



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 11-12

Content: AP Language and Composition

Year: 22-22

Course Description/Rationale

Designed to help students read and write effectively. Exploration of the relationship of audience to writer and material. Emphasis on developing concrete details to support main ideas. Students will receive a weighted grade. (2 HS credits)

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Rhetorical Situation - Reading	2 weeks	<i>Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</i> <i>Explain how an argument demonstrates understanding of an audience's beliefs.</i>	I can evaluate how a text's message can be influenced by its social, political, and societal context. RI.3.
Rhetorical Situation - Writing	3 weeks	Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> W.4
Claims and Evidence - Reading (Methods of Development)	3 weeks	Identify and explain claims and evidence within an argument. Explain ways claims are qualified through modifiers.	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.5

Claims and Evidence - Writing (Methods of Development)	2 weeks	Develop a Paragraph that includes a claim and evidence supporting the claim. Write a thesis statement requires proof or defense and that may preview the structure of the argument.	<i>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.</i> <i>W.11-12.1a</i>
Reasoning and Organization - Reading	6 weeks	Describe the reasoning, organization, and development of an argument.	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.11-12.5
Reading and Organization - Writing	5 weeks	Use organization and commentary to illuminate the line of reasoning in an argument.	Develop claim(s) and counterclaims fairly 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. W.11-12.1b
Style - Reading (Activism and Structure)	4 weeks	Explain how the writers' stylistic choices contribute to the purpose of an argument.	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. RI.11-12.4
Style - Writing (Activism and Structure)	6 weeks	Select words and use elements of composition to advance the argument.	Use words, phrases, and clauses as well as varied syntax 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. W.11-12.1c

Manifesto	2 weeks	Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards W.11-12.5
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