

AP Language and Composition/ECE ENGL 1007 CURRICULUM

Curriculum has been developed utilizing the [College Board Course Exam and Description for AP Language and Composition](#), [College Board AP Language and Composition Conceptual Framework](#), and the standards outlined by the [UConn ECE ENGL 1007](#) First Year Writing Course overview.



Grade Level(s): 11-12

Curriculum Author(s): Ben Guerette and Jessica McKay

Course Description:

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. This course also introduces students to the work of college writing, which includes posing questions, developing sustained intellectual projects, and generating knowledge that invites engagement with wide and varied audiences. Collaborative, student-driven inquiry developed in the context of a shared course investigation are at the forefront throughout the year. Students work on projects in which they select and define places where they might advance the class conversation across various media. Furthermore, the studio pedagogy component, which emphasizes collaborative problem-solving composing with a range of tools and technologies, puts emphasis on the wider rhetorical impact that a work can have. Studio work necessitates a critical awareness of composing practices and tools, and its focus on audience and practical effects encourages creativity, flexibility, and experimentation. Students produce writing in many modes and genres, and they are supported in their development as real world, deep writers, not just writers fluent in academic language.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Argumentation: Effectively Taking a Stance	How do you respond to an ongoing conversation about a subject?	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.	TCC2(9-12), CCE1 (9-12), DE1 (9-12), AA4(9-12)
Rhetorical Analysis: Crafting Effective Arguments	What rhetorical choices might you make to achieve your purpose and relate to your audience’s emotions and values?	Individuals write within a particular situation and make strategic writing choices based on that situation.	TCC1(9-12), TCC4(9-12), CCE2 (9-12), CCE4 (9-12), TI3(9-12), AA1(9-12), AA2(9-12), AA4(9-12)
Synthesis: Conversations within Arguments	How does a writer effectively create a new position by synthesizing the ideas and voices of others?	Synthesis requires consideration, explanation, and integration of others’ arguments into one’s own argument.	TCC3(9-12), CCE3(9-12), DE3(9-12), TI2(9-12), P3(9-12), AA3(9-12)
Exploration: Creatively Mastering Your Voice	How does a writer sustain the reader’s interest and curiosity?	The rhetorical situation informs the strategic stylistic choices that writers make.	TCC3(9-12), TI1(9-12), P4(9-12), AA3(9-12)



Unit 1 - Argumentation: Effectively Taking a Stance

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [College Board AP Language and Composition Conceptual Framework](http://www.CollegeBoard.org). For more information visit: www.CollegeBoard.org.

Rhetorical Situation: RHS-1.A-RHS-1.E, RHS-1.I-RHS-1.J

Claims and Evidence: CLE-1.A-CLE-1.E, CLE-1.G, CLE-1.R, CLE-1.I-CLE-1.K, CLE-1.O, CLE-1.V, CLE-1.X- CLE-1.Z

Reasoning and Organization: REO-1.A-REO-1.H, REO-1.M-REO-1.N

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE1 (9-12): Engage others in meaningful conversations while respecting multiple perspectives.
- DE1 (9-12): Seek, listen to, and understand multiple perspectives.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

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.

Essential Questions:

Rhetorical Situation:

- How does the writer tailor the evidence, organization, and language of their argument in consideration of both the context of the rhetorical situation and the intended audience’s perspectives on the subject and the audience’s needs?
- What are the components of your rhetorical situation?
- What should your introduction and conclusion accomplish?

Claims and Evidence:

- What kind of evidence (e.g., facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments) might you use to defend your claim?
- How does your choice of evidence reflect the rhetorical situation and advance your purposes?

