

# Advanced Placement® English Language and Composition Syllabus

## Course Description

This college level composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. In both their writing and their reading, students will be made aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This composition course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. This course is constructed in accordance with the guidelines described in the AP English Course Description. As the course is entirely skills based, the course will use a variety of assessments and passages from previous exams as well as Princeton Review Guides that will vary by year, interest, need, and relevance.

Upon the successful completion of this course, students choosing to take the Advanced Placement® exam, scoring three or above, may receive college credit for introductory freshman English.

Grade, Subject: 10/11/12, AP® Language and Composition	Strand (Unit): Rhetorical Situation
<b>Big Idea(s):</b> 1. Writers’ choices reflect the components of the rhetorical situation. 2. Writers take strategic choices in a text to address a rhetorical situation.	
<b>© College Board Standards and Skills:</b> <ul style="list-style-type: none"><li>• 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</li><li>• 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</li><li>• 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</li><li>• 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs.</li></ul> <b>PA Common Core Standards</b> CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	

CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E 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.

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.G 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.

CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11–12.J 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.

CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content, choosing flexibly from a range of strategies and tools.

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CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters

CC.1.4.11–12.P Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,

punctuation, and spelling.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction

CC.1.4.11–12.T 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.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.W 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.

CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

**PA Career Standards**

1.3.1.11:

B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

1.3.2.11:

A. Apply effective speaking and listening skills used in a job interview.

1.3.3.11:

A. Evaluate personal attitudes and work habits that support career retention and advancement.

B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying Encouraging Reflecting Restating Summarizing

C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism Group dynamics Managing/leadership Mediation Negotiation Problem solving

E. Evaluate time management strategies and their application to both personal and work situations.

F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

G. Evaluate the impact of lifelong learning on career retention and advancement.

#### Essential Questions:

- How does familiarization with and knowledge of an author's rhetorical situation facilitate analysis of text?
- How do rhetorical appeals function in a text's argumentation?
- How are argumentative texts structured both within paragraphs and in its entirety?
- What are the functions of introductory paragraphs?
- What are the functions of concluding paragraphs?

#### Concepts/Understandings (SWKT . . .):

- The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message.
- The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text.
- The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text.
- An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds.
- Writers create texts within a particular context that includes the time, place, and occasion.
- Writers' perceptions of an audience's values, beliefs, needs, and background guide the choices they make.
- Writers' choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.
- Word choice may reflect writers' biases and may

affect their credibility with a particular audience.

- To achieve a purpose, writers make choices in an attempt to relate to an intended audience's emotions and values.
- Arguments seek to persuade or motivate action through appeals—the modes of persuasion.
- The introduction of an argument introduces the subject and/ or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.
- The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It 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 or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.
- Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer's purpose.
- Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making

	<p>choices of evidence, organization, and language in an argument.</p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Rhetorical situation <ul style="list-style-type: none"> <li>○ Exigence</li> <li>○ Purpose</li> <li>○ Audience</li> <li>○ Writer</li> <li>○ Context</li> <li>○ Message.</li> </ul> </li> <li>● Argumentation</li> <li>● Appeal</li> <li>● Anecdotes</li> <li>● Thesis</li> <li>● Simile</li> <li>● Analogy</li> <li>● Metaphor</li> <li>● Modes of Persuasion <ul style="list-style-type: none"> <li>○ Ethos</li> <li>○ Logos</li> <li>○ Pathos</li> </ul> </li> </ul>	<p>Competencies/Skills (SW . . .):</p> <ul style="list-style-type: none"> <li>● 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</li> <li>● 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</li> <li>● 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</li> <li>● 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs.</li> </ul>
<p>Assessments:</p> <p>Timed Writing: Synthesis Essay (at least twice per semester)  Timed Writing: Rhetorical Analysis Essay (at least twice per semester)  Timed Writing: Argument Analysis Essay (at least twice per semester)</p> <p>Multiple Choice Assessments from AP® Central or Princeton Review Guides (at least six times per semester)</p>	
<p>Resources:</p>	

Ted Ed: [Lessons from death row inmates](#)

[AP® Central](#)

[Past AP Language and Composition Exam Materials](#)

Various years of The Princeton Review: AP® Language and Composition

Exemplar Texts:

*In Cold Blood* by Truman Capote

*Growing Up* by Russell Baker

Additional

[AP® English Language Notebook: TOC 1](#)

[AP® English Language Notebook: TOC 2](#)

[AP® English Language Notebook: TOC 3](#)

Grade, Subject: 10/11/12, AP® Language and Composition

Strand (Unit): Claims and Evidence

Big Idea(s): Identify and describe the claims and evidence of an argument.  
Analyze and select evidence to develop and refine a claim.

**© College Board Standards and Skills:**

- 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, counter arguments, 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, counter arguments, or alternative perspectives.

**PA Common Core Standards**

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development

and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

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CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

**PA Career Standards**

1.3.1.11:

B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

1.3.2.11:

A. Apply effective speaking and listening skills used in a job interview.

1.3.3.11:

A. Evaluate personal attitudes and work habits that support career retention and advancement.

B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying Encouraging Reflecting Restating Summarizing.

