Danville Area School District
Course Overview and Scope and Sequence

Course Title: AP language and composition
Content Area: English, writing

Grade level: 11-12
Date Developed: August 2023

COURSE OVERVIEW:

- Students in AP language and composition will evaluate students' critical thinking, reflection, and writing skills as they read a variety of college level styles and texts.
- Students will learn principles of language of rhetoric and argument to analyze information and generate critical arguments with support/credible evidence and their own analysis.
- Students will learn to read closely and understand the process of critical analysis while developing an understanding of the author's intent and effect.
- Students will synthesize thematic concepts and understand how writing invites a dialectical process to enhance understanding.
- Higher level and critical thinking skills will encourage students to examine materials from multiple perspectives and include expository, argumentative, analytical, and narrative.
- Students will gain a deep understanding of awareness and analysis of language, composition, and effective communication.
- Students will practice writing in a variety of forms and styles of analytical and persuasive writings: journals, reflective writing, research papers, vignettes, and narratives and will practice the writing process including conferencing and revising and rewriting.
- This course is designed in accordance with the guidelines and scoring components described in the AP course description.

Mui, Sonny and Bill Tully. "AP English Language and Composition." College Board, 2020,

https://apcentral.collegeboard.org/media/pdf/ap-english-language-and-composition-course-and-exam-description.pdf.

Reading focus areas:

- Interact with text through close reading, analysis, and interpretation
- Engage and interact with text to discern not only the craft of the writer, but the connectivity to other texts
- Cite evidence to support claims and resolutions
- Read and analyze seminal U.S documents of historical and literary significance, including how each addresses related themes and concepts.

Writing focus areas:

- **Write routinely over extended periods (research, reflection, and revision) and shorter periods (single sittings) for a range of tasks, purposes, and audiences.**
- **Establish and sustain a precise controlling idea/claim/counterclaim/position choosing sophisticated organizational strategies: clear and well-defined intro, body, and relevancy evidence.**
- **Choose an effective style, tone, and POV**
- **Build knowledge on a subject through research projects and responding analytically to literary and informational sources.**

Speaking and listening focus areas:

- **Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.**
- **Talking about texts in order to develop knowledge of academic language and conceptual understanding**
- **Discuss and make connections among multiple texts using intra-, inter-, and extratextual questions**

Language and conventions focus areas:

- Demonstrate a command of standard English: grammar, usage, mechanics, precise language, and varied syntax
- Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career readiness level
- Demonstrate independence in gathering vocabulary knowledge

"English Language Arts: Grade 11-12 PA Common Core Standards." *Department of Education*, 2023,

file:///C:/Users/lschwartz/Downloads/PACore%20ELA%206-12_March%202014%20UA%20(1).pdf.

ANCHOR STANDARDS:

Reading

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

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

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

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

CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging

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

CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

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

CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features
CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
Writing
Informative
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.C Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension
CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; includeformatting when useful to aiding comprehension
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Argumentative
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Response to text

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

CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

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

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

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

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

KEY COURSE

Texts: *The Language of Composition; 50 Essays; Freakonomics* (Levitt and Dubner)*; The Complete Persepolis* (Satrapi)*; Thank You for Arguing* (Heinrichs)*; They Say, I Say* (Graff and Birkenstein)*; The Catcher in the Rye* - selections (Salinger)

Supplementals: video/media library *(Lang of Comp)*; current events - news clips and various other medias including satire; discussion boards - padlet, nearpod, Google suite; technology assistance - kahoot, quizlet, Gimkit, etc

KEY ASSESSMENTS:

Instructor observation - "Share independent learning" whole and small group collaboration

Rubrics - College Board (synthesis, rhetorical analysis, argumentative)

https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions

Teacher created rubrics for short research and writing (including journals)

Reading checks

Multiple choice exams - College Board (secure documents)

