

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** 11

**Course Description:** This course is designed to follow the requirements for the English Language and Composition Advanced Placement Exam. The following information is directly from the Course Overview information provided by the College Board:

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. (Collegeboard 2022).

**Course Objectives as stated in the AP English Course Description:** By the end of the course students will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on reading, research, and/or personal experience
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Write for a variety of purposes
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions
- Demonstrate understanding of the conventions of citing primary and secondary source material
- Move effectively through the stages of the writing process with careful attention to inquiry and research, drafting, revising, editing, and review
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** Daniel Sleiman

## **Wilson Area School District Planned Course Materials**

**Planned Course Title:** AP Language and Composition

**Textbooks:**

American Literature and Rhetoric  
By: Robin Dissin Aufses et. al.  
Boston, MA: Bedford, Freeman & Worth, 2021

Literature: American Literature  
Houghton Mifflin Harcourt, 2012

**Supplemental Books:**

The Language of Composition: Reading, Writing, Rhetoric (second edition)  
By Renee H. Shea  
Boston, MA: Bedford / St. Martins, 2012

The Language of Composition: Reading, Writing, Rhetoric (third edition)  
By Renee H. Shea  
Boston, MA: Bedford / St. Martins, 2018

Advanced Language and Literature  
By Renee H. Shea  
New York, NY: Bedford, Freeman and Worth, 2016

**Teacher Resources:**

- Bedford/St. Martin's supplied instructor resources in conjunction with the texts American Literature and Rhetoric and The Language of Composition: Reading, Writing, Rhetoric.
- Collegeboard supplied teacher resources for exam materials, lesson construction, course development, and assessment materials.
- Houghton Mifflin Harcourt supplied other teacher resources which include ancillary workbooks, CD ROMS for test construction; online editions for students and teachers and Supplemental video excerpts to reinforce lessons

## Curriculum Map

### August and September:

- Unit 1 - Summer Reading Review
  - Formal Writing #1 Universal Theme summer reading essay
- Unit 2 - Chapter 1 of American Literature and Rhetoric - “Rhetorical Analysis”
  - Formal Writing #2- Practice Rhetorical Analysis Essay
- Unit 3 - Chapter 2 of American Literature and Rhetoric - “Evidence-Based Arguments”
  - Formal Writing #3 - Practice Synthesis Essay

### October:

- Unit 4: The Research Paper
  - Research skills
  - Using research in writing
  - Formal Writing Assignment #4 -Drafting and editing a formal research paper

### November:

- Unit 5: Chapter 5 of American Literature and Rhetoric - “Redefining America” and Introduction to Argumentative Essay.

### December:

- Continue / Complete Unit 5
  - Formal Writing #5 - Student choice of culminating essay

### January:

- Unit 6: American Literature and Rhetoric Chapter 6 - “A Meeting of Old and New Worlds”
  - Formal Writing #6 - Synthesis Essay

### February:

- Unit 7 - The Crucible by Arthur Miller and Fahrenheit 451 by Ray Bradbury
  - Formal Writing #7 - Compare/Contrast essay

### March:

- Unit 8: American Literature and Rhetoric Chapter 7 - “America in Conflict” (1830-1865)
  - Formal Writing #8 - Argumentative Essay

### April:

- Unit 9: American Literature and Rhetoric Chapter 8 - “Reconstructing America” (1865-1913) and The Great Gatsby by F. Scott Fitzgerald

### May/June:

- Test Preparation
  - AP Test
- Great Gatsby research project

## Curriculum Scope and Sequence

**Planned Course:** AP Language and Composition

**Unit 1:** Analysis of summer reading assignments

**Time Frame:** 2 Weeks

**PA Core Standards:** CC.1.3.11-12.A-F; CC 1.4.11-12.E,I,J,K,Q; CC 1.5.11-12.A,C

**AP Curricular Requirement:** 7A, 4A, 4B

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Review the plot of the novel by correctly incorporating literary terms for plot analysis
- Identify major and minor characters in the novel, trace their development, and make inferences based on the evidence
- Identify and discuss major themes and symbols in the novel and relate them to other works of literature, current events, and history
- Identify the narrator, the point of view, and evaluate the effectiveness and the purpose of the narrative choice
- Analyze the author's style
- Explain the novel's place and relationship to American literary period and/or history
- Draft, revise, and edit formal writing
- Demonstrate command of English grammar and usage

**Core Activities:** Students will complete/participate in the following:

- Students will review the assigned summer reading texts in whole class and small group formats, including discussion of plot, symbol, theme, and other appropriate literary devices. The class will analyze and discuss specific passages from assigned texts and respond to class-generated questions of the texts.
- Students will draft, revise, and edit formal writing assignment #1- Universal Theme. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students may take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction.
- Students may discuss plot, character, diction, theme, symbol, point of view, current and historical connections, rhetoric, and visual analysis in small groups and/or in large group instruction.
- Students will engage in classroom discussion that may include but are not limited to: theme, literary techniques, characters, and students' personal involvement with the text. Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (such as flashcards or Quizlets) in order to reinforce the words.

- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

**Extension:**

- Students may complete additional research on historical aspects of the novels
- Students may complete additional research on the artistic aspects of the novels

**Remediation:**

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may view the film adaptation of the novel if one has been created.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- The summer reading novel(s)
- A film adaptation, if it has been created

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## **Curriculum Scope and Sequence**

**Planned Course:** AP Language and Composition

**Unit 2:** American Literature and Rhetoric Chapter 1 - “Rhetorical Analysis”

**Time Frame:** Two Weeks

**PA Core Standards:** CC.1.3.11-12.A-F; CC 1.4.11-12.E,I,J,K,Q; CC.1.5.11-12.A,C

**AP Curricular Requirement:** 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze Aristotle’s three appeals (ethos, pathos and logos)
- Identify the speaker, audience, and purpose in readings
- Determine effective and ineffective rhetoric
- Analyze visual texts
- Write an analytical essay
- Draft, revise, and edit formal writing
- Demonstrate command of English grammar and usage

**Core Activities:** Students will complete/participate in the following:

- Students will read American Literature and Rhetoric Chapter 1 - “Rhetorical Analysis” and complete the chapter activities to analyze Aristotle’s three appeals (ethos, pathos and logos), identify the speaker, audience, and purpose in readings, determine effective and ineffective rhetoric, and analyze visual texts. Students will employ the SPACE CAT or SOAPS methods. Students will develop thesis statements and write an analytical essay.
- Students will draft, revise, and edit formal writing assignment #2 - Practice Rhetorical Analysis Essay. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students may take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction.
- Students will engage in classroom discussion that may include but are not limited to rhetoric, theme, literary techniques, characters, and students’ personal involvement with the text
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (such as flashcards or Quizlets) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests

**Extension:**

- Students may respond to additional practice writing prompts on AP Classroom.

**Remediation:**

- Students struggling with the text may seek additional assistance after school or before school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- American Literature and Rhetoric Chapter 1 - “Rhetorical Analysis”

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools
- AP generated scoring rubrics

## Curriculum Scope and Sequence

**Planned Course:** AP Language and Composition

**Unit 3:** American Literature and Rhetoric Chapter 2 - “Evidence-Based Arguments”

**Time Frame:** Three Weeks

**PA Core Standards:** CC.1.3.11-12.A-F; CC 1.4.11-12.E,I,J,K,Q; CC.1.5.11-12.A,C

**AP Curricular Requirement:** 3A, 3B, 3C, 4A, 4B, 5A, 6A, 6B, 6C, 8B, 8C

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Identify types of claims
- Identify and use different types of evidence
- Understand inductive vs deductive reasoning
- Identify and avoid logical fallacies
- Effectively synthesize a variety of sources
- Draft, revise, and edit formal writing.
- Demonstrate command of English grammar and usage.
- Craft a synthesis essay

**Core Activities:** Students will complete/participate in the following:

- Students will read American Literature and Rhetoric Chapter 2 - “Evidence-Based Arguments” and complete the chapter activities to identify and utilize different types of claims and evidence, understand the difference between inductive and deductive reasoning, identify logical fallacies, and to learn to create a synthesis essay. Students will develop thesis statements and write a synthesis essay.
- Students will draft, revise, and edit formal writing assignment #3 - Practice Synthesis Essay. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students may take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction.
- Students will engage in classroom discussion that may include but are not limited to rhetoric, claims, evidence, logical fallacies, and students’ personal involvement with the text. Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (such as flashcards or Quizlets) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

**Extension:**

- Students may respond to additional practice writing prompts on AP Classroom.



**Remediation:**

- Students struggling with the text may seek additional assistance after school or before school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- American Literature and Rhetoric Chapter 2 - “Evidence-Based Arguments”

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools AP generated scoring rubrics

## Curriculum Scope and Sequence

**Planned Course:** AP Language and Composition

**Unit 4:** The Research Paper

**Time Frame:** Four Weeks

**Common Core Standards:** CC.1.2.11-12.A-G; CC1.4.11-12.A-E,P,S-W

**AP Curricular Requirement:** 2B, 4A, 4B, 4C, 5A, 6A, 6B, 6C, 8B, 8C

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze and synthesize ideas from an array of sources.
- Evaluate, use, and cite primary and secondary sources.
- Write a short research paper
- Draft, revise, and edit to produce clear and coherent writing and demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective word choices.

**Core Activities:** Students will complete/participate in the following:

- Students will write a short research paper that presents an argument of their own inspired by topics and issues discussed this year in AP Language. This paper will require the analysis and synthesis of ideas from an array of sources. Students must have their thesis statements with a clear position approved before writing their papers. Students will evaluate, use, and cite a minimum of five primary and secondary sources as they establish their claims, refute their opposition and come to conclusions about the issue as they complete their researched argument paper.
- Students will follow the writing process of pre-writing, drafting, revising, and editing a composition.
- Students will use the library including databases to research their topics.
- Students may peer edit student drafts, group edit, and/or seek the teacher's assistance with particular editing questions.
- Students will produce a final draft that follows MLA format.
- Students will draft, revise, and edit formal writing assignment #4- Drafting and editing a formal research paper. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.