	<ul style="list-style-type: none"> • How do you respond to an ongoing conversation about a subject? • How and why might you concede, rebut, and/or refute another's claim? <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> • How might you sequence the paragraphs of your argument to enhance your line of reasoning? • How might you evaluate your reasoning to avoid flaws that might negatively affect an audience's acceptance of your argument? <p>Style:</p> <ul style="list-style-type: none"> • How do you write sentences that convey a main idea? • How do you convey clear relationships between ideas within and across sentences?
<p>Students will know...</p> <p>Rhetorical Situation:</p> <ul style="list-style-type: none"> • RHS-1.A: The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message. • RHS-1.B: The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text. • RHS-1.C: The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text. • RHS-1.D: An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds. • RHS-1.E: Writers create texts within a particular context that includes the time, place, and occasion. • RHS-1.I 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, 	<p>Students will be able to...</p> <p>Rhetorical Situation:</p> <ul style="list-style-type: none"> • 1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. • 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. <p>Claims and Evidence:</p> <ul style="list-style-type: none"> • 3.A Reading – Identify and explain claims and evidence within an argument. • 4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim. • 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. • 4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

contextualized information, or a scenario.

- RHS-1.J 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.

Claims and Evidence:

- CLE-1.A Writers convey their positions through one or more claims that require a defense.
- CLE-1.B Writers defend their claims with evidence and/or reasoning.
- CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments.
- CLE-1.D Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification.
- CLE-1.E 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.
- CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience's emotions and values, and increases a writer's credibility.
- CLE-1.K Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports.
- CLE-1.R A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and

- 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives

Reasoning and Organization:

- 5.A Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument.
- 5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.

expertise.

- CLE-1.I A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence.
- CLE-1.J A writer's thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement.
- CLE-1.O A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument.
- CLE-1.V A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.
- CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.
- CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.
- CLE-1.Z Evidence and sources will either support, complement, or contradict a writer's thesis.

Reasoning and Organization:

- REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis.
- REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim.
- REO-1.C Writers explain their reasoning through commentary that connects chosen evidence to a claim.
- REO-1.D Commentary explains the significance and relevance of evidence in relation to the line of reasoning.
- REO-1.E The sequence of paragraphs in a text reveals the argument's line of reasoning.
- REO-1.F Flaws in a line of reasoning may render an argument

<p>specious or illogical.</p> <ul style="list-style-type: none"> • REO-1.M 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. • REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause 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. • REO-1.G 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. • REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition and description. 	
<p>Key Vocabulary: Line of Reasoning (Exigence, Claim, Subclaim, Evidence, Reasoning, Counter Arguments, Rebuttal, Refutation, Conclusion), Rhetorical Situation (Genre, Exigence, Purpose, Writer, Audience, Subject, Context), Thesis/Claim/Argument, Commentary, Position, Perspective, Credibility, Justification, Methods of Development (i.e. Narration, Cause-Effect, Comparison-Contrast, Definition and Description)</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p><i>Summative #1:</i> Summer Reading Tree of Reasoning Map</p> <p><i>Summative #2:</i> Timed Writing Prompt (AP Lang Exam) #3</p> <p><i>Summative #3:</i> Academic Argumentative Writing</p> <p>Students may fulfill the requirements of Summative #3 by choosing one of the essay options and writing an argumentative essay that has a defensible claim, has multiple subclaims, and appropriately utilizes and analyzes evidence from the text. Students will be asked to use at least one outside source (in addition to the focus text) to practice the skill of</p>	<p>Other Evidence:</p> <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Timed Writing Prompt #1 • Rhetorical Situation Graphic Organizer(s) • Tree of Reasoning/Line of Reasoning Graphic Organizer(s) • Perspectives in Conversation • Text-Based Argumentative Debate • Article Credibility Assessment • Academic Argumentative Writing Peer and Self Review <p><i>Interim Assessments:</i></p> <ul style="list-style-type: none"> • Timed Writing Prompt #2

