



Northern York County School District

Curriculum Overview

Course: AP Language and Composition	
Grade Level: 11	
Approval Date:	Length of Time: 180 Days
Course Description: <p>The course provides an enriching experience in the study of language by analyzing prose in a variety of rhetorical contexts, and it fulfills the requirements of the AP English Language and Composition Course Description. Focus will be determining a writer's purpose, identifying the intended audiences, and examining how genre conventions and the resources of language contribute to effectiveness in writing. There will be substantial writing and editing throughout the year.</p>	
Course Objectives: <ul style="list-style-type: none">• Analyze claims in a text and determine whether the writer backs up their assertions with reasoning & evidence• Analyze and apply how writers organize information and evidence to support an argument and appeal to formal or informal audiences.• Evaluate how authors' perspectives influence the development of their arguments and assess how these arguments reinforce, challenge, or complicate one another.• Analyze how writers develop arguments through the integration of claims, reasoning, and evidence as well as organizing introductions and conclusions to establish purpose and reinforce the argument.• Evaluate how specific rhetorical choices, including language, structure, and strategic use of evidence, contribute to the coherence and effectiveness of an argument.• Analyze how a writer's position, perspective, and potential bias shape arguments in order to evaluate and integrate multiple perspectives into formal written responses.• Evaluate the sophistication of arguments on a topic by assessing the strength of a writer's reasoning, the relevance and credibility of evidence, and the effectiveness of rhetorical strategies.• Synthesize how stylistic choices such as diction, syntax, tone, and figurative language shape an argument's clarity, persuasion, and overall effectiveness.• Create a sophisticated argument that incorporates and responds to multiple perspectives through the synthesis of multiple sources.	

Related Standards:

- **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.1.3.11-12.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.1.3.11-12.H:** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- **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.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.1.5.11-12. 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. 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.

AP Language and Composition Core Skills

- 1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 4.B: Write a thesis statement that requires proof or defense, and that may preview the structure of the argument.
- 5.C: Recognize and explain the use of methods of development to accomplish a purpose.
- 6.C: Use appropriate methods of development to advance an argument

Units:

- Intro to Rhetorical Theory, Argument, and Synthesis
- Colonial Period Texts
- Period of Enlightenment Texts
- Romantic Period Texts
- American Regionalism/Naturalism Texts
- Development of Argument and Synthesis, and Test Preparation
- Research Paper
- Modern Period Texts
- American Poetry

Concepts:

- **Analysis:** Critically assess the credibility, relevance, accuracy, and bias of sources and ideas to make informed, evidence-based judgments. In 11th grade AP Language, students evaluate works using the SOAPStone method (identifying the speaker, occasion, audience, purpose, subject, and tone), then rate the reliability and limitations of varied sources by discerning how context, perspective, and purpose shape the presentation of information.
- **Synthesis:** Integrate information, perspectives, and concepts from multiple sources to construct a cohesive, original interpretation or argument. In 11th grade AP Language, students will evaluate the relationships among texts, identifying thematic and conceptual connections, and thoughtfully incorporating evidence to support complex claims.
- **Writing:** Conveying complex ideas and information by writing in a clear voice tailored to specific audiences and purposes. In 11th grade AP Language, students will utilize advanced organizational strategies to exemplify control over language, style, and tone. They enhance their writing by incorporating research and text evidence.
- **Reading Literature:** Determine the author's message, tone, and purpose, as well as understand the connection of literature to history. In 11th grade AP Language, students analyze, evaluate, and synthesize texts to uncover deeper meanings, assess arguments, and form well-reasoned interpretations and judgments.
- **Speaking and Listening:** Ability to convey ideas and listen to the opinions of others. In 11th AP Language, students speak with confidence, clarity, and intention, and adapt these skills to suit a range of audiences, contexts, and purposes.

Competencies:

- Identify the purpose and intended audience of a text.
- Explain how writers' choices reflect the components of the rhetorical situation.
- Build an argument with relevant and strategic evidence
- Describe the reasoning, organization, and development of an argument.
- Identify and avoid flawed lines of reasoning.
- Introduce and integrate sources and evidence.
- Develop commentary throughout paragraphs.
- Incorporate multiple perspectives strategically into an argument and consider the effects of style.
- Craft an argument through stylistic choices like word choice and description.

<p>Learning Activities:</p> <ul style="list-style-type: none"> • Class Discussion • Group Seminars • Writing Prompts • Research • Teacher-led demonstration/explanation 	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Timed Writing • Timed Practice Tests • Essay Quizzes • Unit Tests • Written Reflection • Projects • Presentations
<p>Other Assessment Measures:</p> <p>AP Practice Exams, AP Exams Optional: PSAT, SAT</p>	
<p>Textbook/Primary Resource:</p> <p><i>The Language of Composition: Reading, Writing, Rhetoric</i> <i>Adventures in American Literature</i> <i>The Crucible</i>, Arthur Miller <i>Adventures of Huckleberry Finn</i>, Mark Twain <i>Of Mice and Men</i>, John Steinbeck <i>To Kill a Mockingbird</i>, Harper Lee <i>The Great Gatsby</i>, F. Scott Fitzgerald <i>Fahrenheit 451</i>, Ray Bradbury</p>	
<p>Supplemental Resource Materials:</p> <p>Ap College Board/AP Classroom <i>They Say, I Say</i>, Gerald Graff, Cathy Birkenstein <i>Model Essays: A Portable Anthology</i>, Jane E. Aaron, Ellen Kuhl Repetto Purdue Online Writing Lab Other online articles and resources Teacher generated notes and presentations Teacher-generated activities</p>	