

Course Title:	AP English Language and Composition
Grade(s):	11-12

Course Description
Students will read, write, speak, and listen to construct meaning of written, visual and oral texts; read with understanding and respond thoughtfully to a variety of texts; write and speak English proficiently to communicate ideas clearly; create works using the language arts in visual, oral, and written texts; choose and apply strategies that enhance the fluent and proficient use of language arts; understand and appreciate texts from many literary periods and cultures; and employ the language arts for lifelong learning, work and employment. This is a course where students can earn college credit so students should have the expectation that much of the work will be completed outside of class time with strict deadlines. The expectation is that the student will exemplify self-advocacy and time/stress management, as there are several demanding tests involved in the AP Curriculum. There is a deeper level of analysis required for texts and an openness to critique and improve upon their own writing craft. Students are expected to take the AP Language and Composition examination at the end of the course. AP classes are college-level courses requiring an exceptional amount of study on the part of the student who is expected to take the College Board Advanced Placement Examination in the second semester. A passing grade (typically 3 or better on a scale of 1 to 5) may earn college credit depending on the requirements of the individual colleges and universities students plan to attend. Students should expect to reach an advanced scope of skills compared to the standard or honors class: a higher reading stamina, the aptitude to think critically, and the propensity to finish complex tasks in a timely manner. Students taking an AP class have demonstrated the ability to take responsibility for their own learning and work fluidly both independently and collaboratively. These classes are recommended to students by teachers who have evaluated a student's past practice and achievement.
Approved Curricular Materials/Textbook(s)
Various Rhetorical Speeches - Including: "Letter From Birmingham Jail" - MLK "Philosophy of Composition" - Poe "The Noble Rider" - Wallace Stevens Excerpts from <i>On Writing</i> by Stephen King

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Power of Perspective	Students will be able to understand how claims are created and develop an understanding of the rhetorical situation. Students will learn the overall structure of a rhetorical analysis essay.	4-6 weeks (September-October)
Unit 2: Power of Evidence	Students will work to develop multiple-choice strategies for AP language questions as well as strategies that are applicable to the SAT-style questions and work to utilize those strategies. Students will also develop their analysis through a focus on commentary to enhance their understanding of rhetorical analysis.	2-4 weeks (October)
Unit 3: Power of Controversy	Students will work to learn synthesis strategies and how to combine multiple sources to create their own arguments. Students will continue to develop the structure of the synthesis essay.	2-4 weeks (November)
Unit 4: Power of Nature	Students will enhance their understanding of the synthesis essay through developing strategies that pertain to their own line of reasoning within an argument. Students will take a holistic approach to their understanding of an argument through analysis as well as enhancing their own arguments through synthesizing sources.	2-4 weeks (December)
Unit 5: Power of Influence	Students will work towards their understanding of evidence through an introduction into the argumentative essay. Students will work to understand what types of evidence can be used and how to incorporate that into their own arguments.	2-4 weeks (January-February)
Unit 6: Power of Education	Students will continue to develop their argumentative strategies by incorporating style into their own arguments. Incorporating their own rhetorical strategies becomes a focus of this unit.	2-4 weeks (March)
Unit 7: Power of the Written Word	Students will work towards adding sophistication to their writing through style. Students will continue to analyze strategies incorporated by other writers and work to incorporate those strategies into their own arguments.	2-4 weeks (March-April)
Unit 8: Power of Beauty	Students will look holistically at what rhetoric is through multiple-choice and rhetorical analysis in an effort to enhance their own rhetorical strategies. Taking a macro view of rhetoric will allow for micro-based choices in their own writing to	2-4 weeks (April)

	create an effective argument.	
Unit 9: Power of Winning	Students will utilize their learning to prepare for the AP exam. Students will decide what skills they collectively need to practice in order to ensure success on the exam, and create their own ways of measuring their success in those skills through evaluating previous essays written for the AP Lang test.	2-4 weeks (May)
Unit 10: Power of Personal Narrative	Students will create their own personal narratives through verbal storytelling. Students will then utilize their verbal stories to create a cohesive personal narrative that can be used for a college essay.	1-2 weeks (May)
Unit 11: Power of Persuasion	Students will demonstrate their understanding of rhetoric through researching a company and their advertisements. Students will then work to incorporate their own rhetorical choices to create an advertisement that is an improvement to the existing advertisements already used by the company of their choice.	4-6 weeks (May-June)