command of evidence.	<ul style="list-style-type: none"> ● Perspectives in Conversation Paragraph ● Rhetorical Situation Quiz ● Rough Draft of Argumentative Writing
Learning Plan	
<p>THINK CRITICALLY AND CREATIVELY: TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.</p> <p><i>Summative #1:</i> Summer Reading Tree of Reasoning Map</p> <p><i>Summative #3:</i> Academic Argumentative Writing</p> <p><i>Interim:</i> Perspectives in Conversation Paragraph</p> <p><i>CFA #1:</i> Text-Based Argumentative Debate</p>	
<p>COLLABORATE AND COMMUNICATE EFFECTIVELY: CCE1 (9-12): Engage others in meaningful conversations while respecting multiple perspectives.</p> <p><i>CFA #1:</i> Text-Based Argumentative Debate</p> <p><i>CFA #2:</i> Informal class discussions about texts and individual writing</p>	
<p>DEMONSTRATE EMPATHY: DE1 (9-12): Seek, listen to, and understand multiple perspectives.</p> <p><i>CFA #1:</i> Text-Based Argumentative Debate</p>	
<p>ADAPT AND ADJUST: AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.</p> <p><i>Summative #3:</i> Academic Argumentative Writing--based on student interest and choice to further learning and skills</p>	
<p>Teacher Resources: Resources and texts including, but not limited to:</p> <ul style="list-style-type: none"> ● <i>Flood of Lies: The St. Rita's Nursing Home Tragedy</i> by James Cobb ● Databases: JSTOR, EBSCO Host, Statista, AllSides.com, Opposing Viewpoints ● Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc. ● Google Docs, Google Slides, Google Shared Drive, Google Classroom ● College Board released AP Language and Composition student samples, scorings guidelines, and rubrics ● AP Classroom 	

Unit 2 - Rhetorical Analysis: Crafting Effective Arguments

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [College Board AP Language and Composition Conceptual Framework](http://www.CollegeBoard.org). For more information visit: www.CollegeBoard.org.

Rhetorical Situation: RHS-1.F-RHS-1.H, RHS-1.K-RHS-1.N

Claim and Evidence: CLE-1.F, CLE-1.G, CLE-1.X

Reasoning and Organization: REO-1.I-REO-1.L, REO-1.N-REO-1.Q

Style: STL-1.A-STL-1.L, STL-1.N-STL-1.T

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- CCE2 (9-12): Seek, accept, and apply actionable feedback
- CCE4 (9-12): Express ideas in a variety of ways, according to context, purpose, and audience.
- TI3(9-12): I can formulate and investigate probing questions to further my learning.
- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
- AA2(9-12): I can assess my past successes and mistakes to change my approach.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

Rhetorical Situation:

- Individuals write within a particular situation and make strategic writing choices based on that situation.

Style:

- The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Questions:

Rhetorical Situation:

- How does the writer consider the rhetorical situation when crafting their message?
- What is your relationship with the audience, and how do you want the audience to perceive you?
- What rhetorical choices might you make to achieve your purpose and relate to your audience’s emotions and values?
- What diction and syntax choices should you make in order to influence not only how your audience perceives you but also the degree to which they may accept your argument?

	<p>Claims and Evidence:</p> <ul style="list-style-type: none"> • How does your choice of evidence reflect the rhetorical situation and advance their purposes? <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> • How might you use repetition, synonyms, pronoun references, or parallel structure to indicate or develop a relationship between elements of a text? <p>Style:</p> <ul style="list-style-type: none"> • Which words might you choose in your argument after considering not only the words' denotations and connotations but also their potential effect in the rhetorical situation? • How might you choose descriptive words and words with particular connotations to create a tone? • How might more precise word choices reduce potential confusion and affect how the audience perceives your perspective? • How do the word choices, syntax, and conventions that you employ contribute to your writing style? • How do your style and tone contribute to your complex, ironic, and/or changing perspective on the subject?
<p>Students will know...</p> <p>Rhetorical Situation:</p> <ul style="list-style-type: none"> • RHS-1.F Writers' perceptions of an audience's values, beliefs, needs, and background guide the choices they make. • RHS-1.G To achieve a purpose, writers make choices in an attempt to relate to an intended audience's emotions and values. • RHS-1.H Arguments seek to persuade or motivate action through appeals—the modes of persuasion. • RHS-1.K 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 	<p>Students will be able to...</p> <p>Rhetorical Situation:</p> <ul style="list-style-type: none"> • 1.B Reading – Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. • 2.B Writing – Demonstrate an understanding of an audience's beliefs, values, or needs. <p>Claims and Evidence:</p> <ul style="list-style-type: none"> • 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. • 4.C Writing – Qualify a claim using modifiers,

