

WGSD Curriculum -- AP Language and Composition

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.7 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.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
 - analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>fallacies, teacher-provided list of terms relating to diction and syntax, speaker, audience, purpose, ethos, pathos and logos, cultural assumptions, and syllogism.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts. ● identifying rhetorical strategies of both diction and syntax in a variety of texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read seminal U.S. texts from the 17th century to the present day.
- Students will identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical strategies of diction and syntax.

Learning Design

WGSD Curriculum -- AP Language and Composition

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a sophisticated text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support complex analysis of a text or texts.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit.*
- performing specific processes, such as:
 - Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
 - Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected and student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in an analysis.

Learning Design

WGSD Curriculum -- AP Language and Composition

Content

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze 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.
- [CCSS.ELA-Literacy.RI.11-12.10](#)
- By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate cultural literacy through the knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how cultural contexts surrounding a given work influence content, style, and themes.
- identifying and analyzing rhetorical strategies and how they work to accomplish an author's purpose.

2: Student demonstrates he/she is nearing the learning goal by

recognizing or recalling specific vocabulary, such as:

- *diction, figurative language, imagery, structure, syntax, ethos,*

pathos and logos.

performing specific processes, such as:

- identifying the cultural context of a given work.
- identifying some rhetorical strategies.
- identifying an author's purpose with textual support.

1: Student demonstrates little understanding or skill with the learning goal.

Learning Targets

Students will read, discuss, and analyze contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Learning Design

WGSD Curriculum – Determining Theme
AP Language & Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one another; students will also be able to analyze a single theme or central idea across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes or central ideas over the course of one or more texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes or central ideas are

	<p>communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical strategies of diction and syntax as support.</p> <ul style="list-style-type: none"> ● providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i> ● Performing basic processes, such as: <ul style="list-style-type: none"> ○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work. ○ identifying some rhetorical strategies. ○ providing an objective summary of a text. ○ identify some aspects of the rhetorical situation. ○ Identifying thematic similarities in two major texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will trace the development of two or more teacher-identified themes in a college-level text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a college-level text text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- AP Language and Composition

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) 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.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the vocabulary of rhetorical analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its

	<p>derivatives, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.4d) ● interpreting figurative language. ● correctly using domain-specific vocabulary in context of the analysis of literature and nonfiction texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, essential rhetorical terms.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words in and out of context with their definitions.
- Students identify connotation of words in context.
- Students use new words correctly in original compositions.
- Students practice applying rhetorical strategies to original compositions.

Learning Design

WGSD Curriculum -- AP Language and Composition

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful, well-

	<p>reasoned exchange of ideas. (CCSS.ELA-Literacy.SL.9-10.1b)</p> <ul style="list-style-type: none"> ● propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.9-10.1c) ● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. (CCSS.ELA-Literacy.SL.9-10.1d) ● evaluating the credibility and accuracy of information presented. ● evaluating a speaker's point of view, logic, and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.</i> ● Performing specific processes, such as: <ul style="list-style-type: none"> ● working with peers to establish rules for collegial discussions and decision making. ● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● preparing for participation in a discussion. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students engage in academic discourse through Socratic Circles
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- AP Language and Composition

Presentation of Information

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience and occasion.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- Presenting information, findings, and supporting evidence clearly, concisely, and logically.
 - Making strategic use of multimedia and digital media.
 - Choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.

	<ul style="list-style-type: none">● Demonstrating a command of formal English. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- AP Language and Composition

Argument Writing

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Learning Goal

Student will write grade-appropriate arguments.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.11-12.1a](#))
- developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.W.11-12.1b](#))
- using words, phrases, and clauses as well as varied syntax to link the major

	<p>sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)</p> <ul style="list-style-type: none"> ● establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (CCSS.ELA-Literacy.W.11-12.1e) ● providing a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim/ rebuttal, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.</i> ● performing basic processes such as <ul style="list-style-type: none"> ○ identifying claims and counterclaims from teacher-provided examples. ○ articulating specified patterns of logical sequence for argumentation. ○ establishing a claim and providing relevant evidence for the claim. ○ writing arguments using a teacher-provided template. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will write grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Students will introduce precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. ● Students will develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience’s knowledge level, concerns, values, and possible biases. ● Students will develop words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and

clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.

- Students will establish and maintain a formal style and objective tone while attending to the norms and conventions MLA and standard English usage.
- Students will provide a concluding statement or section that follows from and supports the argument presented.

WGSD Curriculum -- AP English Language & Composition

Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- choosing words and phrases for effect.
 - correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
 - choosing punctuation for effect.
 - recognizing and replacing vague pronouns.
 - recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
 - using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
 - varying sentence patterns for meaning, reader/listener interest, and style.
 - choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
 - recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric. ● using grade-appropriate grammar and usage in context and in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

WGSD Curriculum -- AP Language and Composition

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting simple and complex research projects in response to a prompt.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.

- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *in-text citation, source citation, Works Cited, synthesize, documentation, annotation, plagiarism, credibility, reliability, database, primary and secondary source.*
- performing specific processes, such as:
 - selecting and revising a topic.
 - choosing relevant resources.
 - taking focused notes.
 - developing a supportable thesis.
 - writing and revising in response to a research question
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- AP Language and Composition

Writers Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RI.11-12.5 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.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing a variety of rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying point of view and shifts in point of view and analyzing their effect.
- identifying and analyzing a wide range of techniques of diction and syntax.
- detailing how an author establishes mood and tone.
- identifying a wide range of structural techniques and analyzing how those choices impact meaning.
- distinguishing satirical writing from literal writing, including naming specific techniques and discussing their impact.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *diction, connotation, imagery, syntax, satire, irony, understatement, point of view, purpose, flashback, cause and effect, problem/ solution, and other rhetorical terms.*
- performing specific processes, such as
 - determining point of view and shifts in point of view.
 - identifying techniques of diction and syntax.
 - identifying mood, tone, and structural techniques.
 - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical terms.
- Students practice identifying and creating rhetorical techniques.
- Students analyze the effect of diction and syntax in a variety of texts.
- Students identify and analyze point of view and shifts in point of view.
- Students identify and analyze structural choices and how they affect theme and/or message.
- Students examine satirical techniques and analyze their effectiveness.

Learning Design