Greek and Latin participation and exams

Research with checkbrics

Projects - varied on units with teacher created rubrics

SCOPE AND SEQUENCE					
UNIT ESSENTIAL QUESTION	STANDARDS	CONTENT WITH SUPPLEMENTALS	ASSESSMENT	KEY VOCAB	TIME-FRAME
Unit 0.5 Intro Plagiarism EQ: What is plagiarism and how can I avoid it? Summer reading EQ: What was the impact of industrialization on American Society? Memoir presentations Who, where from speech	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2.F- eval diction/syntax CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W.1.4.S - reflect evid W.1.4.X - write - time SL1.5A - part/collab SL1.5B - eval persp SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	Google orientation, rules/expectations Plagiarism - lecture burst Quizlet practice Quiz and contract The Jungle exam Memoir project presentation Video model Presentations with positive notes - peer review	Smash or trash game, observation Quizlet scores Exam Signed contract Exam scores Observations Peer critiques Oral presentations Post it prize memo Written and oral presentations	Plagiarism Unauthorized Aid Direct Plagiarism Self-Plagiarism Copyright In-text Citation Work Cited Intellectual Property Summary Paraphrase Quotation Mosaic Plagiarism Sloppy Scholarship As determined by individual readers and selected texts	8 days (172 remain)
Unit 1	CC1.2A - central ideas	Model analysis - Rhetorical	Research	Rhetoric	10 days

Introducing Rhetoric - Using the "Available Means" EQ: What is rhetoric? How can authors use rhetoric to connect to an audience for a specific purpose?	CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2I - analy US doc CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions SL1.5A - part/collab SL1.5B - eval persp SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	situation - Lou Gehrig - "Farewell Speech" Soapstone Rhetorical triangle -M ina Shahinfar - "For Teenager..." Visual - Kahlo - "Self-Portrait..." Newell Convers Wyeth - "Covered Wagons..." Appeals Ethos - King George VI - "King's Speech" J.D. Vance = from *Hillbilly Elegy* with activity Logos - Alice Waters - "Slow Food Nation" and Tim Wu - from *Mother Nature*... Pathos - Richard Nixon - "Checkers Speech" and Dwight D. Eisenhower - "Order of the Day" with activity Combo E, L, P - Benjamin Banneker - Letter to Thomas Jefferson with essay Visual - Tim Toles - "Rosa Parks" and Nate, Beeler - "Government is Watching"	Discussion Discussion Digital analysis Discussion with written response Written analysis Reflective journals Discussion Padlet participation Written essay College Board rubric Padlet participation	Texts Media Speaker Occasion Audience Purpose Subject Tone Persona Ethos Logos Pathos Satire Claims Counterclaim Evidence	(162 remain)

		Rhetorical risks Anne Applebaum - :"If the Japanese Can't Build..." Alexandra Petri - "Barbie is Past Saving" Broti Gupta - "United Airlines Fight Club" The Onion - "Girl Moved to Tears by *OMAM*" Visual - Rolling Stone - "The Bomber" Culminating activity - Helen Keller to Mark Twain Terms Comp Check	Analysis - discussion, padlet with small and large group observation Padlet - small group observation Written essay with citations - College Board rubric Kahoot, quizlet Exam		
Unit 2 Close Reading - The Art and Craft of Rhetorical Analysis EQ: What choices do authors make to convey purpose in nonfiction writing? How does the	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2.H - eval seminal CC.1.2I - analy US doc CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp	Model analysis - Queen Elizabeth I "Speech to the Troops" Henry Louis Gates - "Restoring Black History" Geoffrey Nunberg - "The Decline of Grammar" Florence Kelly - "Speech on Child Labor"	Discussion Tone analysis Identify and analyze author's choices with three questions - written Model - discussion, graphic organizers	Unifying pronouns Diction Syntax Claims Counterclaims Refutation Metaphors Similes Personification Hyperbole Parallelism Juxtaposition Antithesis	10 days (152 days remain)

