

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## AP LANGUAGE AND COMPOSITION

<b>Board Approval Date:</b> May 2, 2019	<b>Course Length:</b> 2 Semesters
<b>Grading:</b> A-F	<b>Credits:</b> 5 Credits per Semester
<b>Proposed Grade Level(s):</b> 11	<b>Subject Area:</b> English <b>Elective Area (if applicable):</b>
<b>Prerequisite(s):</b> Recommended A/B in Honors English 2 or A/B in English 2	<b>Corequisite(s):</b>
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue 'A-G' College Prep Status:</b> Yes	
<b>A-G Course Identifier:</b> (b) English	
<b>Graduation Requirement:</b> Yes	
<b>Course Intent:</b> District Course <b>Program (if applicable):</b> AP	

### COURSE DESCRIPTION:

AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions

defines Standard Written English, the preferred dialect for academic discourse.

While writing represents a significant component of this course, the core skill required is the ability to read well.

**DETAILED UNITS OF INSTRUCTION:**

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p><b>1. Chapter 1 LOC - Introduction to Rhetoric</b></p>	<p>For any given text: What is the rhetorical situation?            What is the subject?            What is the context?            Who is the audience?            What is the relationship of the speaker to the audience?            What is the speaker’s purpose?            What rhetorical appeals does the author use in a given text (ethos, logos, pathos)?            What rhetorical strategies (underlying text structures, etc.) does the author employ to convey their purpose?            How and why does the author use rhetorical choices (strategies and appeals) to advance their purpose?            For each question, how do you know--i.e. tie in text that supports your response.</p>	<p>*Charts            *Class discussion            *Short writings            *Read and analyze passages            *Timed writings            *Peer reviews            *Self-evaluation of own writings            *Analyze and comment upon mentor texts            *Emulate model texts            *Annotate for comprehension and initial analysis            *Teacher or textbook generated exercises and assessments to support sentence paragraph, or composition writing</p>	<p>*Write a rhetorical analysis essay on demand with time constraints            *Write an essay based on a close read of text</p>
<p><b>2. Chapter 2 LOC - Close Reading and Rhetorical Analysis</b></p>	<p>What is the subject of a given text?            What position and/or claim does the author makes regarding the given subject?            What inferences can I make from this text?</p>	<p>*Charts            *Class discussion            *Short writings            *Read and analyze passages            *Timed writings, peer reviews            *Self-evaluation of own writings</p>	<p>*Write a rhetorical analysis essay on demand with time constraints            *Write an essay based on a close read of text</p>

	How and why does the author use rhetorical choices (strategies and appeals) to advance their purpose?	<ul style="list-style-type: none"> <li>*Analyze and comment upon mentor texts</li> <li>*Emulate model texts</li> <li>*Practice AP-style multiple choice questions</li> <li>*Revise and enhance a rhetorical analysis essay (from a portfolio pool of student generated option)</li> </ul>	
<b>3. Chapter 3 LOC - Analyzing Argument: Reading and Writing</b>	<p>What is argument?  What are the major aims behind Classical, Rogerian, and the Toulmin methods of writing arguments?  What are different types of claims, and what effect does each have on the overall argument of the piece?  What is the difference between an open thesis (claim) and a closed thesis (claim)?  When might a writer use a counter argument thesis?  What are the different types of evidence?  What makes evidence relevant, accurate and sufficient?  What are logical fallacies?  In what ways might writers use logical fallacies?</p>	<ul style="list-style-type: none"> <li>*Charts</li> <li>*Class discussion</li> <li>*Short writings</li> <li>*Read and analyze passages</li> <li>*Timed writings</li> <li>*Peer reviews</li> <li>*Self-evaluation of own writings</li> <li>*Analyze and comment upon mentor texts</li> <li>*Emulate model texts</li> <li>*Practice AP-style multiple choice questions</li> <li>*Teacher or textbook generated exercises and assessments to support sentence, paragraph, or composition writing</li> <li>*Unit skills for writing on demand: Introduce your argument, inform your audience, support your argument, acknowledge and refute the counterargument, conclude your argument</li> </ul>	*Write an argument essay on demand and/or a process essay
<b>4. Chapter 4 LOC - Synthesizing Sources</b>	<p>What is synthesis?  How do we use source material to inform argument?  What are different ways to integrate evidence and quotations?  What claim is each source making about the issue?  What data or evidence does the source offer in support of the claim? What are the</p>	<ul style="list-style-type: none"> <li>*Charts</li> <li>*Class discussion</li> <li>*Short writings</li> <li>*Read and analyze passages</li> <li>*Timed writings</li> <li>*Peer reviews</li> <li>*Self-evaluation of own writings</li> <li>*Analyze and comment upon mentor texts</li> <li>*Emulate model texts</li> <li>*Practice AP-style multiple</li> </ul>	*Write a synthesis argument essay on demand and/or as a process essay

	assumptions or beliefs (explicit or unspoken) that warrant using this evidence or data to support the claim?	choice questions *Teacher or textbook generated exercises and assessments to support sentence, paragraph, or composition writing *Unit skills for writing on demand: Introduce your argument, inform your audience, support your argument, acknowledge and refute the counterargument, conclude your argument	
<b>5. LOC - Chapters 5-12 Thematic Test Preparation Possible Topics: Education Pop Culture Environment Community Sports Gender Justice</b>	*See above	*Charts *Class discussion *Short writings *Read and analyze passages *Timed writings *Peer reviews *Self-evaluation of own writings *Analyze and comment upon mentor texts *Emulate model texts *Practice AP-style multiple choice questions *Teacher or textbook generated exercises and assessments to support sentence, paragraph, or composition writing *Unit skills for writing on demand: Introduce your argument, inform your audience, support your argument, acknowledge and refute the counterargument, conclude your argument	*Write multiple on demand and/or process rhetorical analysis, argumentative and synthesis essays

**ESSENTIAL STANDARDS:**

Reading

Key Ideas and Details:

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.

## Craft and Structure

CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

## Integration of Knowledge and Ideas:

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.

## Range of Reading and Level of Text Complexity:

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.

## Writing

### Text Types and Purposes:

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.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B 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.

CCSS.ELA-LITERACY.W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy>

### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<http://www.corestandards.org/ELA-Literacy/>

### **Link to Program Content Area Standards (if applicable):**

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

## **TEXTBOOKS AND RESOURCE MATERIALS:**

### **Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
		<i>The Language of Composition</i>	Shea, Scanlon, Dissin Aufses, Harowitz Pankiewicz	Bedford, Freeman & Worth	Third	

### **Other Resource Materials**

N/A

### **Supplemental Materials**

Board Approved Supplemental Materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

- College Board supplied teacher resources for exam materials, lesson construction, and course development

- Library of Congress materials
- Film adaptation of novels, if available