**Extension:** Students or teachers may vary the complexity or length of this assignment.

**Remediation:** Students may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Powerpoint presentations
- Class editing, peer editing, independent editing

- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Guidance regarding MLA formatting and research paper formatting from the Purdue OWL

**Assessments:** Assessments may include but are not limited to the following:

- Pre-writing notes
- Graphic organizers
- Research notes
- Rough draft
- Revisions
- Teacher or textbook generated exercises and assessments to support sentence, paragraph, or composition writing.
- Final draft
- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Planned Course:** AP Language and Composition

**Unit 5:** Chapter 5 of American Literature and Rhetoric - “Redefining America” and Introduction to Argumentative Essay.

**Time Frame:** Four Weeks

**PA Core Standards:** CC.1.2.11-12.A-G,I,L; CC.1.3.11-12.A-F,H,K,J; CC.1.4.11-12.E,F,K,L,Q,R; CC.1.5.11-12.A,B,E-G

**AP Curricular Requirement:** 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 8A, 8B, 8C

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Demonstrate knowledge of twenty-first century foundational works of American literature, including how two or more texts from the same period treat similar themes and topics.
- Analyze documents of historical and literary significance for their themes and purposes
- Analyze the impact of diction on meaning and tone.
- Analyze the development of theme.
- Determine the point of view and purpose.
- Analyze a complex set of ideas to explain how specific individuals, ideas, or events interact and develop over the course of a text.
- Cite textual evidence to support analysis of inferences.
- Determine the meaning of words and phrases including figurative and connotative meaning.
- Determine the author’s point of view and purpose as well as beauty in language.
- Integrate and evaluate multiple sources of information presented in multiple textual formats.

**Core Activities:** Students will complete/participate in the following:

- Students will listen to, read aloud, or read texts independently according to the teacher’s discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students’ personal involvement with the text. ● Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students will write responses to questions presented in the textbook in order to practice and develop skills needed for Argumentative, Rhetorical Analysis, and Synthesis essay writing for the AP test.

**Extension:**

- Students may read other works from this time period in American literature.
- Additional selection questions and ideas for research projects as well as other projects are available on LaunchPad
- Students will be encouraged to use vocabulary words from the unit in their own writing.

**Remediation:**

- Students who need remediation may access notes, study guides, and online assistance.
- Students may seek additional help before or after school with their teacher.
- Students may seek help in the tutoring lab or with an NHS peer tutor.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Powerpoint or Google Slide presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Online notes and study guides
- Teacher's Manual for American Literature and Rhetoric
- AP Classroom resources

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Planned Course:** AP Language and Composition

**Unit 6:** American Literature and Rhetoric Chapter 6 - “A Meeting of Old and New Worlds”

**Time Frame:** Five Weeks

**PA Core Standards:** CC.1.2.11-12.A-F, H-L; CC.1.3.11-12.A,C,E,F,I,J; CC1.4.11-12.C, E,G-K, N-Q; CC1.5.11-12.A, L

**AP Curricular Requirement:** 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 7A, 7C, 8B, 8C

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Cite textual evidence to support inferences, analyze and evaluate the effectiveness of structure, and evaluate reasoning in seminal nonfiction text.
- Analyze and evaluate the effectiveness of structure in text
- Determine an author’s point of view and purpose.
- Determine two or more central ideas of a text and analyze their development.
- Analyze documents of literary significance for their themes, purposes, and rhetorical features Interpret figures of speech in context and analyze their role in the text.
- Provide an objective summary of a text.
- Analyze multiple interpretations of a text, evaluating how each version interprets the source text.
- Analyze the impact of the author’s choices on a text.
- Analyze the impact of specific word choices on meaning and tone.
- Analyze nuances in the meaning of words with similar denotations.
- Identify patterns of word changes that indicate different meanings.
- Accurately use general academic and domain-specific words and phrases.
- Apply knowledge of language to make effective choices for meaning and style.
- Determine the meaning of words and phrases including figurative and connotative meaning.
- Use sources to inform an argument and appeal to an audience.
- Synthesize sources in writing.
- Analyze visual texts.
- Demonstrate command of parallel structure.
- Draft, revise, and edit to produce clear and coherent writing and demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective word choices.

**Core Activities:** Students will complete/participate in the following:

- Students will read Chapter 6- “A Meeting of Old and New Worlds” and complete the chapter activities.
- Students will complete Formal Writing #6 Synthesis Essay using one of the appropriate prompts on the “Suggestions for Writing” pages which end the chapter. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.

- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

### **Extension:**

- Students may read other works related to the unit
- Additional selection questions are available on LaunchPad
- Students will be encouraged to use vocabulary words from the unit in their own writing
- Students may use AP Classroom for additional writing practice

### **Remediation:**

- Students may seek additional help from teachers
- Students may revise assignments if appropriate

### **Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Powerpoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

### **Materials and Resources:**

- Teacher's Manual for American Literature and Rhetoric
- LaunchPad resources
- AP Classroom resources

### **Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-Class Timed Essays- Responding to AP or AP-like prompts
- Teacher generated scoring rubrics, Collegeboard generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## **Curriculum Scope and Sequence**

**Planned Course:** AP Language and Composition

**Unit 7:** The Crucible and Fahrenheit 451

**Time Frame:** Three Weeks

**PA Core Standards:** CC.1.2.11-12.A-L; CC.1.3.11-12.A-C, E-H,K; CC.1.5.11-12.A-D,F

**AP Curricular Requirement:** 1A, 1B, 2B, 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 7A, 7C, 8B, 8C

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Demonstrate knowledge of eighteenth-century foundational works of American literature as well as analyze documents of historical and literary significance for their themes, purposes and rhetorical features
- Discuss the legacy of the Puritan attitudes and values, and draw connections between this legacy and the events of the Red Scare which influenced both authors
- Cite textual evidence to support analysis, make inferences, determine themes and analyze the development, and provide an objective summary of the text
- Analyze style
- Acquire and accurately use general and domain-specific words
- Determine the meaning of words and phrases as they are used in a text
- Analyze the impact of specific word choices on meaning and tone
- Demonstrate knowledge of how two or more works from the same time period treat similar themes or topics
- Clarify the meaning of unknown words and phrases
- Interpret figures of speech in context and analyze their role in the text
- Analyze a complex set of ideas and explain how specific ideas interact and develop over the course of a text
- Determine an author's point of view and purpose in complex text
- Apply knowledge of language to how language functions in a different context
- Use context as a clue to the meaning of a word
- Demonstrate understanding of nuances in word meanings
- Produce clear and coherent writing by planning, revising, and editing
- Cite textual evidence to support an analysis, determine two or more themes, and analyze how the author's choices contribute to structure and meaning
- Analyze nuances in the meaning of words with similar denotations
- Analyze multiple interpretations of a drama by evaluating how each version interprets the source text
- Compare and contrast texts
- Analyze visual texts
- Synthesize sources to create original writing
- Draft, revise, and edit formal writing
- Demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective choices for meaning



**Core Activities:** Students will complete/participate in the following:

- Students will read Early American Writing: Historical Context and demonstrate knowledge of eighteenth-century foundational works of American literature as well as analyze documents of historical and literary significance for their themes, purposes and rhetorical features.
- Students will read the three text analysis workshops: Historical Narratives, American Drama, and Persuasive Rhetoric, which serve as models for analyzing the works in the unit.
- Students will read The Legacy of the Era and discuss the legacy of the Puritan attitudes and values.
- Students will read The Crucible by Arthur Miller. Students will cite textual evidence to support an analysis, determine two or more themes, analyze how the author's choices contribute to structure and meaning, use context as a clue to the meaning of a word, analyze nuances in the meaning of words with similar denotations.
- Students will complete a media study on The Crucible
- Students will read The Crucible and McCarthyism, The Demons of Salem, With Us Still, and Timebends. They will cite textual evidence to support analysis as well as determine an author's point of view and purpose in a text.
- Students will draft, revise, and edit formal writing assignment #7- Compare/Contrast Essay for The Crucible and Fahrenheit 451. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

**Extension:**

- Additional writing prompts are available
- Students will be encouraged to use vocabulary words from the unit in their own writing

**Remediation:**

- Students may seek additional help from teachers
- Students may revise assignments if appropriate

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Google Slides presentations

- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- American Language and Composition
- Teacher's Edition of American Language and Composition
- ExamView test generator
- AP Classroom resources

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-Class Timed Essays- Responding to AP or AP-like prompts
- Teacher generated scoring rubrics, Collegeboard generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** AP Language and Composition

**Unit 8:** American Literature and Rhetoric Chapter 7 - “America in Conflict” (1830-1865)

**Time Frame:** Four Weeks

**PA Core Standards:** CC.1.2.11-12.A,B,F,G,J,K; 1.3.11-12.A-C,F,H,I; CC.1.4.11-12.E,K,L,P,Q,S,X; CC1.5.11-12

**AP Curricular Requirement:** 1.A, 1.B, 2.A, 2.B, 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 8B, 8C

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Cite textual evidence to support analysis of inferences drawn from a text
- Identify and analyze development of theme
- Analyze the impact of specific word choices on meaning and tone
- Distinguish what is directly stated from what is really meant
- Determine the meanings of words and phrases as they are used in a text.
- Use context clues to determine meaning
- Determine the meanings of words and phrases including their figurative and connotative meaning
- Analyze the impact of the author’s choices regarding how to develop and relate elements of the story
- Analyze visual texts
- Analyze the impact of specific word choices on meaning and tone
- Draft, revise, and edit to produce clear and coherent writing and demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective word choices

**Core Activities:** Students will complete/participate in the following:

- Students will read Chapter 7- “America in Conflict” and complete corresponding text questions and exercises.
- Students will draft, revise, and edit formal writing assignment #8 - Choice from “Suggestions for Writing.” Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students will listen to, read aloud, or read independently the texts listed above according to the teacher’s discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students’ personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.

- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

**Extension:**

- Students may read other related works to the unit
- Additional selection questions and ideas for research projects as well as other projects are available
- Additional Launch Pad prompts are available
- Students will be encouraged to use vocabulary words from the unit in their own writing.