rhetorical situation affect the author's stylistic and rhetorical choices in a nonfiction text?	W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	Winston Churchill - "Blood, Toil, Tears, and Sweat" Visual - Dodge Durango - "Fat Cheeseburger"; PETA - "Cheeseburger"; Coach - "Bags" Shirley Chisholm - "People, Not Profits..." Culminating activity - Hillary Clinton - "2016 Concession Speech" Terms Comp check	Written analysis - group - fig lang - effect, rhetorical choices - effect, collective pronouns - effect, analysis purpose and success, completed graphic organizer Model - whole class discussion with padlet - digital contribution Annotations, discussion, analysis - thesis, org, structure, etc, graphic organizer College Board rubric - Rhetorical analysis Kahoot, quizlet Exam	Compound, complex, periodic, cumulative, imperative clause Imagery Oxymoron Annotating Thesis statement Integrate quotes	
Unit 3 Analyzing Arguments: from Reading to Writing EQ: What is an	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax	Model analysis - Tim Toles - "Crazed Rhetoric" Amy Domini - "Why Investing in Fast Food..."	Discussion - participation Analysis - shifts - digital response	Staking a claim Claims of fact Claims of value Claims of policy Open thesis Closed thesis	10 days (142 remain)

argument? How do writers successfully advocate for a cause? How do authors develop a claim with a line of reasoning? How can I engage in an argument and establish common ground? How can I construct my writing to develop a call to action?	CC.1.2.G - eval - media CC.1.2I - analy US doc CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	Ted Talk - Chimamanda Adiche - "Single Story" Roger Ebert - "Star Wars" Anna Quindlen - "The C Word..." "Felons and the Right to Vote" Visual - "Information is Ammunition" and "Deforestation" Lecture burst with reading - thesis, presenting evidence, fallacies Francine Prose - "I Know Why..." Visual - PETA - "Go Vegan" Concept of Relativity - chart	Discussion, journal response - central argument with rhetoric Model discussion - claims of fact, value, policy - criterion and effect Annotations with policy Analysis - claims with effect and collaboration - written Digital analysis - individual to group with claims work Participation in kahoot Paraphrase, rhetorical function, fallacies, claims - written - informative Digital reflect Discussion with graphic organizer	Red herring Ad hominem fallacy Faulty analogy Straw man False dilemma Hasty generalization Circular reasoning Bandwagon appeal Post hoc ergo propter hoc fallacy False authority First hand evidence Second hand evidence Expert opinion Quantitative evidence Classical Oration Induction Dedication Toulmin Model Assumptions	

		Jennifer Orladipo - "Why Can't Environmentalists..."	Personal experience analysis - discussion		
		Fabiola Santiago - "In College..."	Fallacies - digital analysis		
		Charles Camosy - "Trump Won because..."	Current event - rhetoric and perspectives		
		Nicholas Kristof - "Do You Care More..."	Written analysis - first and second hand, appeals, fallacies		
		Classical Oration - model Sandra Day O'Connor and Roy Romer - "Not by Math Alone"	Discussion with padlet		
		Malcolm Gladwell - from *Outliers*	Major and minor premise and conclusion analysis with induction and deduction ID		
		Thomas Jefferson - "The Declaration of Independence"	ID and analyze premises and conclusion, induction and deduction - written response		

		Toulmin Model - Visual - Queenie Visual - Doretha Lange - "Migrant Mother" analysis model Preparing to write lecture burst Thesis prompts: develop thesis, create an outline, support - research, counter, refute, relevance Culminating activity - Cell phones in school Terms Comp check	Small groups competition - digital response Padlet and discussion Completed notes and final essay Completed thesis statements, outlines, support, counter with refute, relevancy College Board rubric - Rhetorical analysis Kahoot, quizlet Exam		
Unit 4: Synthesizing Sources EQ: What is synthesis? How do writers develop positions on a subject? What types of	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2I - analy US doc CC.1.2.J - domain vocab	Lecture burst - Defining synthesis and approaching sources Laura Hillenbrand - from *Seabiscuit* Gerald Early - from *A Level Playing Field*	Discussion and participation Identify sources - padlet Written analysis - source and purpose		10 days (132 remain)

