writers use organization and commentary to illuminate the line of reasoning in an argument.

Style

Students will understand that...

- the rhetorical situation informs the strategic stylistic choices that writers make.
- readers explain how writers' stylistic choices contribute to the purpose of an argument.
- writers select words and use elements of composition to advance an argument.

COURSE ESSENTIAL QUESTIONS

1. How and why do writers write within a particular situation?
2. How do we generate and justify claims when developing an argument? How do we acknowledge or respond to opposing arguments as part of our justification and logic?
3. What relationship exists between a text's reasoning, organization and evidence? As readers and writers of argument, why is an awareness of this textual relationship important?
4. How does the rhetorical situation direct and inform the stylistic choices of writers?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- The rhetorical situation and triangle
- Exigence
- Audience
- Purpose
- SOAPS (speaker, occasion, audience, purpose, subject)
- SPACE CAT
- SOAPStone
- Close Reading
- DIDLS (diction, imagery, detail, language, syntax)
- Appeals
- Ethos
- Pathos
- Logos
- Style (Schemes, Tropes, Syntactical moves)
- Arrangement
- Modes of Discourse
- Discourse Markers
- Argument (Rogerian, Toulmin Model, Oration Model)
- Claim
- Evidence
- Conclusion
- Warrant
- Syllogism (Major/Minor Premise)
- Logical Fallacies
- Question Stems
- Synthesis
- Research Tools (C.R.A.P. testing sources: currency, relevance/reliability, authority/audience, purpose/point of view)
- Annotated bibliography (the precis)

Students will be able to . . .

- Analyze a text for rhetorical situation
- Select a lens in which to most effectively analyze a text
- Delineate between primary and secondary audiences
- Identify claims and supporting evidence and assess the efficacy of the evidence in light of the claim
- Use various types of evidence to support claims
- Write a defensible argument
- Identify the rhetorical moves that people make in constructing an argument and explain how these moves function within the rhetorical situation
- Explain how specific evidence functions (illustrate, clarify, set a mood, exemplify, associate, or amplify a point)
- Strengthen their argument by using evidence to validate a claim and/or relate to an audience's emotions and values
- Read a text thoroughly in order to identify its thesis even when it is implied
- Use commentary to properly integrate it into their line of reasoning
- Synthesize evidence using consideration, explanation, and integration of others' arguments into their own argument
- Use commentary to connect evidence to claims
- Identify when writer use sequencing of paragraphs to develop their line of reasoning
- Use sequencing of paragraphs to develop their line of reasoning
- Identify flaws in reasoning and explains how those flaws make the argument specious or illogical
- Identify methods of development that writers use to develop and organize the reasoning of their arguments
- Use various methods of development to develop and organize the reasoning of their arguments (compare/contrast, definition, etc.)
- Use various strategies to develop an introduction (quotations, anecdotes, questions, statistics, data, contextualized information, or scenarios)
- Explain the various purposes of both introductions and conclusions
- Strengthen coherence within their own argument, and use such moves as repetition, synonyms, pronoun references, and parallel structure to develop relationships amongst elements of a text
- Use transitional elements for specific, desired purposes
- Use precise words for clarity of idea
- Analyze and assess research sources for reliability and credibility
- Acknowledge sources' limitations in students' own arguments
- Convey specific tone for desired effect, including within a singular text
- Uses specific sentence types for specific desired effects
- Use specific punctuation for specific desired effects
- Use stylistic moves strategically for specific purposes
- Edit writing for clarity and strength of presentation of ideas

Units of Study: Pacing Guide and Assured Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1-Reading for the Rhetorical Situation Unit 2- The Foundation of Argument: Rhetorical Analysis Unit 3- Rhetorical Strategies: Analysis & Application	Unit 4- Shaping the Argument: Structure & Arrangement Unit 5-Crafting Cohesion with Style Unit 6- Strengthening Your Writing: Skills, Revision & Editing	Unit 7- Sources in Conversation Unit 8- Synthesizing: Sources & Skills	Skill Review & Exam Preparation Questioning & Multiple Choice Strategies *** Narrative Focus
Assured Assessments Formative: Rhetorical Analysis FRQ Baseline Summative: 2 Minor- Unit 1 2 Minor- Unit 2 1 Minor- Unit 3 1 Major- Unit 3	Assured Assessments Formative: Argument FRQ Baseline Summative: 2 Minor- Unit 4 2 Minor- Unit 5 1 Major- Unit 6 *Midterm Exam*	Assured Assessments Formative: Synthesis FRQ Baseline Summative: 2 Minor- Unit 7 1 Major- Unit 8	COMMON ASSESSMENT Formative: Summative: 1 Major: Unit 9

The following topics and topic focus questions may be used interchangeably across any of the 8 standard-driven, skill-based units of study. Each unit has been designed to cover roughly 12 instructional class periods, resulting in 3 units of study to be executed per quarter/ marking period. To ensure skill development and student growth, units are to follow in numeric sequencing.