<p>by the audience to advance the writer’s purpose.</p> <ul style="list-style-type: none"> ● RHS-1.L 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. ● RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience. ● RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument. <p>Claims and Evidence:</p> <ul style="list-style-type: none"> ● CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. ● CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility. ● CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument. <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> ● REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text. ● REO-1.P 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. ● REO-1.Q 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. ● REO-1.I When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences. 	<p>counterarguments, or alternative perspective.</p> <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> ● 5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. ● 6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument. ● 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose. ● 6.C Writing – Use appropriate methods of development to advance an argument. <p>Style:</p> <ul style="list-style-type: none"> ● 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. ● 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. ● 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. ● 8.B Writing – Write sentences that clearly convey ideas and arguments. ● 7.C Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
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- REO-1.J 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).
- REO-1.K 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, like categories of comparison must be used.
- REO-1.L 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.
- REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause 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.
- REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.

Style:

- STL-1.A Words have both connotative and denotative meanings.
- STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer's perspective.
- STL-1.D A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style.
- STL-1.E Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words.
- STL-1.F 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.

- STL-1.Q A writer's style is made up of the mix of word choice, syntax, and conventions employed by that writer.
- STL-1.R 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.
- STL-1.G Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.
- STL-1.H The arrangement of sentences in a text can emphasize particular ideas.
- STL-1.I Subordination and coordination are used to express the intended relationship between ideas in a sentence.
- STL-1.J Writers frequently use coordination to illustrate a balance or equality between ideas.
- STL-1.K Writers frequently use subordination to illustrate an imbalance or inequality between ideas.
- STL-1.L The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.
- STL-1.S 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.
- STL-1.T 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.
- STL-1.N Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.
- STL-1.O 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.
- STL-1.P Some design features, such as italics or boldface, create

emphasis.	
Key Vocabulary: Rhetorical Choices/Strategies/Devices (i.e. Syntax, Allusion, Repetition, Tone, Diction, Connotation, Denotation, etc.), Sophistication, Complexity, Modes of Persuasion, Conventions (Coordination, Subordination, Clauses, Phrases, Modifiers, Parenthetical Elements), Punctuation (Commas, Colons, Semicolons, Dashes, Hyphens, Parentheses, Quotation Marks, End Marks), Design Features (Italics, Boldface, Subheadings, etc.)	
Assessment Evidence	
Performance Tasks: <i>Summative #1:</i> Timed Writing Prompt #3 <i>Summative #2:</i> Perspective-Taking: Effectively Entering a Conversation Based on the text, students examine the implications of an event from the past and how it affects the present and will affect the future. Students will need to develop an understanding of their rhetorical situation in order to ground their arguments in relevance and importance.	Other Evidence: <i>Formative Assessments:</i> <ul style="list-style-type: none"> ● Rhetorical Analysis Timed Writing Prompt #1 ● Prompt Graphic Organizers ● Multiple Choice Practice ● Summative #2 Concept Map <i>Interim Assessments:</i> <ul style="list-style-type: none"> ● Rhetorical Analysis Timed Writing Prompt #2 ● Rough Draft of Summative #2 ● Peer Editing/Revising and Self-Assessment ● Reading/Writing Progress Reflection
Learning Plan	
<p>THINK CRITICALLY AND CREATIVELY:</p> <ul style="list-style-type: none"> ● TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. ● TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. <p><i>Summative #2:</i> Perspective-Taking: Effectively Entering a Conversation</p> <p>COLLABORATE AND COMMUNICATE EFFECTIVELY:</p> <ul style="list-style-type: none"> ● CCE2 (9-12): Seek, accept, and apply actionable feedback ● CCE4 (9-12): Express ideas in a variety of ways, according to context, purpose, and audience. <p><i>Summative #2:</i> Perspective-Taking: Effectively Entering a Conversation CFA #1: Summative Concept Map Interim: Peer Editing/Revising</p> <p>TAKE INITIATIVE: TI3(9-12): I can formulate and investigate probing questions to further my learning.</p>	