**Remediation:**

- Students may seek additional help from teachers
- Students may revise assignments if appropriate

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Powerpoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Teacher's Manual for American Literature and Rhetoric
- ExamView test generator
- AP Classroom resources

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-Class Timed Essays- Responding to AP or AP-like prompts
- Teacher generated scoring rubrics, Collegeboard generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** AP Language and Composition

**Unit 9:** American Literature and Rhetoric Chapter 8 - “Reconstructing America” (1865-1913) and The Great Gatsby by F. Scott Fitzgerald

**Time Frame:** Four Weeks

**PA Core Standards:** CC.1.2.11-12.A-G,I,L; CC.1.3.11-12.A-F,H,K,J; CC.1.4.11-12.E,F,K,L,Q,R; CC.1.5.11-12.A,B,E-G

**AP Curricular Requirement:** 1A, 1B, 2.A, 2.B, 3A, 3B, 4A, 4B, 6A, 6B, 6C, 8B, 8C

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes and topics
- Analyze documents of historical and literary significance for their themes and purposes
- Analyze the impact of diction on meaning and tone
- Analyze the development of theme
- Determine the point of view and purpose
- Analyze a complex set of ideas to explain how specific individuals, ideas, or events interact and develop over the course of a text
- Cite textual evidence to support analysis of inferences
- Determine the meaning of words and phrases including figurative and connotative meaning
- Determine the author’s point of view and purpose as well as beauty in language
- Integrate and evaluate multiple sources of information presented in multiple media formats

**Core Activities:** Students will complete/participate in the following:

- Students will listen to, read aloud, or read texts independently according to the teacher’s discretion and the needs of the students
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students’ personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests

**Extension:**

- Additional selection questions and ideas for research projects as well as other projects are available in LaunchPad
- Students will be encouraged to use vocabulary words from the unit in their own writing

**Remediation:**

- Students who need remediation may access notes, study guides, and online assistance
- They may seek additional help before or after school with their teacher
- They may seek help in the tutoring lab or with an NHS peer tutor

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Powerpoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- The Great Gatsby, by F. Scott Fitzgerald
- Online notes and study guides
- Movie adaptations of the novel
- Teacher's Manual for American Literature and Rhetoric

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

## **AP English Language and Composition Curricular Requirements - College Board**

CR1 - The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style. [Page 2]

CR2 - The course requires an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. [Page 2]

CR3 - The course provides opportunities for students to develop the skills in Skill Category 1 — Rhetorical Situation (Reading): Explain how writers' choices reflect the components of the rhetorical situation. [Page 4]

CR4 - The course provides opportunities for students to develop the skills in Skill Category 2 — Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation. [Page 4]

CR5 - The course provides opportunities for students to develop the skills in Skill Category 3 — Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument. [Page 5]

CR6 - The course provides opportunities for students to develop the skills in Skill Category 4 — Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim. [Page 5]

CR7 - The course provides opportunities for students to develop the skills in Skill Category 5 — Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument. [Page 7]

CR8 - The course provides opportunities for students to develop the skills in Skill Category 6 — Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument. [Page 5]

## Course Description

The AP English Language course provides students with the opportunity to read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situation, claims/evidence, reasoning/organization, and style. **[CR.1]** Students use given texts to reach the goal of effective writing and analysis: they will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response.

The course is structured both thematically and chronologically, based on district requirements and College Board's unit guide. I extend upon some of the required 11th grade texts and explore the basic readings by asking students to work with nonfiction titles that expand on the ideas stated or implied in the required texts. The textbook for the course is BFW Publishers' *American Literature and Rhetoric*, supplying many of the nonfiction readings for the course. Some materials from Language of Composition, 3rd edition, is also used. Additional readings come from such varied sources as Project Gutenberg, current events, national publications, and any other resources that seem likely to provide for rigor, depth, and high interest. **[CR.2]**

## Big Ideas

Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation. Claims and Evidence: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. Reasoning and Organization: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. Style: The rhetorical situation informs the strategic stylistic choices that writers make.

## Student Practice

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.



## Course Units

The units below show the general scheduling for the course. My students will complete Unit 9 before the AP Exam. After the AP Exam, students will work collaboratively to research elements of the 1920s foundational to *the Great Gatsby* and work together on a variety of small and large group projects, culminating in their Gatsby Party.

### Unit 1: Analysis of Summer Reading

Topic: *The Kite Runner*, *Their Eyes were Watching God*, and *The Scarlet Letter*.

Big Ideas: Claims and Evidence, Style

Skills: 7A, 4A, 4B

In unit 1, students review the texts they read independently through the summer. Students will analyze and compare the styles of the authors and will end the unit by writing an essay identifying and defending a universal theme between the texts.

#### Activities:

1. Using guiding questions and whole class / small group discussions, the class will review major themes and plot events from the three summer reading novels. As a whole class, we will discuss background information regarding the texts and authors, and put them into context historically as an introduction to discussion of context. The class will read specific passages from the texts together in order to explain how word choice, comparisons, and syntax contribute to the specific tone or style of the texts [7.A]
2. The class will work together to identify and support various universal theme statements using small group and paired discussion. [4.A, 4.B]

#### AP Classroom:

1. No AP Classroom assignments in this unit

#### Assessment:

1. Students will write an essay identifying and defending a Universal Theme. Students will defend their choices using cited evidence from the texts.