<u>Education</u>	<u>Pop Culture</u>	<u>Environment</u>	<u>Community</u>	<u>Sports</u>	<u>Money</u>	<u>Gender</u>	<u>Justice</u>
To what extent do our schools serve the goals of a true education?	To what extent does pop culture reflect our society's values?	What is our responsibility to the natural environment?	What is the relationship of the individual to the community?	How do the values of sports affect the way we see ourselves?	What is the role of money in our everyday lives?	What is the impact of the gender roles that society creates and enforces?	To what extent do our laws and politics reflect the values of a just society?
A	B	C	D	E	F	G	H

Supplemental informational texts and excerpts are listed topically in the appendix by alpha category

UNIT 1 Reading for the Rhetorical Situation

Unit 1 Goals

At the completion of this unit students will:

- RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context and message.
- CLE 3.A Identify and explain claims and evidence within an argument.
- CLE 4.A Develop a paragraph that includes a claim and evidence supporting that claim.

Unit 1 Essential Questions

CEQ- *How and why do writers write within a particular situation?*

Unit Essential Questions

- a. What constitutes the writer's urgency?
- b. Who is the audience? Why is recognition of the intended audience important to note?
- c. What is the writer's purpose/message?
- d. How does the writer appeal to the emotions and self-interest of the audience?

CEQ- *How does the rhetorical situation direct and inform the stylistic choices of writers?*

Unit Essential Questions

- a. How are schemes and tropes instrumental in carrying out the author's purpose?
- b. How is the figurative language related to the author's purpose?
- c. What major arguments does the writer establish?

Scope and Sequence

- Use their previously developed close reading skills to identify the various components of the rhetorical situation of various texts, which may include non-written media, and then analyze how these components operate within the rhetorical triangle.
 - Identify claims and supporting evidence within these texts.
- Learn and hone reading strategies, such as DIDLS, SOAPSTone, among others in order to analyze the rhetorical strategies used within argument.
- Practice developing clear claims and learn strategies to strengthen claims.
- Bloom and spiral ideas to gather the most effective evidence to support claims.
- Practice using commentary to show reasoning in choosing specific evidence to connect to claims.

Assured Assessments

- Each student will complete a rhetorical analysis free response question, which will serve as the baseline formative assessment for this course. This assessment is measured according to the newly developed scoring rubric for 2019-2020 (See Appendix).
- In small groups or individually, students will analyze images and/or media for the rhetorical situation. This minor summative assessment is measuring student achievement

according to RHS 1.A and CLE 3.A (note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine the pacing set for the remainder of the unit.

- Students will complete a timed, in-class, written paragraph response that includes claim and evidence to support that claim. This minor summative assessment is measuring student achievement according to CLE 4.A (note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine whether individual and/or group conferencing and support is required for the remainder of the unit.
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Bacon, Nora. *The Well-Crafted Sentence.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all of the College Board rubrics.

Other Resources

AP English Language Personal Progress Check Dashboard

UNIT 2

The Foundation of Argument: Rhetorical Analysis

Unit 2 Goals

At the completion of this unit students will:

- RHS.1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- RHS.2.B: Demonstrates an understanding of an audience's beliefs, values, or needs.
- CLE.3.A: Identify and explain claims and evidence within an argument.
- CLE.4.A: Develop a paragraph that includes a claim and evidence supporting the claim.
- CLE.3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- CLE.4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Unit 2 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers explain how an argument demonstrates understanding of an audience's beliefs, values, or needs?
- How do writers demonstrate an understanding of an audience's beliefs, values, or needs?
- How do readers identify and explain claims and evidence within an argument?
- How do writers develop a paragraph to include a claim, and evidence supporting the claim?
- How do readers identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure?
- How do writers write a thesis statement that requires proof of defense that may preview the structure of the argument?

