

Moon Area School District Curriculum Map

Course: AP Language and Composition

Grade Level: 11

Content Area: English

Frequency: Full-Year Course

Big Ideas

1. Rhetorical Situation (RHS): Explain how writers' choices reflect the components of the rhetorical situation. Make strategic choices in a text to address a rhetorical situation.
2. Claims and Evidence (CLE): Identify and describe the claims and evidence of an argument. Analyze and select evidence to develop and refine a claim.
3. Reasoning and Organization (REO): Describe the reasoning, organization, and development of an argument. Use organization and commentary to illuminate the line of reasoning in an argument.
4. Style (STL): Explain how writers' stylistic choices contribute to the purpose of an argument. Select words and use elements of composition to advance an argument.

Essential Questions

1. Why do individuals write within a particular situation? How do authors make strategic writing choices based on that situation?
2. What evidence and support do writers rely on to make claims about subjects? How do they justify their claim and acknowledge or respond to other, possibly opposing, arguments?
3. How do writers develop a line of reasoning with text organization and evidence to guide their audience in understanding reasoning and claims?
4. How does the rhetorical situation influence the strategic stylistic choices that writers make?

Primary Resource(s) & Technology:

AP Classroom (including exam practices)

Released prompts and student sample essays

Various essays and argument from Pre-20th Century to Modern

Nonfiction Novels

Microsoft Teams, Promethean Boards, Student Laptops/iPads

Pennsylvania and/or focus standards referenced at:

AP English Language and Composition Conceptual Framework

<https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-conceptual-framework.pdf?course=ap-english-language-and-composition>

Released College Board Materials	Essays, Speeches, and Articles	Nonfiction Novels/Texts
<ul style="list-style-type: none"> · Released Prompt for the FRQ Questions · Released Passages and Multiple Choice Exams 	<p>Various Essays and Primary Documents including, but are not limited to:</p> <ul style="list-style-type: none"> · Lou Gehrig’s Farewell Address · Queen Elizabeth I speech at Tilbury · Reagan’s Challenger Explosion Speech · Bush’s 9/11 Speech · FDR’s Infamy Speech · “A Generic College Paper” by Jon Wu · “Shitty First Drafts” by Anne Lamott · “Politics and the English Language” by George Orwell · Stephen King’s first writing experience – excerpt from <i>The Art of Writing</i> · Excerpts from “I Have a Dream” by Martin Luther King, Jr. · “Alexander Hamilton” and “Cabinet Battle #1” from <i>Hamilton the Musical</i> · AMA Code of Ethics <p>As the focus of the class is on argument, new supplemental materials – essays, op eds, opinion pieces, news articles, documentaries, podcasts, speeches – are added each year as either new additions to a unit or to replace older pieces.</p>	<ul style="list-style-type: none"> · <i>The Art of Styling Sentences</i> by Waddell, Esch, and Walker · <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot · Excerpt from <i>Liar’s Poker</i> by Michael Lewis · <i>Voice Lessons</i> by Nancy Dean · <i>They Say / I Say</i> by Gerald Graff and Cathy Birkenstein

NOTE: The curriculum map is based on the nine units developed by College Board to scaffold the development of analysis and composition skills. For each unit, the teacher chooses texts, activities, and writing assignments that enable students to practice and develop the reading and writing skills for that unit.

Big Ideas/ EQs	Focus Standard(s) College Board	Assessed Competencies (Key content and skills)	Timeline* (Focus Period)
Unit 1	RHS1.A CLE3.A CLE4.A Eligible Content:	<ul style="list-style-type: none"> Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. Identify and explain claims and evidence within an argument. Develop a paragraph that includes a claim and evidence supporting the claim. 	3 weeks
Unit 2	RHS1.B RHS2.B CLE3.A CLE4.A CLE3.B CLE4.B	<ul style="list-style-type: none"> Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs Demonstrate an understanding of an audience’s beliefs, values, or needs. Identify and explain claims and evidence within an argument. Develop a paragraph that includes a claim and evidence supporting the claim. Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 	3 weeks
Unit 3	CLE3.A CLE4.A REO5.A REO6.A REO5.C REO6.C	<ul style="list-style-type: none"> Identify and explain claims and evidence within an argument. Develop a paragraph that includes a claim and evidence supporting the claim. Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. Develop a line of reasoning and commentary that explains it throughout an argument. Recognize and explain the use of methods of development to accomplish a purpose. Use appropriate methods of development to advance an argument. 	3 weeks

Unit 4	RHS1.A RHS2.A CLE3.B CLE4.B REO5.C REO6.C	<ul style="list-style-type: none"> • Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. • Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. • Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. • Write a thesis statement that requires proof or defense and that may preview the structure of the argument. • Recognize and explain the use of methods of development to accomplish a purpose. • Use appropriate methods of development to advance an argument. 	3 weeks
Unit 5	REO5.A REO6.A REO5.B REO6.B STL7.A STL8.A	<ul style="list-style-type: none"> • Describe the line of reasoning and explain whether it supports an argument's overarching thesis. • Develop a line of reasoning and commentary that explains it throughout an argument. • Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. • Use transitional elements to guide the reader through the line of reasoning of an argument. • Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. • Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 	3 weeks
Unit 6	CLE3.A CLE4.A CLE3.B CLE4.B STL7.A STL8.A	<ul style="list-style-type: none"> • Identify and explain claims and evidence within an argument. • Develop a paragraph that includes a claim and evidence supporting the claim. • Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. • Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 	3 weeks

		<ul style="list-style-type: none"> • Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. • Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 	
Unit 7	RHS1.A RHS2.A CLE3.C CLE4.C STL7.B STL8.B STL7.C STL8.C	<ul style="list-style-type: none"> • Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. • Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. • Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. • Qualify a claim using modifiers, counterarguments, or alternative perspectives. • Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. • Write sentences that clearly convey ideas and arguments. • Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. • Use established conventions of grammar and mechanics to communicate clearly and effectively 	3 weeks
Unit 8	RHS1.B RHS2.B STL7.A STL8.A STL7.B STL8.B	<ul style="list-style-type: none"> • Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs • Demonstrate an understanding of an audience’s beliefs, values, or needs. • Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. • Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. • Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. 	3 weeks

		<ul style="list-style-type: none"> • Write sentences that clearly convey ideas and arguments. 	
Unit 9	CLE3.C CLE4.C	<ul style="list-style-type: none"> • Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. • Qualify a claim using modifiers, counterarguments, or alternative perspectives. 	3 weeks

* Focus of each unit is a 3-week period. As per College Board, “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.”