#### Texts:

1. *The Kite Runner* by Khaled Hossini
2. *The Scarlet Letter* by Nathaniel Hawthorne
3. *Their Eyes Were Watching God* by Nora Zeale Hurston

### Unit 2: Rhetorical Analysis

Topic: American Literature and Rhetoric Chapter 1 - Rhetorical Analysis

Big Ideas: Rhetorical Situation, Claims and Evidence

Skills: 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B

In unit 2, students begin building their foundational knowledge for the course. Chapter 1 of the textbook focuses on Rhetorical Analysis and discusses elements such as the Rhetorical Situation, Rhetorical Appeals, Analyzing Rhetoric and Style, and Crafting a Rhetorical Analysis Essay.

**Activities:**

1. Students will, as a whole class, independently and in small groups read and respond to questions in chapter 1 of the textbook. The texts in this chapter, such as but not limited to “Hillbilly Elegy” by J.D. Vance, “What it Takes to Put Away Your Phone” by Jia Tolentino, “The Checkers Speech” by Richard Nixon, and “On Recognition and Nation” by Diana Abu-Jaber will be used to discuss elements of rhetoric and rhetorical analysis. [1.A, 1.B, 2.A, 2.B, 3.A, 3.B]The elements to be discussed include all elements listed above. The class will review and discuss the texts and the answers to assigned questions together.
2. Students will read Abraham Lincoln’s *Gettysburg Address* to analyze Lincoln’s rhetorical situation in the text, and extend this conversation by also introducing and analyzing exigence, context and purpose.[1.A] **[CR.3]**

**AP Classroom:**

1. Practice: Complete Personal Progress Check MCQ for Unit 1.
2. Practice: Complete Personal Progress Check FRQ for Unit 1.

**Assessment:**

1. Students will respond to the Rhetorical Analysis essay prompt which ends the chapter. [4.A, 4.B]**[CR.4]**

**Texts:**

1. Assigned nonfiction texts within chapter 1 of *American Literature and Rhetoric*, including but not limited to “Hillbilly Elegy” by J.D. Vance, “What it Takes to Put Away your Phone” by Jia Tolentino, “The Checkers Speech” by Richard Nixon, “On Recognition and Nation” by Diana Abu-Jaber, “Letter to Mark Twain” by Helen Keller, “Government is Watching” (cartoon) by Nate Beeler.

**Unit 3: Evidence-Based Arguments**

Topic: American Literature and Rhetoric Chapter 2 - Evidence-Based Arguments

Big Ideas: Claims and Evidence, Reasoning and Organization

Skills: 3A, 3B, 3C, 4A, 4B, 5A, 6A, 6B, 6C, 8B, 8C

In unit 3, students begin addressing Big Idea 2 (Claims and Evidence) in detail. Students will learn about different types of claims and practice crafting their own. Students will analyze the effectiveness of different types of evidence such as personal experience, expert opinion, and quantitative evidence. Students will practice using inductive and deductive reasoning, and will study logical fallacies both in written and visual texts. At the end of the unit, students will read a variety of sources and write their own synthesis essay. **[CR5]**

**Activities:**

1. Students will, as a whole class, independently and in small groups read and respond to questions in chapter 2 of the textbook. The texts in this chapter, such as but not limited to “The Myth of the Latin Woman” by Judith Ortiz Cofer, “From a Certain Oil Refinery” by Theodore Dreiser, “Farewell, My Lovely!” by E.B. White, and “Women Must Learn to Play the Game as Men Do” by Eleanor Roosevelt will be used to describe lines of reasoning, discuss claims and evidence, analyze thesis, and explore the use of modifiers and counterargument [5.A, 3.A, 3.B,

3.C] The class will review and discuss the texts and the answers to assigned questions together.

**AP Classroom:**

1. Practice: Complete Personal Progress Check MCQ for Unit 2.
2. Practice: Complete Personal Progress Check FRQ for Unit 2.

**Assessment:**

1. Students will complete a practice Synthesis essay [4.A, 4.B, 6.A, 6.B, 8.B, 8.C]

**Texts:**

1. Assigned nonfiction texts within chapter 2 of *American Literature and Rhetoric*, including but not limited to “The Myth of the Latin Woman” by Judith Ortiz Cofer, “Women Must Learn to Play the Game as Men do” by Eleanor Roosevelt, “2004 Democratic Convention Speech” by Barack Obama, and “The Mindless Menace of Violence” by Robert F. Kennedy

**Unit 4: The Research Paper**

Topic: Writing a Research Paper

Big Ideas: Claims and Evidence, Reasoning and Organization

Skills: 2B, 4A, 4B, 4C, 5A, 6A, 6B, 6C, 8B, 8C

In unit 4, students will write a short research paper that presents an argument of their own inspired by topics and issues discussed this year in AP Language. This paper will require the analysis and synthesis of ideas from an array of sources. Students must have their thesis statements with a clear position approved before writing their papers. Students will evaluate, use, and cite a minimum of five primary and secondary sources as they establish their claims, refute their opposition and come to conclusions about the issue as they complete their researched argument paper.

