Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: English
Course: AP Language and Composition
Grade: 11

Course Overview

The Advanced Placement course in English Language and Composition involves students in the study of language and rhetoric as it pertains to writing and reading. By understanding the power of language to inform, entertain, and persuade, students will develop critical skills in reading literary, informational, and visual texts across disciplines. Students will study works of fiction and nonfiction by exploring the author's subject, audience, purpose, tone and occasion for writing. They will learn to identify and apply rhetorical strategies and techniques to improve their ability to communicate effectively. Regular writing assignments will focus on rhetorical analysis of texts, persuasive argument, and synthesis of multiple sources to support a position. Students will apply these skills in the development of a critical and persuasive academic voice in writing and speaking in order to become articulate, productive, and responsible global citizens.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards.

Content Area Standards:

Language Domain
L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. 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.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult 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 etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Writing Domain
W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
C. Use transitions (e.g., words, phrases, clauses) 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.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.
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.
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.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. 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.

W.SE.11–12.6. 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 (MLA or APA Style Manuals).

W.RW.11–12.7. 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 tasks, purposes.

Speaking and Listening Domain

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.PI.11–12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.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.
SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary Standards:

Social Studies Standards:
6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."
6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Career Readiness, Life Literacies and Key Skills Standards:

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.

CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

Computer Science and Design Thinking Standards:

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Through a variety of experiences with language, students:

- Understand that the connotations and associations of a word is essential to communication and to the effectiveness of a rhetorical text on an audience.
- Understand that rhetorical and figurative devices have specific purposes and when chosen thoughtfully can both engage and persuade an audience.
- Understand that the meaning and power of words can begin, change, grow, and diminish over time as words are applied in new contexts and for different purposes.
- Use a variety of strategies for developing and acquiring vocabulary.
- Develop a running list of rhetorical terms and devices over the course of the year and identify examples used in the reading done for class.

Through a variety of experiences with reading, students:

- Understand that the reader / audience plays a critical role (along with the writer / speaker and message) in any rhetorical situation.
- Understand that a reader must be able to critically synthesize a variety of texts and information to form a strong argument.
- Understand that there are a number of common characteristics of style, theme, and story that are reflected in archetypal American literature and nonfiction.
- Understand that American history is full of writers and speakers who have used rhetorical language to reach both positive and negative ends, as well as to reflect the varied “stories of America.”
- Read and analyze the rhetorical approach and strategies used by writers and speakers in a variety of texts.
- Read multiple and varied texts that address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- Analyze, evaluate and compare the structure and style, as well as the literary and rhetorical elements, of the texts and how they compare to each other and to other writers or other works and experiences.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Through a variety of experiences with writing, students:

- Understand that a successful argument should be clear, concise and well organized.
- Understand that writers must choose from a variety of rhetorical appeals and strategies to connect with and persuade an audience.
- Understand that a writer must have a firm understanding of the audience to whom he or she is writing.
- Understand that writers must be able to synthesize a clear position from multiple and varied sources including literary, informational, spoken, and visual texts.
- Understand that writers must be able to document their research effectively and accurately when presenting evidence to support an argument in writing.
- Understand that communicating effectively and intelligently through social media requires an understanding of principles of etiquette and practice in writing and communication online.
- Take a position on a debatable topic or issue, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Write a persuasive argument to advance a thesis using valid reasoning and relevant and sufficient evidence.
- Examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Through a variety of experiences speaking and listening. Students:

- Understand that a successful and persuasive speaker shows command of both verbal and linguistic skills (i.e. tone, pacing, repetition, inflection, diction, etc.) and is clear, engaging, accurate and at times provocative when communicating to an audience.
- Understand that successful debaters use a variety of verbal and linguistic rhetorical skills in argument, and can analyze and evaluate both the strengths and weaknesses of the opposing argument as well as what will appeal to the judges or audience.
- Understand that visual media and film can be analyzed and evaluated for its rhetorical qualities using many of the same strategies applied to spoken and written texts.
- Understand that a good listener can comprehend both verbal and non-verbal devices in a speech, debate or oral argument.
- Understand that good discussions require participants who are open minded, of diverse perspectives, and who are willing and able to ask questions and build upon the ideas presented by others, while also expressing their own ideas.
- Present information, findings, and supporting evidence in the form of a debate or speech in which listeners can follow the line of reasoning.
- As audience members, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric in a debate or speech.
- Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

The following Big Ideas serve as the foundation of the AP English Language and Composition course and enable students to create meaningful connections among course concepts. They are threads that run throughout the course, and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

RHETORICAL SITUATION — Individuals write within a particular situation and make strategic writing choices based on that situation.