C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism Group dynamics Managing/leadership Mediation Negotiation Problem solving.

E. Evaluate time management strategies and their application to both personal and work situations.

F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

G. Evaluate the impact of lifelong learning on career retention and advancement.

**Essential Questions:**

- How do writers support their claims through evidence?
- Why do writers choose certain forms of evidence over others in the support of an argument?
- How is evidence presented in argumentation?
- How do syntax and diction influence argumentation?
- Why and how do writers present rebuttals and concessions with their argument?

**Concepts/Understandings (SWKT . . .):**

- Writers convey their positions through one or more claims that require a defense.
- Writers defend their claims with evidence and/or reasoning.
- Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments.
- Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification.
- Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas.
- A lack of understanding of the complexities of a subject or an issue can lead to oversimplification

or generalizations.

- Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.
- Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.
- Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.
- Evidence and sources will either support, complement, or contradict a writer's thesis.
- Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence.
- When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.
- When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.
- When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid.
- Transitions may be used to introduce counter arguments.
- Not all arguments explicitly address a

	counterargument.
<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Position</li> <li>● Discourse</li> <li>● Generalization</li> <li>● Oversimplification</li> <li>● Rebut</li> <li>● Concede</li> <li>● Counterargument</li> <li>● Claim</li> <li>● Evidence <ul style="list-style-type: none"> <li>○ Facts,</li> <li>○ Anecdotes</li> <li>○ Analogies</li> <li>○ Statistics</li> <li>○ Examples</li> <li>○ Details</li> <li>○ Illustrations</li> <li>○ Expert opinions,</li> <li>○ Personal observations</li> <li>○ Personal experiences</li> <li>○ Testimonies</li> <li>○ Experiments</li> </ul> </li> </ul>	<p>Competencies/Skills (SW . . .):</p> <ul style="list-style-type: none"> <li>● 3.A Identify and explain claims and evidence within an argument.</li> <li>● 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</li> <li>● 3.C Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.</li> <li>● 4.A Develop a paragraph that includes a claim and evidence supporting the claim.</li> <li>● 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</li> <li>● 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.</li> </ul>
<p>Assessments:</p> <p>Timed Writing: Synthesis Essay (at least twice per semester)</p> <p>Timed Writing: Rhetorical Analysis Essay (at least twice per semester)</p> <p>Timed Writing: Argument Analysis Essay (at least twice per semester)</p> <p>Multiple Choice Assessments from AP® Central or Princeton Review Guides (at least six times per semester)</p>	

Resources:

[AP® Central](#)

[Past AP Language and Composition Exam Materials](#)

Various years of The Princeton Review: AP® Language and Composition

Exemplar Texts:

*Silent Spring* by Rachel Carson

*Narrative of the Life of Frederick Douglass* by Frederick Douglass

Additional:

[AP® English Language Notebook: TOC 1](#)

[AP® English Language Notebook: TOC 2](#)

[AP® English Language Notebook: TOC 3](#)

Grade, Subject: 10/11/12, AP® Language and Composition

Unit (Strand): Reasoning and Organization

Big Idea(s):

Describe the reasoning, organization, and development of an argument.

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

**© College Board Standards and Skills:**

- 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.

## **PA Common Core Standards**

CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.E 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.

CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G 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.

CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J 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.

CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.J 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

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary,

and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.P Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and

techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T 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.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.W 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.

CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

**PA Career Standards**

1.3.1.11:

B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

1.3.2.11:

A. Apply effective speaking and listening skills used in a job interview.

1.3.3.11:

A. Evaluate personal attitudes and work habits that support career retention and advancement.

B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying Encouraging Reflecting Restating Summarizing.

C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism Group dynamics Managing/leadership Mediation Negotiation Problem solving.

E. Evaluate time management strategies and their application to both personal and work situations.

F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

G. Evaluate the impact of lifelong learning on career retention and advancement.

**Essential Questions:**

- How is a line of reasoning developed by an author to argue or persuade?
- How do authors use transitional elements to guide readers through a line of reasoning?
- Why do authors choose specific methods of development over others in their writing?
- How do writers craft coherent argumentation within text?

**Competencies/Skills (SW . . .):**

- Writers may lead readers through a line of reasoning and then arrive at a thesis.
- Writers may express a claim and then develop a line of reasoning to justify the claim.
- Writers explain their reasoning through commentary that connects chosen evidence to a claim.
- Commentary explains the significance and relevance of evidence in relation to the line of reasoning.
- The sequence of paragraphs in a text reveals the argument's line of reasoning.
- Flaws in a line of reasoning may render an argument specious or illogical.
- Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument.