Scope and Sequence

- Identify how a speaker connects with an audience by tapping into their values, beliefs, and/or needs through various strategies, such as brainstorming about who the ideal audience is.
- Analyze language in a text that indicates or reveals the audience's values and beliefs about a topic
- Practice strategies to appeal to specific audiences
- Practice identifying arguments, especially when they are implied, through activities, such as highlighting specific evidence to support the thesis
- Assess statements to determine if they are defensible
- Learn how to predict an argument's structure based on the thesis
- Practice developing defensible theses

Assured Assessments

- Rhetorical Analysis measuring growth from baseline AND RHS.1B, CLE.3A, CLE.3B
- Minor: Possible homework/class work reflections on growth to set up students for next unit's assessment

- Students will complete a timed, in-class, written paragraph response that includes claim and evidence to support that claim. This minor summative assessment is measuring student achievement according to RHS.2B, CLE.4A , CLE.4B(note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine whether individual and/or group conferencing and support is required for the remainder of the unit.
- Each unit will include a formative but not graded, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

OTHER RESOURCES

- AP English Language Personal Progress Check Dashboard

UNIT 3

Rhetorical Strategies: Analysis and Application

Unit 3 Goals

At the completion of this unit students will:

CLE.3a: Identify and explain claims and evidence within an argument.

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

REO.5c: Recognize and explain the use of methods of development to accomplish a purpose.

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

REO.6c: Use appropriate methods of development to advance an argument.

Unit 3 Essential Questions

Refer to page 7 for Thematic Central Essential Questions

Skill Essential Questions:

- How do readers identify and explain a speaker's claims and evidence within an argument?
- How do writers generate a claim and support with appropriate evidence?
- How do readers recognize and explain the methods of development used by a writer in accomplishing their purpose?
- How do writers use appropriate methods of development to advance an argument?
- How do writers develop lines of reasoning and commentary in support of their claims?
- How do writers appropriately select methods of development in their own writing?

Scope and Sequence

- Continue to develop the skills writers use in evidence collection
- Identify overarching patterns when assembling and reviewing a wide range of evidence.
- Generate and craft a thesis statement on the recognized patterns within a wide range of evidence
- Develop and improve the ways strong writers explain and connect evidence and claims to establish a clear line of reasoning within their writing
- Analyze the various ways writers introduce source material through the use of commentary
- Explore the traditional methods of development that writers have used for centuries to advance their arguments.
 - Exposure and application of modes of discourse, discourse markers, thought-moves and shifts in argument writing
 - Narration, cause-effect, comparison-contrast, definition, description, process analysis and enumeration
- Evaluate the ideas and arguments of others as a means of generating ideas and synthesizing source material
- Demonstrate thoughtful composition of arguments through organization and sequenced paragraphs within a piece of writing
- Write with acknowledgement of words, ideas, images, texts and additional intellectual property of others through attribution, citation, or reference.

Assured Assessments

- Major Assessment: employing rhetorical strategies in an argument: CLE.4a, REO.6c

- Minor Assessment: reflection on their use of reasoning of rhetorical strategies: CLE.3a, REO.5c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all College Board rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 4

Shaping the Argument: Structure and Arrangement

Unit 4 Goals

At the completion of this unit students will:

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

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

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

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

REO.5c: Recognize and explain the use of methods of development to accomplish a purpose.

REO.6c: Use appropriate methods of development to advance an argument.

Unit 4 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message?
- How do writers write introductions and conclusions appropriate to the purpose and context of the rhetorical situation?
- How do readers identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure?
- How do writers write a thesis statement that requires proof or defense and that may preview the structure of the argument?
- How do readers recognize and explain the use of methods of development to accomplish a purpose?
- How do writers use appropriate methods of development to advance an argument?