- Explain how writers' choices reflect the components of the rhetorical situation.
    - Identify and describe components of a rhetorical situation: the exigence, audience, writer, purpose, context, and message.
    - Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- Make strategic choices in a text to address a rhetorical situation.
    - Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
    - Demonstrate an understanding of an audience's beliefs, values or needs.

CLAIMS AND EVIDENCE — Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

- Identify and describe the claims and evidence of an argument.
    - Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
    - Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- Analyze and select evidence to develop and refine a claim.
    - Develop a paragraph that includes a claim and evidence supporting the claim.
    - Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
    - Qualify a claim using modifiers, counterarguments, or alternative perspectives.

REASONING AND ORGANIZATION — Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

- Describe the reasoning, organization, and development of an argument.
    - Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
    - Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
    - Recognize and explain the use of methods of development to accomplish a purpose.
- Use organization and commentary to illuminate the line of reasoning in an argument.
    - Develop a line of reasoning and commentary that explains it throughout an argument.
    - Use transitional elements to guide the reader through the line of reasoning of an argument.
    - Use appropriate methods of development to advance an argument.

STYLE — The rhetorical situation informs the strategic stylistic choices that writers make.

- Explain how writers' stylistic choices contribute to the purpose of an argument.
    - Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
    - Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
    - Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- Select words and use elements of composition to advance an argument.
    - Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
    - Write sentences that clearly convey ideas and arguments.

- Use established conventions of grammar and mechanics to communicate clearly and effectively.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

The following units—writing and reading—may run consecutively and/or concurrently as students develop and practice their writing skills in response to the texts they are reading.

Unit—Introduction to Rhetoric (2-3 weeks)

- What are the components of a rhetorical situation?
- How are rhetorical appeals (logos, ethos, pathos) used effectively by speakers and writers to persuade?
- What are the most effective types of evidence to use in a given argument?
- What considerations should a writer make when choosing a method of development for an argument?
- What elements, techniques, and language should a reader look for when analyzing the rhetorical effectiveness of an argument?
- What are the particular circumstances of the context in which a text is written, and how do these circumstances inform writing choices?
- Who is the intended audience of an argument?
- What is the writer's relationship with the audience, and how do they want the audience to perceive and respond to them?
- What should an introduction and conclusion accomplish in an argument?
- Where in the text does a writer establish a claim and provide evidence to support it?

Unit—Writing: Rhetorical Analysis (4 weeks)

- Who or what is the writer, audience, message, purpose, and context that comprise a rhetorical situation?
- What provoked or inspired the writer to develop this text?
- What is the writer's purpose for developing this text?
- How does the writer consider the rhetorical situation when crafting their message?
- What perspectives on the subject might the audience have due to their shared and/or individual beliefs, values, needs, and backgrounds?
- How does the writer make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in order to relate to the audience and advance the writer's purposes?
- How does the writer's word choice reflect their biases and possibly affect their credibility with a particular audience?
- What is the writer's thesis (i.e., the main, overarching claim they seek to defend or prove by using reasoning supported by evidence)?
- Is the writer's thesis explicitly stated in the argument, or is it implicit?
- How and why does the writer concede, rebut, and/or refute another's claim?
- How does the writer strategically choose words based on not only their denotations and connotations but also their potential effect in the rhetorical situation?
- How does the writer choose descriptive words and words with particular connotations to create a tone?
- How does the writer arrange sentences in a text to emphasize ideas?

- How does the writer use punctuation and text features to achieve a purpose and/or create an effect (e.g., clarify, organize, emphasize, indicate purpose, supplement information, contribute to a tone)?

Unit—Writing: Evidence-Based Argument (4 weeks)

- What claim are you attempting to defend, and how does that claim convey your position on the subject?
- Where in your argument might you establish a claim?
- How might you preview your argument's line of reasoning in your thesis statement?
- Where might you strategically present your thesis statement in your argument?
- How does your choice of evidence reflect the rhetorical situation and advance your purposes?
- What is the function (e.g., to illustrate, to clarify, to set a mood, to provide an example, to associate, to amplify or qualify a point) of particular evidence in your argument, and how do you convey that function?
- How does your commentary establish a logical relationship between evidence and the claim it supports?
- How do you develop a thesis of appropriate scope for the rhetorical situation and avoid oversimplifying complex subjects?
- How and why might you concede, rebut, and/or refute another's claim?
- How might you sequence the paragraphs of your argument to enhance your line of reasoning?
- How might you evaluate your reasoning to avoid flaws that might negatively affect an audience's acceptance of your argument?
- To what degree do the quantity and quality of your evidence provide apt support for your line of reasoning?

