AP English Language and Composition

Curriculum Map Template

Teacher: Mrs. Kanaskie

Week	Unit Name (Topic)	Lesson	Objectives	Standards and Eligible Content: PA Common Core aligned	Standards and Eligible Content: AP board aligned skills	Resources	Assessments	Vocab
Q1	Intro to Rhetoric	Introduction to SOAPStone /the rhetorical situation Appeals Claims and evidence	Identify the Rhetorical Situation Practice finding elements of rhetorical situation Close Reading/Text annotation Ethos, pathos, logos Analyzing Arguments/Claims and Evidence Identify types of claims	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	RHS-1.A RHS-1.B RHS-1.C RHS-1.D RHS-1.E 1.A 3.A CLE-1.A CLE-1.B CLE-1.C CLE-1.D CLE-1.E 4.A Identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message Identify and explain claims and evidence within an argument Develop paragraphs	*The Language of Composition* textbook Gettysburg Address George Bush's Address to the Nation on 9-11-01, Jon Stewart's Appeal to Congress, The King's Speech, *Hillbilly Elegy*, *Slow Food Nation*, Nixon's "Checkers" Speech, Various visual texts	Formative: annotation, identification of rhetorical devices, develop a paragraph that includes a claim and evidence supporting the claim Unit 1 Progress Check Unit 2 Progress Check Summative: Rhetorical Terminology Quiz Rhetorical Analysis Essay	rhetorical terminology

				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.1.4.11–12.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 the topic thoroughly by selecting the most significant and relevant	comprised of a claim and evidence that supports the claim Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs Identify and describe the overarching thesis of an argument and any indication it provides of the argument's structure Demonstrate an understanding of an audience's beliefs, values, or needs Develop paragraphs comprised of a claim and evidence that supports the claim Write a thesis statement that requires proof or defense and that may preview the structure of the argument			

				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; include formatting 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. claim and evidence that supports the claim.				
Q1	Argument	Analyzing argument, Appeals, and line of reasoning	Analyze rhetorical appeals Practice recognition of appeals Write about audience's beliefs, values, or needs Analyze thesis, evidence, and	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	Identify and explain claims and evidence within an argument Demonstrate an understanding of an audience's beliefs, values, or needs Develop paragraphs comprised of a	*Language of Composition* textbook selections, including Lou Gehrig "Farewell" Speech, Brent Staples "Just Walk on By," *Macbeth* intro to *In Cold Blood*	Unit 3 Progress Check Argumentative Essay Unit 4 Progress Check Timed essay practice	Rhetorical terminology

			structure	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	claim and evidence that supports the claim. Write a thesis statement that Requires proof or defense and that may preview the structure of the argument. Develop paragraphs composed of a claim and evidence that supports the claim. Describe the line of reasoning and explain whether it supports the argument's overarching thesis. Develop a line of reasoning and commentary that explains it throughout an argument. Use appropriate methods of development to advance argument.			

				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, 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.				
Q2	Synthesis	Rhetorical Anaylsis Claims and evidence Public speaking	Analyze rhetorical appeals Practice recognition of appeals	CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Write a thesis statement that: Requires proof or defense and that may preview the structure of the argument	*Language of Composition* selections, *including*: Thoreau: Intro to *Walden*	Timed essays Multiple choice practice Synthesis essay Small group	Thoreau vocabulary

			Write about audience's beliefs, values, or needs Analyze thesis, evidence, and structure	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),	Develop paragraphs composed of a claim and evidence that supports the claim Describe the line of reasoning and explain whether it supports the argument's overarching thesis Develop a line of reasoning and commentary that explains it throughout an argument Use appropriate methods of development to advance argument Identify and explain claims and evidence within an argument Demonstrate an understanding of an audience's beliefs, values, or needs Identify and explain claims and evidence within an argument Develop paragraphs	visual ads *Into the Wild*, Jon Krakauer Various essays on Thoreau's philosophy	presentations Progress Check 5	

				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, 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	composed of a claim and evidence that supports the claim. Describe the line of reasoning and explain whether it supports the argument's overarching thesis. Develop a line of reasoning and commentary that explains it throughout an argument. Develop paragraphs comprised of a claim and evidence that supports the claim. Recognize and explain the use of methods of development to accomplish a purpose. Use appropriate methods of development to advance argument. Use transitional elements to guide the reader through the line of reasoning of an argument.			

				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. 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.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	Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.			

				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.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking, based on Grades 11–12 level and content.				
Q2/Q3	Synthesis	Analyzing sources Public speaking Writing a synthesis essay Analyzing film/visual sources		CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific 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		*In Cold Blood*, nonfiction novel and film *Capote* film Essays found in *Language of Composition* textbook "Justice and the Passion for	Timed essay practice Socratic seminars Synthesis essay Film analysis Progress Check 6 Rhetorical Devices analysis	Rhetorical Terminology

				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.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on		Vengeance," Robert C. Salomon "Hellhole," Atul Gawande and "American Notes for General Circulation," Charles Dickens "The Irrationality of Natural Life Sentences," Jennifer Lackey		

				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.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.1.5.11-12.E Adapt speech to a variety of contexts and				

				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				
Q3	Rhetorical Analysis	Deepening practice/ exam prep	Satire Thematic close reading Visual source analysis	CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks CC.1.5.11–12.F Make strategic use of digital	Identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message Identify and explain claims and evidence within an argument Develop paragraphs comprised of a claim and evidence that supports the claim Explain how an argument	*Language of Composition Textbook selections*; *selections from CommonLit.com and Vocabulary.com* Emerson on Education Hip Hop Planet Vera Brittain: A testament of youth	Progress check 7 Rhetorical analysis of a multi media source Timed essay practice	Rhetorical devices, selected vocabulary from essays, speeches, and excerpts

				media in presentations to add interest and enhance understanding of findings, reasoning, and evidence CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the	demonstrates understanding of an audience's beliefs, values, or needs Identify and describe the overarching thesis of an argument and any indication it provides of the argument's structure Demonstrate an understanding of an audience's beliefs, values or needs Develop paragraphs comprised of a claim and evidence that supports the claim Write a thesis statement that Requires proof or defense and that may preview the structure of the argument			
Q4	Independent reading/research/ synthesis	Summative assessment of rhetorical analysis, argument, and synthesis skills	Rhetorical analysis of text Researching sources Thesis development/self-generated questions	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the	Identify and explain claims and evidence within an argument Develop paragraphs composed of a claim and	Student choice from teacher curated list of current non-fiction titles Student research of supplemental	Synthesis essay Timed essay practice Progress Checks 8 and 9 AP Exam	

				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 on and related to an author's implicit and explicit assumptions and beliefs. 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.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as	evidence that supports the claim. Describe the line of reasoning and explain whether it supports the argument's overarching thesis. Develop a line of reasoning and commentary that explains it throughout an argument. Recognize and explain the use of methods of development to accomplish a purpose. Use appropriate methods of development to advance argument. Use transitional elements to guide the reader through the line of reasoning of an argument. Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	sources.		

				well as in words in order to address a question or solve a problem. CC.1.4.11–12.V. 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. CC.1.4.11–12.W. 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. 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 or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				