Scope and Sequence

- Focused instruction on improving the quality, interest and power of the argument by crafting introductions and conclusions that demonstrate a real understanding of the rhetorical situation
- Recognize that the introduction's purpose in an argument introduces the subject and/or writer of the argument to the audience
- Explore the varied ways an introduction may be crafted
 - Introduction may present the argument's thesis
 - Introduction may orient the audience
 - Introduction may engage and/or focus the audience
 - Recognize how the presentation of quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or scenarios relate to audience engagement and/or focus
- Recognize that the conclusion's purpose in an argument brings the argument to a unified end
- Explore the varied ways a conclusion may be crafted
 - Conclusion may present the argument's thesis
 - Conclusions may engage and/or focus the audience by:

- Explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior, proposing a solution or explaining implications
- Compose thesis statements that preview lines of reasoning in an argument while avoiding listing points to be analyzed.
- Recognize the qualities and characteristics of specific modal writing experiences and thereby make appropriate determinations about the form and function of modes for their argument

Assured Assessments

- Minor Assessment: small group analysis of NF argument for methods used to develop purpose: RHS.1a, CLE.3b, REO.5c
- Minor Assessment: individual in-class writing: reshaping baseline free-response with introductions and conclusions and a focus on Modes of Discourse: RHS.2a, CLE.4b, REO.6c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all College Board rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 5 Crafting Cohesion with Style

Unit 5 Goals

At the completion of this unit students will:

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

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

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

REO.6b: Use transitional elements to guide the reader through the line of reasoning of an argument.

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

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

Unit 5 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers describe the line of reasoning and explain whether it supports an argument's overarching thesis?
- How do writers develop a line of reasoning and commentary that explains it throughout an argument?
- How do readers explain how the organization of a text creates unity and coherence and reflects a line of reasoning?
- How do writers use transitional elements to guide the reader through the line of reasoning of an argument?
- How do readers explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?

Scope and Sequence

- Continue to focus on the fundamentals of analyzing and writing arguments.
 - Develop body paragraphs in a written argument that: make claims, support with evidence, and provide commentary as to how the paragraphs contribute to the argument's reasoning.
 - Examine how transitional elements can be used to introduce evidence or indicate the relationship between ideas within a text.
 - Consider how precise word choice reduces confusion and assists in how the audience perceives the writer's perspective.
- Examine ways to strengthen the coherence of an argument.
 - Examine a writer's syntactical moves within sentences and paragraphs to see how choices in clause, sentence, or paragraph structure logically link ideas within a text.
 - Identify how the use of schemes, pronoun usage, and structure indicates and develops a relationship between elements of a text.
 - Consider how transitional elements assist in creating coherence within a text, or sections of a text, in order to show relationships among ideas.

- Develop a deeper understanding of the connotative and denotative meanings of words, and the use of descriptive adjectives and adverbs to qualify, modify, or convey perspectives.

Assured Assessments

- Minor Assessment: Fallacious Arguments: self-select a text and analyze for line of reasoning and organization and evaluate their efficacy in supporting an argument and analyze for diction, comparisons, and syntax to convey tone or style: REO.5a, REO.5b, STL.7a
- Minor Assessment: In-class Argument Free-Response: REO.6a, REO.6b, STL.8a
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all College Board rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 6

Strengthening Your Writing: Skills, Revision, and Editing

Unit 6 Goals

At the completion of this unit students will:

CLE.3a: Identify and explain claims and evidence within an argument.

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

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

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

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

Unit 6 Essential Questions

Skill Essential Questions:

- How do readers identify and explain claims and evidence within an argument?
- How do writers develop paragraphs that include a claim and evidence supporting the claim?
- How do readers identify and describe the overarching thesis of an argument, and explain how it is indicative of the argument's structure?
- How do readers explain how word choice, comparisons, and syntax contribute to a specific tone or style in an argument?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?

Scope and Sequence

- Recognize biases and limitations within evidence utilized in an argument.
- Develop initial thesis statements and lines of reasoning based on consistent evidence, and revising thesis statements accordingly when contradictory evidence is introduced.
- Continue to examine the impact of specific words and phrases, analyzing how particular words convey a writer's attitude toward a subject.
- Draw upon and synthesize arguments from multiple sources, and strategically selecting sources that are more relevant, reliable, or credible than others.
- Recognize that sources may have the same position, but from different perspectives based on backgrounds, interests, or expertise.
- Acknowledge biases and limitations of material when incorporating evidence or sources into an argument.
- Consider how new evidence changes the line of reasoning in an argument.
- Examine how a writer's tone, and shift in tone, is conveyed through word choice and writing style.
- Understand how a writer's shift in tone suggests a writer's perspective on a subject.

Assured Assessments

- Major Assessment: Revise and edit Unit 5's Argument Free Response with an emphasis on style and development of ideas: CLE.4a and STL.8a
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

Please see the Appendix for all of the College Board rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 7 Sources in Conversation

Unit 7 Goals

At the completion of this unit students will:

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

RHS.2a: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

CLE.3c: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE.4c: Qualify a claim using modifiers, counterarguments, or alternative perspectives.