**Activities:**

1. Students will begin each class period with a mini-lesson focusing on one aspect of their project. Students will then work independently to advance their project. I will work 1-1 with students during this time period to ensure completion of each step and the successful completion of the research project.

**AP Classroom:**

1. None this unit.

**Assessment:**

1. Students will complete the Research Paper.

**Texts:**

1. *American Literature and Rhetoric* by Robin Dissin Aufses et.al.

## Unit 5: Redefining America

Topic: 2001 to the Present

Big Ideas: Claims and Evidence, Reasoning and Organization

Skills: 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 8A, 8B, 8C

Unit 5 begins the thematic section of the course. Students will read 21st century nonfiction texts and make connections to other texts read during the year, as well as summer reading (specifically *the Kite Runner*.) Students will also be introduced to the Argumentative essay and will complete a practice argumentative essay.

### Activities:

1. Students will, as a whole class, independently and in small groups read and respond to questions in chapter 5 of the textbook. The texts in this chapter, such as but not limited to “Serving in Florida” by Barbara Ehrenreich, “Address to the Nation on September 11, 2001” by George W. Bush, “At Lowe’s Home Improvement Center” by Brian Turner, and “A Presumption of Guilt” by Bryan Stevenson will be used to make connections to the texts and practice analysis and argumentative skills [3.A, 3.B, 3.C]. The class will review and discuss the texts and the answers to assigned questions together. **[CR7]**
2. Students will respond to the Conversation synthesis prompt [4.A, 4.B, 6.A, 6.B, 8.B, 8.C]
3. Students will respond to an argumentative “Suggestions for Writing” prompt of their choice as a formal assignment.[8.A]

### AP Classroom:

1. Practice: Complete Personal Progress Check MCQ for Unit 3.
2. Practice: Complete Personal Progress Check FRQ for Unit 3.

### Assessment:

1. Students will respond to an argumentative essay prompt from the “Suggestions for Writing”

### Texts:

1. Assigned nonfiction texts within chapter 5 of *American Literature and Rhetoric*, such as but not limited to “Serving in Florida” by Barbara Ehrenreich, “Address to the Nation on September 11, 2001” by George W. Bush, “At Lowe’s Home Improvement Center” by Brian Turner, and “A Presumption of Guilt” by Bryan Stevenson

## Unit 6: A Meeting of Old and New Worlds

Topic: Beginnings to 1830s

Big Ideas: Claims and Evidence, Reasoning and Organization, Style

Skills: 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 7A, 7C, 8B, 8C

Unit 6 continues the thematic section of the course. Students will read colonial through post-revolutionary nonfiction texts and make connections to other texts read during the year, as well as summer reading (specifically *the Scarlet Letter*).

### Activities:

1. Students will, as a whole class, independently and in small groups read and respond to questions in chapter 6 of the textbook. The texts in this chapter, such as but not limited to “The

Iroquois Constitution” by the Iroquois Confederacy [3.A, 3.B, 3.C], “Journal of the First Voyage to America” by Christopher Columbus, “The Relation of Cabeza de Vaca” by Alvar Nunez Cabeza de Vaca, “A Modell of Christian Charity” by John Winthrop, and “Sinners in the Hands of an Angry God” by Jonathan Edwards will be used to make connections to and between the texts and to practice analysis and argumentative skills. [7.A, 7.C] The class will review and discuss the texts and the answers to assigned questions together.

**AP Classroom:**

1. Practice: Complete Personal Progress Check MCQ for Unit 4.
2. Practice: Complete Personal Progress Check FRQ for Unit 4.

**Assessment:**

1. Students will respond to a synthesis essay prompt from the “Suggestions for Writing” [4.A, 4.B, 6.A, 6.B, 6.C, 8.B, 8.C]

**Texts:**

1. Assigned nonfiction texts within chapter 5 of *American Literature and Rhetoric*, such as but not limited to “The Iroquois Constitution” by the Iroquois Confederacy, “Journal of the First Voyage to America” by Christopher Columbus, “The Relation of Cabeza de Vaca” by Alvar Nunez Cabeza de Vaca, “A Modell of Christian Charity” by John Winthrop, and “Sinners in the Hands of an Angry God” by Jonathan Edwards

**Unit 7: *The Crucible* and *Fahrenheit 451***

Topic: *The Crucible* and *Fahrenheit 451*

Big Ideas: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style

Skills: 1A, 1B, 2B, 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 7A, 7C, 8B, 8C

Unit 7 extends the conversation from unit 6. By using the analogy to Puritan literature found in *The Crucible*, students will explore, using nonfiction texts, how Arthur Miller worked to impact his own society. Students will analyze the use of logical fallacies as well as claims and evidence and style to accomplish this. Students will again extend this conversation through reading *Fahrenheit 451*, to see how an author used a futuristic society within the same context as Miller to accomplish similar goals.