support and evidence should I use to create a strong line of reasoning? What strategies should I use to assess sources for credibility?	CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	Steven Pinker - "Words Don't Mean What They Mean" and "The Stuff of Thought" Synthesis essay - Conversations: "Is Technology Making Us Dumber?" "The Dumbest Generation" "Screen Time Dangerous" "Are We Getting Our Share" "This Is How the Internet..." "The Illusion of Knowledge" "Smarter than You Think" "Stop Googling. Let's Talk" "Americans' Cell Phone Use" Culminating activity - "Mandatory Community Service" "Commencement Address Wesleyan" "To Get to Harvard..." "The Downside of Volunteer" "Volunteer - Pathwa...y" "Volunteering Opens..." "With a Homeless Center..." Terms	Journals - sources and appeals to audience Summaries of sources - written Formulated position - written Framed quotes - written Integrated quotes explanation College Board rubric - synthesis essay Kahoot, quizlet		
Unit 5: Education EQ: To what extent do our	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct	Central text: Fareed Zakaria - from *In Defense of a Liberal Education* (2016)	Comp check Journals, debates, discussions, etc - Conversational tone, sophisticated	Student choice	18 days (114 remain)

schools serve the goals of true education?	CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research W1.4.X - timeframe SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use	Classic essay: Frederick Douglass - "The Blessings of Liberty and Education" (1894) Other voices: Ralph Waldo Emerson - from *Education* James Baldwin - "A Talk to Teachers: Danielle Allen - "What Is Education for?" Prince Ea - "What is School for?" https://www.youtube.com/watch?v=_PsLRgEYf9E David Sedaris - "Me Talk Pretty One Day"	argument, conversational tone, ethos, first & second hand evidence, counter argument Vocab journals Comp check Journals, debates, discussion, digital response - lyrical language, complex syntax, antiquated diction, purpose, edu and free relationship, extended metaphor (with emulation), rhetorical questions, juxtaposition, anaphora Vocab journals Comp checks Making connections journal - written Ethos, pathos, logos, rhetorical questions, induction, definition, process analysis, tone, anecdote, imagery, paradox, narration, cause effect,		

	SL1.5.G - command language		parallelism, humor, irony, claims, line of reasoning, primary, tone shifts, counterargument Vocab journals		
		Sherman Alexie - "The Joy of Reading..." Frederick Douglass - "Learning to Read..." Malcolm X - "Learning to Read"	Comp check Compare/contrast graphic organizers for Alexie, Douglass, and Malcolm X Journals - vocab, rhetoric, style, voice, tone, central idea, analysis Discussion		
		Visual Texts: Cyril Edward Power - "The Exam Room" and Roz Chast - "What I Learned..."	Digital tell all Views on education - journal Meditations on the purpose, shape, light, emotional effects of color, framing, expression, irony created by dissonance bt text and visual- journal Discussion - speaker learns; effective synergy; contrast; narrative in visual; titles and		

			subtitles Critique - reflective journal		
		Conversation: "The Future of High School" Mann - "Report of the MA Board..." Botstein - "Let Teenagers..." Infographic - "Mediation in Schools..." Wyman - "Why We Desperately..." Ripley - from What America Can Learn... Okwu - "How High Schools Are..." Mock - from "We Will Pay High..." Rolph - "This High School Wants to..."	Comp check Discussion Outline - Synthesis essay		
		The Catcher in the Rye - selections	Discussion Comp check Comparing texts - journal - central ideas and rhetoric		
		Greek and Latin Units 1-4 Final exams - synthesis essay https://apcentral.collegeboard.org/media/pdf/ap22-frq-english-language.pdf	Kahoots, quizlets Unit exams College board rubric		

		https://apcentral.collegeboard.org/media/pdf/ap21-frq-english-language.pdf?course=ap-english-language-and-composition Multiple choice practice	Secure documents - College Board		
Unit 6: Environment EQ: What is our responsibility to the natural environment?	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware	Central essay: Rachel Carson - from *Silent Spring* Classic essay: Ralph Waldo Emerson - from *Nature* Other voices: Williams - "The Clan of the	Comp check Rhetoric study - digital, oral, and written journal - fable, logos, pathos, concession and refutation, narration description,cause and effect Vocab journals Comp check Journals - written Rhetoric study - written and discussion: personification, paradox, allusion, description, , classification and division Comp checks Padlets, journals,		18 days (96 remain)