- Some typical methods of development are narration, cause-effect, comparison-contrast, definition, and description.
- When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences.
- When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s).
- Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument.
- When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, categories of comparison must be used.
- When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.
- The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.
- Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause

	<p>logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.</p> <ul style="list-style-type: none"> <li>● Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.</li> <li>● Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.</li> <li>● Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.</li> </ul>
<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Thesis</li> <li>● Line of Reasoning</li> <li>● Transitional Elements</li> <li>● Repetition</li> <li>● Analogy</li> <li>● Anaphora</li> <li>● Parallel structure</li> <li>● Claims</li> <li>● Commentary</li> <li>● Method of Development <ul style="list-style-type: none"> <li>○ Cause-effect</li> <li>○ Narration</li> <li>○ Cause-effect</li> <li>○ Comparison-contrast</li> </ul> </li> </ul>	<p>Competencies/Skills (SW . . . ):</p> <ul style="list-style-type: none"> <li>● 5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</li> <li>● 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</li> <li>● 5.C Recognize and explain the use of methods of development to accomplish a purpose.</li> <li>● 6.A Develop a line of reasoning and commentary that explains it throughout an argument.</li> <li>● 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</li> <li>● 6.C Use appropriate methods of development to advance an argument.</li> </ul>

- Definition
- Description

Assessments:

Timed Writing: Synthesis Essay (at least twice per semester)

Timed Writing: Rhetorical Analysis Essay (at least twice per semester)

Timed Writing: Argument Analysis Essay (at least twice per semester)

Multiple Choice Assessments from AP® Central or Princeton Review Guides (at least six times per semester)

Resources:

[AP® Central](#)

[Past AP Language and Composition Exam Materials](#)

Various years of The Princeton Review: AP® Language and Composition

Exemplar Texts:

*Zen and the Art of Motorcycle Maintenance* by Robert Pirsig

Additional

[AP® English Language Notebook: TOC 1](#)

[AP® English Language Notebook: TOC 2](#)

[AP® English Language Notebook: TOC 3](#)

Grade, Subject: 10/11/12, AP® Language and Composition

Strand (Unit): Style

Big Idea(s):

Explain how writers' stylistic choices contribute to the purpose of an argument.

Select words and use elements of composition to advance an argument.

© **College Board Standards and Skills:**

- 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.

**PA Common Core Standards**

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

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CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

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CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

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CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

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CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.

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CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

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CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to

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CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

### **PA Career Standards**

1.3.2.11:

A. Apply effective speaking and listening skills used in a job interview.

1.3.3.11:

A. Evaluate personal attitudes and work habits that support career retention and advancement.

E. Evaluate time management strategies and their application to both personal and work situations.

F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

### **Essential Questions:**

- Why is precise diction essential in crafting a well-developed argument?
- How do writers demonstrate tone in text?
- What is the function of an author's shift in tone?
- How do varying syntactical arrangements function to enhance argumentation?
- How is punctuation and font used in argumentation to develop style and voice?

### **Concepts/Understandings (SWKT . . .):**

- Words have both connotative and denotative meanings.
- Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- Precise word choice reduces confusion and may help the audience perceive the writer's perspective.
- A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style.
- Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words.

- A writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject.
- Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.
- The arrangement of sentences in a text can emphasize particular ideas.
- Subordination and coordination are used to express the intended relationship between ideas in a sentence.
- Writers frequently use coordination to illustrate a balance or equality between ideas.
- Writers frequently use subordination to illustrate an imbalance or inequality between ideas.
- The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.
- Grammar and mechanics that follow established conventions of language enable clear communication.
- Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.
- Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.
- Some design features, such as italics or boldface, create emphasis.
- A writer's style is made up of the mix of word

	<p>choice, syntax, and conventions employed by that writer.</p> <ul style="list-style-type: none"> <li>• Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers' expectations or values.</li> <li>• Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.</li> <li>• Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience's needs and/or advance a writer's purpose.</li> </ul>
<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Connotation</li> <li>• Denotation</li> <li>• Tone</li> <li>• Shift</li> <li>• Citation</li> <li>• Parenthetical elements</li> <li>• Aside</li> <li>• Modifiers</li> <li>• Syntax</li> <li>• Diction</li> <li>• Style</li> <li>• Punctuation</li> <li>• Italics</li> <li>• Boldface</li> </ul>	<p>Competencies/Skills (SW . . .):</p> <ul style="list-style-type: none"> <li>• 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</li> <li>• 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</li> <li>• 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</li> <li>• 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument..</li> <li>• 8.B Write sentences that clearly convey ideas and arguments.</li> <li>• 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.</li> </ul>

Assessments:

Timed Writing: Synthesis Essay (at least twice per semester)

Timed Writing: Rhetorical Analysis Essay (at least twice per semester)

Timed Writing: Argument Analysis Essay (at least twice per semester)

Multiple Choice Assessments from AP® Central or Princeton Review Guides (at least six times per semester)

Resources:

[AP® Central](#)

[Past AP Language and Composition Exam Materials](#)

Various years of The Princeton Review: AP® Language and Composition

Exemplar Texts:

All previous texts are utilized for this unit.

Additional:

[AP® English Language Notebook: TOC 1](#)

[AP® English Language Notebook: TOC 2](#)

[AP® English Language Notebook: TOC 3](#)