**Activities:**

1. The class will read “The Crucible” and corresponding nonfiction texts such as Miller’s “Why I Wrote the Crucible.” The class will use this opportunity to study examples of logical fallacies and connect them to the context surrounding the play. [1.A, 1.B, 2.B]
2. The class will analyze the language used in specific passages of the text to analyze elements such as word choice, syntax, tone, and use of dependent and independent clauses. [7.A, 7.B]
3. The class will complete a media study of the play by watching the film adaptation, and will consider stylistic changes made between media types.
4. The class will read *Fahrenheit 451* in three “chunks,” and analyze the text as a whole group through activities and class discussion. The class will make comparisons between the two texts. [3.A, 3.B, 3.C]

**AP Classroom:**

1. Practice: Complete Personal Progress Check MCQ for Unit 5.

2. Practice: Complete Personal Progress Check FRQ for Unit 5.

**Assessment:**

1. Students will write a compare/contrast essay regarding the style of the two authors to accomplish similar goals. [4.A, 4.B, 6.A, 6.B, 6.C, 8.B, 8.C]

**Texts:**

1. Assigned nonfiction texts such as, but not limited to: *The Crucible and McCarthyism*, *The Demons of Salem*, *With Us Still*, and *Timebends*
2. *The Crucible* by Arthur Miller
3. *Fahrenheit 451* by Ray Bradbury

**Unit 8: America in Conflict**

Topic:1830-1865

Big Ideas: Claims and Evidence, Reasoning and Organization, Style

Skills: 1.A, 1.B, 2.A, 2.B, 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 8B, 8C

Unit 8 continues the thematic section of the course. Students will read fiction and nonfiction texts of the time period, and will make connections between texts within this and previous units.

**Activities:**

1. Students will, as a whole class, independently, and in small groups read and respond to questions in chapter 7 of the textbook. The texts in this chapter, such as but not limited to “The Minister’s Black Veil” by Nathaniel Hawthorne, “Responses to the Treaty of New Echota” by John Ross and Elias Boudinot, “Letter on the Condition of Women in the United States” by Sarah Grimke, and “The Fall of the House of Usher” by Edgar Allan Poe, will be used to continue to practice the skills necessary for the AP test. The class will discuss responses to the guiding questions within the textbook.

**AP Classroom:**

1. Practice: Complete Personal Progress Check MCQ for Unit 6.
2. Practice: Complete Personal Progress Check FRQ for Unit 6.

**Assessment:**

1. Students will respond to a rhetorical analysis essay prompt from the “Suggestions for Writing” [1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 6.A, 6.B, 6.C, 8.B, 8.C]

**Texts:**

1. Assigned nonfiction texts within chapter 7 of *American Literature and Rhetoric*, such as but not limited to “The Minister’s Black Veil” by Nathaniel Hawthorne, “Responses to the Treaty of New Echota” by John Ross and Elias Boudinot, “Letter on the Condition of Women in the United States” by Sarah Grimke, and “The Fall of the House of Usher” by Edgar Allan Poe

## Unit 9: Reconstructing America

Topic: 1865-1913 and *The Great Gatsby*

Big Ideas: Rhetorical Situation Claims and Evidence, Reasoning and Organization, Style

Skills: 1A, 1B, 2.A, 2.B, 3A, 3B, 4A, 4B, 6A, 6B, 6C, 8B, 8C

Unit 9 continues the thematic section of the course. Students will read fiction and nonfiction texts of the time period, and will make connections between texts within this and previous units. The class will also read *The Great Gatsby* by F. Scott Fitzgerald.

### Activities:

1. Students will, as a whole class, independently, and in small groups read and respond to questions in chapter 8 of the textbook. The texts in this chapter, such as but not limited to “To My Old Master” by Jourdon Anderson, “The Veteran in a New Field” by Winslow Homer (painting), “Speech on American Indian Rights” by Red Cloud, “The New Colossus” by Emma Lazarus, “Life on the Mississippi” by Mark Twain, and “The Talented Tenth” by W.E.B. DuBois, will be used to continue to practice the skills necessary for the AP test. The class will discuss responses to the guiding questions within the textbook.
2. Students will in class and independently read *The Great Gatsby*. The class will discuss the text by chapter in class, using activities, whole and small group discussion, and writing assignments, as well as activities such as Socratic Seminars. The class will connect the text to the Conversation question from Chapter 8, “Income Inequality: Are We Living in a New Gilded Age?”

### AP Classroom:

1. Practice: Complete Personal Progress Check MCQ for Unit 7.
2. Practice: Complete Personal Progress Check FRQ for Unit 7.

### Assessment:

1. Students will respond an essay prompt of their choice from the “Suggestions for Writing” [1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 6.A, 6.B, 6.C, 8.B, 8.C]

### Texts:

1. Assigned nonfiction texts within chapter 7 of *American Literature and Rhetoric*, such as but not limited to “To My Old Master” by Jourdon Anderson, “The Veteran in a New Field” by Winslow Homer (painting), “Speech on American Indian Rights” by Red Cloud, “The New Colossus” by Emma Lazarus, “Life on the Mississippi” by Mark Twain, and “The Talented Tenth” by W.E.B. DuBois
2. *The Great Gatsby* by F. Scott Fitzgerald
3. Film adaptation of *The Great Gatsby*