	W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research W1.4.X - timeframe SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	One…" Achenbach - "Why Science Is So…" Zhang - "Save the Galapagos…" Thomas - "Natural Man HDT - Selections from *Walden* Burdick - "The Truth…" Sacks - "My Periodic Table" Visual texts - Crumb "A Short History…" Dutch/Shell - "Let's Go" Conversations - synthesis - sustainable eating Pollan - from *Unhappy Meals* McWilliams - "The Locavore Myth" Niman - "The Carnivore's Dilemma"	discussion, debates: allusion, ethos, pathos, logos, definition, analogy, metaphor, syntax, imagery, personal experience, narration, use of sources, exemplification, cause and effect, claims, shifts in tone, extended examples, counter and refute, repetition, organization, data Vocab journals Comp check Compare/contrast graphic organizers Padlet - tell all, pattern, foreshortening, color, mass, light, logos, repetition Comp checks Central ideas - digital discussion Letter campaign Speech Debate		

		Foer - "Let Them Eat Dog..." Allen - "A Good Manifesto..." Eliazarov - from *Waste Not* Anthes - from Could Insects Be..." Gholipour - "Lab-Grown..." Greek and Latin - Units 4-6 Final exams (3 essays) - RA essay - HDT - Walking Argument - Nature Synthesis - Windmills https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions Multiple choice practice	Kahoots, quizlets, exams College Board rubrics College Board secure documents		
Unit 7: Community EQ: What is the relationship of the individual to the community?	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing	Central essay: MLK, Jr - "Letter from a Birmingham Jail"	Comp check Journals, discussion, debate, written responses: three rhetorical appeals, parallelism, repetition, rhetorical questions, imagery, metaphor, allusion, analogy, classification, division Vocab journals		18 days (78 remain)

	W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research W1.4.X - timeframe SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	Henry David Thoreau - "Where I Lived and What I Lived For" Other voices - Tan - "Mother Tongue" Gladwell - "Small Change" Mukherjee - "Two Ways to Belong..." Putman - "Health and Happiness" Community projects	Comp check Journals, discussions, padlets - solitude and community relationships, quality of life central idea, archaic diction, parable, metaphor, rhetorical questions, compare/contrast Vocab journals Comp checks Multiple choice AP test Journals, discussion, debates, digital responses: anecdote, tone, definition, ethos, pathos, logos, classification and division, anecdotal evidence, provocative diction, induction, fragments, symbolism Vocab journals TBD yearly by students		

		Final essays Synthesis - Cell Phones RA - Gandhi Argument - Overrated https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions Multiple choices exams Greek and Latin Units - 7-9	Completed projects Secure documents - College Board Kahoots, quizlets, exams		
Unit 8: Money EQ: What is the role of money in our everyday lives?	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions	Central text: Barbara Ehrenreich - from *Serving in Florida* Classic essay: Jonathan Swift - "A Modest Proposal"	Comp check Journals, graphic organizer, discussion: colloquial and colorful language - rhetorical risks, narrative form, relatable experience, ethos, humor Economy - work study - research Vocab journals Comp check Analysis - written - satire, antiquated language, wealth inequality, respond to gvt/citz		16 days (62 remain)