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

STL.7c: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

STL.8b: Write sentences that clearly convey ideas and arguments.

STL.8c: Use established conventions of grammar and mechanics to communicate clearly and effectively.

Unit 7 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message?
- How do writers write introductions and conclusions appropriate to the purpose and context of the rhetorical situation?
- How do readers explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives?
- How do writers qualify a claim using modifiers, counterarguments, or alternative perspectives?
- How do readers explain a writer's ability to create, combine, and place independent and dependent clauses to show relationships between and among ideas?
- How do writers write sentences that clearly convey ideas and arguments?
- How do readers explain how grammar and mechanics contribute to the clarity and effectiveness of an argument?
- How do writers use established conventions of grammar and mechanics to communicate clearly and effectively?

Scope and Sequence

- Continued skill development in the area of revising claims to account for nuance, complexity, and contradictions in their sources.
- Make quick and efficient determinations on evidence's role in supporting, refuting or qualifying their claims
 - Use modifiers to revise claims accordingly, if necessary
- Identify and understand examples of argument where punctuation and design contribute to a writer's purpose
- Write and construct arguments with the understanding that effective arguments avoid expressing claims, reasoning and evidence in absolute terms.

- Write with an understanding of the complexities on a subject or topic to ensure arguments refrain from generalizations and oversimplification
- Revise writing by working with corrective feedback to ensure that
 - Grammar and mechanics follow established conventions of language
 - Punctuation is used as a way to advance a writer’s purpose in clarifying, organizing, emphasizing writer’s purpose and contribute to tone.

Assured Assessments

- Minor Summative: Annotated Bibliography with Precis: after learning and practicing with corrective feedback through writing a precis for 3-4 sources, students will then write a precis independently, which will be scored as a Minor Assessment: RHS.1a, CLE.3c, STL.8b, STL.8c (these will be modified in order to correspond with the requirements of the precis)
- Minor Summative: Believing/Doubting Paragraph: Extending the Counterargument: after learning and practicing with corrective feedback through writing a B/D paragraph for 3-4 sources, students will then write a B/D paragraph independently, which will be scored as a Minor Assessment: CLE.3c, CLE.4c, STL.8b, STL.8c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

See Appendix for all College Board AP Language and Composition Scoring Rubrics

Other Resources

- AP English Language Personal Progress Check Dashboard

UNIT 8 and 9 Synthesizing Sources and Skills

Unit 8 and 9 Goals

At the completion of this unit students will:

RHS.1b: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

RHS.2b: Demonstrates an understanding of an audience’s beliefs, values, or needs.

CLE.3c: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE.4c: Qualify a claim using modifiers, counterarguments, or alternative perspectives.

STL.7a: Explain how word choice, comparison, and syntax contribute to the specific tone or style of a text.

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

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

STL.8b: Write sentences that clearly convey ideas and arguments.

All APLAC standards (as does Unit 9)

Unit 8 and 9 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs?
- How do writers demonstrate an understanding of an audience’s beliefs, values, or needs?
- How do readers explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?
- How do readers explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas?
- How do writers write sentences that clearly convey ideas and arguments?

Scope and Sequence

- Continue to hone student skills in analyzing for rhetorical choices, focusing on modes, diction, and syntax, to assess the validity of arguments as well as the perspectives embedded in them.
- Continue to hone student skills in using rhetorical choices, focusing on modes, diction, and syntax, to craft nuanced arguments.
- Delineate others’ arguments and how they support those arguments.
- Identify and explain the strengths and weaknesses of arguments in various sources.
- Play “They Say/I Say” to enter into an argument.
- Reason out how one person’s claim is in accord, contradicts, or strengthens another person’s argument.
- Explain how myriad sources about a topic construct an overall view of that topic.

- Construct an argument by synthesizing multiple sources from diverse backgrounds.

Assured Assessments

- Major Assessment: Student-produced synthesis prompt with source materials
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

Resources

Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print. Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

Current References

AP English Language and Composition: Course Material and Exam Description. The College Board. New York, 2019.

Assured Student Performance Rubrics

See the Appendix for all College Board-based rubrics.