Summative #2: Perspective-Taking: Effectively Entering a Conversation

ADAPT AND ADJUST:

- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
- AA2(9-12): I can assess my past successes and mistakes to change my approach.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

CFA #1: Self-Assessment

CFA #2: Reading/Writing Progress Reflection

Teacher Resources: Resources and texts including, but not limited to:

- *Killers of the Flower Moon: The Osage Murders and the Birth of the FBI* by David Grann
- Databases: JSTOR, EBSCO Host, Statista, AllSides.com, Opposing Viewpoints
- Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom
- College Board released AP Language and Composition student samples, scorings guidelines, and rubrics
- AP Classroom

Unit 3 - Synthesis: Conversations within Arguments

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [College Board AP Language and Composition Conceptual Framework](http://www.CollegeBoard.org). For more information visit: www.CollegeBoard.org.

Rhetorical Situation: RHS-1.E, RHS-1.L, RHS-1.N

Claims and Evidence: CLE-1.A-CLE-1.H, CLE-1.L, CLE-1.M-CLE-1.T, CLE-1.I, CLE-1.X-CLE-1.Z

Reasoning and Organization: REO-1.A-REO-1.H, REO-1.M-REO-1.N

Style: STL-1.S-STL-1.T, STL-1.L, STL-1.E-STL-1.F

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE3 (9-12): Lead group progress through active listening, questioning, and giving advice
- DE3 (9-12): Regulate their emotions to respond appropriately.
- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- P3: Demonstrate flexibility and acceptance of setbacks to reach success.
- AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

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.

Essential Questions:

Rhetorical Situation:

- In their argument, how does the writer seek to persuade or motivate action through appeals—the modes of persuasion?
- How does the writer's choices in diction and syntax influence how the audience perceives the writer and the degree to which an audience may accept the writer's argument?
- How does the writer tailor the evidence, organization, and language of their argument in consideration of both the context of the rhetorical situation and the intended audience's

<p>Reasoning and Organization:</p> <ul style="list-style-type: none"> Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. <p>Style:</p> <ul style="list-style-type: none"> The rhetorical situation informs the strategic stylistic choices that writers make. 	<ul style="list-style-type: none"> perspectives on the subject and the audience's needs? What is your relationship with the audience, and how do you want the audience to perceive you? <p>Claims and Evidence:</p> <ul style="list-style-type: none"> How does the writer's commentary establish a logical relationship between evidence and the claim it supports? (e.g., experiments) might you use to defend your claim? How and why does the writer consider, explain, and integrate others' arguments into their own argument? How does the writer acknowledge others' intellectual property in their argument? How does the writer respond to an ongoing conversation about a subject? <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> How does the writer use transitional elements (e.g., words, phrases, clauses, sentences, or paragraphs) to show relationships among ideas and create coherence among sentences, paragraphs, or sections of their argument? How and why does the writer select and use a particular method of development to advance their purpose? <p>Style:</p> <ul style="list-style-type: none"> How do your style and tone contribute to your complex, ironic, and/or changing perspective on the subject? How might more precise word choices reduce potential confusion and affect how the audience perceives your perspective?
<p>Students will know...</p> <p>Rhetorical Situation:</p> <ul style="list-style-type: none"> RHS-1.I 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, 	<p>Students will be able to...</p> <p>Rhetorical Situation:</p> <ul style="list-style-type: none"> 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 2.A Write introductions and conclusions appropriate to the