	W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research W1.4.X - timeframe SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	Other voices: Carnegie - from *The Gospel of Wealth* Washington - "The Atlanta Exposition" Eighner - "Dumpster Diving" Schlosser - from Strawberry Fields Singer - "The Singer Solution" Visuals - Rivera - "Night of the Rich" Florez - "Panama Papers" Conversations - "The Cost of College"	Journals, graphic organizer, debate - satire, logos, process analysis, cause and effect Model writing Vocab journals Comp checks Journals, discussions, analysis: claims, symbolism, examples, parable, antithesis, syntax, sentences, anaphora, ethos, didactic tone, imagery, use of sources, ethos, pathos, logos, hypotheticals, deductive reasoning, concession, exemplification, extended metaphors Vocab journals Digital tell all Shape, colors, space, texture, pattern, allusion, symbolism Research based project - completed		

		Finals - Synthesis - Eminent domain RA - Albright Argument - Gift from the Sea https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions Multiple choice tests Greek and Latin Units 10-12	Three completed essays College Board rubrics Secure documents - College Board Quizlets, Kahoots, exams		
Unit 9: Gender EQ: What is the impact of the gender roles that society creates and enforces?	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions	Central essay: Alice Walker - "In Search of Our Mothers' Gardens" (1972) Classic essay: Virginia Woolf - "Professions for Women" (1931)	Comp check Journals and discussion: figurative language, allusions, ethos Vocab journals Comp check Journals, discussion: POV, extended analogy, short, simple sentence contrast with long flow, exemplification, process analysis, self depreciation Vocab journal		18 days (44 remain)

	W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research W1.4.X - timeframe SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	Other voices: Adams - "Letters" Brady -" I Want a Wife" Gould - "Women's Brains" Staples - "Just Walk on by" Woolf - selected texts emulation writing Conversation - "Redefining Masculinity" Multiple choice exams Finals - 3 essays (2023) Synthesis - Vertical farms RA - Dove commencement Argument - Fear	Comp checks Journals, discussion, padlets, emulation writings: claims, ethos, pathos, logos, imagery, description, argument, characterization, parallelism, satire, anaphora, understatement, use of sources, logical fallacies, classification and division, imagery, mood, anecdote, juxtaposition, POV, concession and refutation Vocab journals Digital prep Debate Secure documents - College Board Completed essays - College Board rubrics		
Unit 10: Justice EQ: To what	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze	Central essay: Ta-Nehisi Coates - from *Between the World and Me (2015)*	Comp check Journal, discussion,		18 days (26 remain)

extent do our laws and politics reflect the values of a just society?	CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research W1.4.X - timeframe SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings	Classic essay: HDT - "Civil Disobedience" Other voices: Lincoln - "Gettysburg" Orwell - "Shooting an Elephant" JFK - "Inaugural Address" Satrapi - *The Complete Persepolis* Essays - TBD Synthesis	analysis: safety, future American Dream, anaphora, repetition, fragments, pathos, ethos Comp check Journals, discussion, padlet: claims, logos, definition, allusions, argument/counter Vocab journals Comp check Journals, graphic organizers, discussion: alliteration, antithesis, pacing, tone, ethos, pathos, logos, example, classification and division, figurative lang, parallelism, antithesis, anaphora, organization, space, color, text Vocab journals College Board rubric		

	SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	RA Argument Multiple choice exams	 College Board secure documents		
Supplementals: *Thank You For Arguing* *They Say, I Say* *Everest - media* *Persepolis - media* *Freakonomics*	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen	Heinrichs - *Thank You for Arguing* Oller - *They Say, I Say* Satrapi *Persepolis* Levitt, Dubner - *Freakonomics*	Comp check Rhetor's project Discussion Journals Graphic organizers Argument museum presentation Application to real world student choice Vocab journal Comp check Concept presentation - groups Vocab journals Comp check Discussion, journals, debate: Graphic form media for difficult subject matter, use of color, imagery, narrative Comp checks Group projects - presentations		26 days

	W.1.4.V - research W1.4.X - timeframe SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	*Everest* Salinger - *The Catcher in the Rye*	Vocab journals Comp check Digital notes Discussion Grit Comp check Whole novel discussion - time permitting		