Other Resources

- AP English Language Personal Progress Check Dashboard

Unit 10

College Essay

Unit 10 Goals

At the completion of this unit students will:

Read a memoir to identify and analyze the techniques used by the author to craft the story, engage the audience, and deliver the intended message.

Create a personal narrative to be used as a working draft of the college essay that can be used in college applications during students' senior year. Effectively emulate in their own original work techniques used by memoirists.

CCSS.ELA-Literacy.RL.11-12.3
CCSS.ELA-Literacy.RL.11-12.4
CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.L.11-12.1
CCSS.ELA-Literacy.L.11-12.6
CCSS.ELA-Literacy.RL.11-12.5
CCSS.ELA-Literacy.W.11-12.3
CCSS.ELA-Literacy.W.11-12.3a
CCSS.ELA-Literacy.W.11-12.3b
CCSS.ELA-Literacy.W.11-12.3c
CCSS.ELA-Literacy.W.11-12.3d
CCSS.ELA-Literacy.W.11-12.3e
CCSS.ELA-Literacy.L.11-12.1a
CCSS.ELA-Literacy.L.11-12.1b
CCSS.ELA-Literacy.L.11-12.3
CCSS.ELA-Literacy.L.11-12.3a

Unit 10 Essential Questions

- Who am I as an American?
- With whom do I identify?
- How do authors convey their messages?
- How do authors create and employ voice?
- How do authors utilize specific writing techniques, and what led to their decisions?

Scope and Sequence

- In this unit, students will read a memoir. Teachers will offer instruction on narrative techniques including voice, tone, and diction. Students will identify and discuss the intended message, writer's craft, and audience awareness. Teachers should use excerpts from the memoir to accomplish this, but should also consider supplemental texts including, in their entirety or parts, other memoirs, personal essays, speeches and interviews.
- Through reading and then writing memoir, students will address the enduring understanding that "they are part of a cultural, literary, and artistic dialogue, which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with." When they read narratives,

students will identify with the author. When they write their own pieces, they will in turn connect with their audience.

- During the writing process, teachers will offer mentor texts or models for writing. These include but are not limited to sample college essays, other memoirs, personal essays, interviews, or even short fictional pieces that embody the writing techniques the teacher is seeking to illustrate.
- As a culminating assessment, students will produce a working draft of their college essay. This essay will deliver an intended message, employ personal voice, and utilize appropriate narrative writing techniques as well as the conventions of standard English.

Assured Assessments

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Close reading of memoir passages to assess student understanding of author techniques they will emulate in their own writing.
- Exploration of how memoirists use details and sensory images to speed up or slow down moments in time. Teachers can engage students with in-class responses that can be used as pre-writing, as well as have them “explode” their own moments in this fashion.
- Participation in discussions as formative assessments to further engage students in the close reading process and the exploration of writer’s craft. For instance, students can discuss the impact of dialogue, imagery, metaphor, or use of flashbacks as effective memoir techniques. The Appendix of this curriculum guide includes a Shared Inquiry Discussion Rubric.

Summative Assessment:

The culminating assured summative assessment for this unit, which is also an APBA for the course, is the writing of the college essay. Students will participate in the drafting, revision, and editing processes. The assessment rubric is located in the Appendix of this curriculum guide. The standard for mastery includes meeting the majority of the criteria in the “Mostly/Often” column. Students who excel go beyond each criterion and earn checks in the “Yes/Always” column. Students’ pieces may also be utilized as future mentor texts. Students who do not achieve at least the “Somewhat” column will have the opportunity to continue the revision process individually, with the teacher, or with the writing specialist. This piece of writing should count as a major grade for the quarter.

Possible Extension Activities:

Students may utilize www.storycorps.org as a resource for supplemental texts as well as a platform on which to publish work. Students may also visit www.thisibelieve.org to evaluate various essays’ narrative qualities.

Resources

Memoir:

- Angelou, Maya. *I Know Why the Caged Bird Sings*. Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle*. Print.
- McBride, James. *The Color of Water*. Print.