<p>engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.</p> <ul style="list-style-type: none"> ● RHS-1.J 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. <p>Claims and Evidence:</p> <ul style="list-style-type: none"> ● CLE-1.H An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument. ● CLE-1.K Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports. ● CER-1.L Writers introduce source material by using commentary to properly integrate it into their line of reasoning. ● CLE-1.M Synthesis requires consideration, explanation, and integration of others’ arguments into one’s own argument. ● CLE-1.N Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference. ● CLE-1.P When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument. ● CLE-1.Q A source provides information for an argument, and some sources are more reliable or credible than others. ● CLE-1.R A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a 	<p>purpose and context of the rhetorical situation.</p> <p>Claims and Evidence:</p> <ul style="list-style-type: none"> ● 3.A Identify and explain claims and evidence within an argument. ● 4.A Develop a paragraph that includes a claim and evidence supporting the claim. <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> ● 5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. ● 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. <p>Style:</p> <ul style="list-style-type: none"> ● 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively. ● 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. ● 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. ● 8.B Writing – Write sentences that clearly convey ideas and arguments.
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<p>different perspective based on their background, interests, and expertise.</p> <ul style="list-style-type: none"> ● CLE-1.S When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning. ● CLE-1.T The degree to which a source does or does not consider other positions reflects the degree to which that source is biased. ● CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning. ● CLE-1.V A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations. ● CLE-1.W Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms. ● CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument. <p>Style:</p> <ul style="list-style-type: none"> ● STL-1.D A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style. ● STL-1.E Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words. ● STL-1.F 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. ● STL-1.P Some design features, such as italics or boldface, create emphasis. 	
<p>Key Vocabulary: Synthesis, Research, Credibility, Main Idea, Purpose, Tone, Development of Theme, Argument, Self-Selection, Evaluation, Success Criteria, Sources in Conversation, Design Features (Italics, Boldface, Subheadings, etc.), Qualification, Refinement, Reconsideration,</p>	

Complexity, Overgeneralization/Oversimplification, Limitation, Implication, Citation, Ethical Research Practices, Bias, Scope, “Degree to Which,” Attribution, Reference, Perspective vs. Position

Assessment Evidence

Performance Tasks:

Summative #1: Group Research Project
Summative #2: Timed Writing Synthesis Prompt (AP Lang Exam) #3

To complete Summative #1, students will investigate a real-world problem/case that requires the development of a conclusion based on research. Using a variety of databases, including but not limited to historical newspapers, interviews, and archives, students will develop an argument that answers the questions of who, what, when, where, and how. As students develop this argument, they will pull evidence from a variety of sources to prove, without a reasonable doubt, that their conclusion is the logical conclusion.

Other Evidence:

Formative Assessments:

- Timed Synthesis Writing Prompt #1
- Putting Sources in Conversation
- Peer and Self-Evaluation
- Color-Coding a Sample Response
- Creating an Outline for a Practice Prompt
- Establishing Success Criteria for a Podcast/Documentary
- AP Multiple Choice Practice

Interim Assessments:

- Timed Synthesis Writing Prompt #2
- Sources in Conversation Revision
- Group Podcast Script Notes
- Teacher Conference for Work in Progress
- Hexagonal Thinking Activity/Index Conversation

Learning Plan

THINK CRITICALLY AND CREATIVELY: TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

CFA #1: Timed Synthesis Writing Prompt #1

CFA #2: Putting Sources in Conversation

CFA #4: Color-Coding a Sample Response

Interim #1: Timed Synthesis Writing Prompt #2

Summative #1: Group Research Project

Summative #2: Timed Writing Synthesis Prompt (AP Lang Exam) #3

COLLABORATE AND COMMUNICATE EFFECTIVELY: CCE3: Lead group progress through active listening, questioning, and giving advice

CFA #3: Peer and Self-Evaluation

CFA #5: Creating an Outline for a Practice Prompt
Interim #3: Group Podcast Script Notes
Summative #1: Group Research Project