Excerpts from:

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Hillenbrand, Laura. *Unbroken*. Print.
- Morrison, Toni. *Sula*. Print.
- O'Brien, Tim. *The Things They Carried*. Print.
- College essays of former students

Time Allotment

- Approximately 3-4 weeks

Appendix

ASSURED STUDENT PERFORMANCE RUBRICS

The official Advanced Placement English Language and Composition Scoring Rubrics can be found on the College Board site at: <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-frqs-1-2-3-scoring-rubrics.pdf?course=ap-english-language-and-composition>

College Essay/Narrative

Content	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
If applicable, the title frames the piece and lures the reader in.					
The beginning of the piece grabs the reader, leaving him or her wanting more.					
The writer has craftily inserted a number of vivid descriptions that bring the reader into a situation or a moment of time.					
Details are plentiful and precise, creating a well-developed picture for the reader. The essay “shows” rather than “tells.”					
The writer’s intended message has been clearly delivered.					
The last line or paragraph is thought-provoking and makes the piece more cohesive.					
The essay is focused on one idea that specifically addresses the question.					

Writing:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Word choice is vivid and diverse, limiting pronouns and using strong action verbs.					
Sentences are varied in length, structure, and beginning.					
The organization of ideas (both within paragraphs and over the course of the piece) strengthens the essay and its impact.					
The writer’s voice is clear and distinct, leaving the reader with a clear impression of who the writer is based on the voice heard.					

Proofreading:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Mechanics of English are correct, including consistent verb tense.					
If there are deviations from grammatical norms (e.g., fragments), it is clear that they are intentional.					
There are no spelling errors.					

Revision:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Numerous drafts demonstrate a commitment to the process.					
Revisions demonstrate substantial changes or “reworkings” of the essay.					

ESSAY GRADE: _____ TEACHER COMMENTS:

Menu of Texts

In addition to the Language of Composition class text, teachers may assign specific texts for class study, literary circles, or independent study throughout the year. This menu includes any text in the English 11: American Perspectives Curriculum in addition to others approved for this course.

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)
- Angelou, Maya. *I Know Why the Caged Bird Sings.* Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle.* Print.
- McBride, James. *The Color of Water.* Print.
- Steinbeck, John. *Travels with Charley.* Print.
- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven.* Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent.* Print.
- Hillenbrand, Laura. *Unbroken.* Print.
- Morrison, Toni. *Sula.* Print.
- O'Brien, Tim. *The Things They Carried.* Print.
- Chopin, Kate. *The Awakening.* Print.
- Fitzgerald, F. Scott. *The Great Gatsby.* Print.
- Steinbeck, John. *The Grapes of Wrath.* Print.
- Welles, Orson. *Citizen Kane.* Film.
- Bradford, William.
- Franklin, Benjamin.
- Henry, Patrick.
- Jefferson, Thomas.
- Lincoln, Abraham.
- Paine, Thomas.
- Cather, Willa.
- Douglass, Frederick.
- Harte, Bret.
- Malamud, Bernard.
- Walker, Alice.
- Welty, Eudora.
- Miller, Arthur. *Death of a Salesman.* Print.
- Miller, Arthur. *The Crucible.* Print.
- Wilson, August. *Fences.* Print.
- Hawthorne, Nathaniel. *The Scarlet Letter.* Print.
- Twain, Mark. *The Adventures of Huckleberry Finn.* Print.
- Faulkner, William. *A Lesson before Dying.* Print.
- Kesey, Ken. *One Flew over the Cuckoo's Nest.* Print.
- Morrison, Toni. *Sula.* Print.
- Sinclair, Upton. *The Jungle.* Print.

- Vonnegut, Kurt. *Slaughterhouse Five*. Print.
- Creation myths: *The Earth on the Turtle's Back*, other Native American selections
- Any other current texts approved or recommended by the Advanced Placement College Board

Excerpts from:

- Bradford, William. "Of Plymouth Plantation." Print.
- Bradstreet, Anne. Puritan poetry. Print.
- Edwards, Jonathan. "Sinners in the Hands of an Angry God." Print.
- Franklin, Benjamin. *Autobiography*. Print.
- Hawthorne, Nathaniel. "The Minister's Black Veil." Print.
- Henry, Patrick. "Address to the Virginia Convention." Print.
- Jefferson, Thomas. "The Declaration of Independence." Print.
- Poe, Edgar Allan.
- King, Jr., Dr. Martin Luther.
- Thoreau, Henry David. "Civil Disobedience." Print.
- 1960s protest songs
- Harlem Renaissance poetry
- Propaganda
- Music from iconic artists such as Madonna, Prince, Michael Jackson
- Current events that focus on the units of study topics
- Supreme Court decisions and government bills/laws
- Speeches from Americanrhetoric.com
- Current public speeches