DEMONSTRATE EMPATHY: DE3: Regulate their emotions to respond appropriately.
CFA #6: Establishing Success Criteria for a Podcast/Documentary
Summative #1: Group Research Project

TAKE INITIATIVE: TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
CFA #6: Establishing Success Criteria for a Podcast/Documentary
Summative #1: Group Research Project

PERSEVERE: P3: Demonstrate flexibility and acceptance of setbacks to reach success.
CFA #3: Multiple Choice Practice Prompt
CFA #4: Argumentative Practice Prompt
Interim #2: Sources in Conversation Revision
Summative #2: Timed Writing Synthesis Prompt (AP Lang Exam) #3

ADAPT AND ADJUST: AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.
CFA #7: AP Multiple Choice Practice
Interim #4: Teacher Conference for Work in Progress
Summative #1: Group Research Project
Summative #2: Timed Writing Synthesis Prompt (AP Lang Exam) #3

Teacher Resources:Resources and texts including, but not limited to:

- Databases such as JSTOR, EBSCO Host, Statista, AllSides.com, Opposing Viewpoints (as provided by the NHS library and the UConn Databases)
- Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom
- Video Recording applications such as WeVideo
- College Board released AP Language and Composition student samples, scorings guidelines, and rubrics
- AP Classroom

Unit 4 - Exploration: Creatively Mastering Your Voice

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [College Board AP Language and Composition Conceptual Framework](https://collegeboard.org/apcentral/framework/). For more information visit: [www.CollegeBoard.org](https://collegeboard.org).

The purpose of this post-AP exam unit is to allow students an opportunity to utilize all of the skills learned throughout the AP Language and Composition course in a self-directed research project. Therefore, listed below are focus standards rather than all of the standards that will be evidenced through this authentic application.

Rhetorical Situation: RHS-1.B, RHS-1.F, RHS-1.G, RHS-1.K, RHS-1.M

Claims and Evidence: CLE-1.AA-CLE-1.AF, CLE-1.U-CLE-1.W

Reasoning and Organization: REO-1.A-REO-1.F, REO-1.I, REO-1.L

Style: STL-1.Q, STL-1.R

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- P4 (9-12): Engage in responsible risk-taking to grow and achieve.
- AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

Rhetorical Situation:

- Individuals write within a particular situation and make strategic writing choices based on that situation.

Claims and Evidence:

Essential Questions:

Rhetorical Situation:

- What provoked or inspired the writer to develop this text?
- How does the writer make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in order to relate to the audience and advance the writer's purposes?

<ul style="list-style-type: none"> 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. <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. <p>Style:</p> <ul style="list-style-type: none"> The rhetorical situation informs the strategic stylistic choices that writers make. 	<ul style="list-style-type: none"> How does the writer anticipate and address the audience's values, beliefs, needs, and background, particularly as they relate to the subject of the argument? <p>Claims and Evidence:</p> <ul style="list-style-type: none"> What is the function (e.g., to illustrate, to clarify, to set a mood, to provide an example, to associate, to amplify or qualify a point) of particular evidence in your argument, experiments) might you use to defend your claim? Where might you strategically present your thesis statement in your argument? What is the scope of your claim? To what degree does your claim support, complement, or contrast with others' claims on this subject? <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> How do you address the subject's complexities in your reasoning and avoid oversimplifications and generalizations? To what degree do the quantity and quality of your evidence provide apt support for your line of reasoning? <p>Style:</p> <ul style="list-style-type: none"> How might you arrange sentences in a text to emphasize ideas? How might you use punctuation and text features to achieve a purpose and/or create an effect (e.g., clarify, organize, emphasize, indicate purpose, supplement information, contribute to a tone)?
<p>Students will know...</p> <p>Rhetorical Situation:</p> <ul style="list-style-type: none"> RHS-1.K 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 	<p>Students will be able to...</p> <p>Rhetorical Situation:</p> <ul style="list-style-type: none"> 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. 2.B Demonstrate an understanding of an audience's beliefs,

<p>by the audience to advance the writer’s purpose.</p> <ul style="list-style-type: none"> ● RHS-1.L 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. ● RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience. ● RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument. <p>Claims and Evidence:</p> <ul style="list-style-type: none"> ● CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about. ● CLE-1.Z Evidence and sources will either support, complement, or contradict a writer’s thesis. ● CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence. ● CLE-1.AB 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. ● CLE-1.AC 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. ● CLE-1.AD When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid. ● CLE-1.AE Transitions may be used to introduce counterarguments. 	<p>values, or needs.</p> <p>Claims and Evidence:</p> <ul style="list-style-type: none"> ● 4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspective. ● 4.A Develop a paragraph that includes a claim and evidence supporting the claim. <p>Reasoning and Organization:</p> <ul style="list-style-type: none"> ● 6.A Develop a line of reasoning and commentary that explains it throughout an argument. ● 6.C Use appropriate methods of development to advance an argument. ● 6.B Use transitional elements to guide the reader through the line of reasoning of an argument. <p>Style:</p> <ul style="list-style-type: none"> ● 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. ● 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. ● 8.B Writing – Write sentences that clearly convey ideas and arguments. ● 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.
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<ul style="list-style-type: none"> ● CLE-1.AF Not all arguments explicitly address a counterargument. <p>Style:</p> <ul style="list-style-type: none"> ● STL-1.Q A writer's style is made up of the mix of word choice, syntax, and conventions employed by that writer. ● STL-1.R 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. 	
Key Vocabulary: Problem Solving, Inquiry Based Research, Reflection, Collaboration, Independently Planning and Monitoring Research, Inquiry, Collaboration, Validity, Irony, Reader's Expectations/Values, Credibility	
Assessment Evidence	
<p>Performance Tasks:</p> <p>Summative #1: Time Magazine-style Tree of Reasoning Map</p> <p>Summative #2: Time Magazine-style Feature Article</p> <p>Students review the qualities of successful journal/magazine articles and then apply those qualities to a student selected topic that is inspired by the student's chosen text. Although there is an argument present in the assignment, the focus is on narrative and engagement of the audience in non-fiction writing.</p>	<p>Other Evidence:</p> <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● Annotated Source Log ● Perspectives in Conversation Organizer ● Multiple Choice Practice Test ● Argumentative Practice Prompt ● Tutorial Review for Summative-Specific Software or Formatting <p><i>Interim Assessments:</i></p> <ul style="list-style-type: none"> ● Teacher Conference for First Draft ● Self-Selected Text Quiz ● Research Collection and Evaluation ● First Draft of Feature Article
Learning Plan	
THINK CRITICALLY AND CREATIVELY: TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.	

CFA #1: Annotated Source Log
CFA #2: Perspectives in Conversation Organizer
Summative #1: Time Magazine-style Tree of Reasoning Map
Summative #2: Time Magazine-style Feature Article

PERSEVERE: P4(9-12): Engage in responsible risk-taking to grow and achieve.

CFA #3: Multiple Choice Practice Prompt
CFA #4: Argumentative Practice Prompt
Interim #3: First Draft of Feature Article
Summative #2: Time Magazine-style Feature Article

TAKE INITIATIVE: TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals

Summative #1: Time Magazine-style Tree of Reasoning Map
Summative #2: Time Magazine-style Feature Article

ADAPT AND ADJUST: AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Summative #2: Time Magazine-style Feature Article
Interim #1: Teacher Conference for First Draft
Interim #2: Research Collection and Evaluation

Teacher Resources: Resources and texts including, but not limited to:

- Student-Selected book-length nonfiction texts
- Databases: JSTOR, EBSCO Host, Statista, AllSides.com, Opposing Viewpoints
- Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom
- College Board released AP Language and Composition student samples, scorings guidelines, and rubrics
- AP Classroom