Unit—Writing: Multi-Source—Synthesis (4 weeks)

- What is your perspective on the subject?
- How can you consider your perspective and position on a subject to develop a thesis (i.e., the main, overarching claim you seek to defend or prove by using reasoning supported by evidence)?
- What is the scope of your claim?
- In what context(s) is your argument plausible?
- How might you select modifiers— specific words, phrases, or clauses— to qualify your claim?
- To what degree does your claim support, complement, or contrast with others' claims on this subject?
- How might your consideration of a source's credibility or reliability and the use of that source in your argument affect both your credibility and your argument's persuasiveness?
- How and why might you concede, rebut, and/or refute another's claim?
- How might conceding, rebutting, and/ or refuting alternative perspectives on a subject affect your credibility?
- What kind of evidence (e.g., facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments) might you use to defend your claim?

Unit—Writing: Research—Synthesis (6 weeks)

- How do we evaluate diverse sources for their credibility, bias, and rhetorical intent when conducting research?
- In what ways do concessions, refutations, and qualifications strengthen and enrich a thesis?
- How do writers synthesize pieces of evidence to create a cohesive and logical line of reasoning?

- How do we determine relevance and strength of evidence when researching complex issues?
- What is the ethical responsibility of a researcher when citing and incorporating the intellectual property of others?
- How does technology and media accessibility affect how we locate, select, and trust information?

Unit—Reading: Narrative Nonfiction (4 weeks)

- How do nonfiction writers balance the obligation to objective truth with the art of storytelling?
- How does a writer establish ethos (credibility) when recounting personal and/or subjective experiences?
- How does an author's tone evolve throughout a text, and what does that shift reveal about their changing perspective toward the events?
- How do writers of nonfiction use elements of narrative literary fiction to affect the reader?
- To what extent does the inclusion of external evidence (interviews, historical data, documents) strengthen the rhetorical effectiveness of a text?
- How does an author navigate the ethical responsibility of representing real people, real dialogue, and actual events?
- How do readers distinguish between a writer's authentic voice and their rhetorical persona?

Unit—Reading: Literary Fiction (4 Weeks)

- How do authors use fictional narratives as rhetorical tools to critique real-world realities?
- In what ways does a narrative point of view influence the reader's sympathy, trust, and/or perception of truth?
- How do stylistic choices (diction, syntax, and imagery) reveal a character's internal conflict or an author's underlying argument?
- How does the setting or context of a story function as a rhetorical situation that shapes the characters or drives the plot?
- To what extent is "emotional truth" in fiction different from factual truth, and how does it effectively persuade an audience?
- How does the plot structure impact the delivery and effect of a narrative's message/theme?
- How does a character's transformation reflect the author's ideas regarding human nature?

Unit—Reading: Drama (4 weeks)

- How do playwrights use dialogue and monologue as part of a rhetorical situation or argument?
- In what ways does dramatic irony influence the relationship between the audience and the text?
- How does the tension between individual desire and societal expectation serve a central argument/message of a dramatic work?
- How do stage directions and visual/auditory elements function rhetorically to reinforce a play's themes?
- How does the historical and cultural context of a play influence its meaning for a modern audience?
- How do characters use language to shift the balance of power within a scene?
- In what ways is a play's resolution a commentary on the flaws of a specific aspect of society or human nature?
- How do soliloquies illustrate the rhetorical gap between a character's public persona and their private thoughts?
- How do playwrights use character foils to illustrate contrasting points of view or moral arguments?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

Whole-Class / Book Circle Texts (Fiction & Drama):
The Great Gatsby by F. Scott Fitzgerald
The Scarlet Letter by Nathaniel Hawthorne
Their Eyes Were Watching God by Zora Neale Hurston
Death of a Salesman by Arthur Miller
The Crucible by Arthur Miller
The Things They Carried by Tim O'Brien
Othello by William Shakespeare
King Lear by William Shakespeare
Fences by August Wilson
Bread Givers by Anzia Yezierska

Whole-Class / Book Circle Texts (Nonfiction):
I Know Why the Caged Bird Sings by Maya Angelou
Growing Up by Russell Baker
A Rumor of War by Philip Capote
In Cold Blood by Truman Capote
The Narrative of Frederick Douglass by Frederick Douglass
Self Reliance by Ralph Waldo Emerson
David and Goliath by Malcolm Gladwell
Outliers by Malcolm Gladwell
The Anthropocene Reviewed by John Green
Moneyball by Michael Lewis
In Praise of Wasting Time by Alan Lightman
The Immortal Life of Henrietta Lacks by Rebecca Skloot
Just Mercy by Bryan Stevenson
Walden & Civil Disobedience by Henry David Thoreau
The Glass Castle by Jeanette Walls
This Boy's Life by Tobias Wolff

Alternative Selections & Supplemental Texts:
The nature of the course relies heavily on a wide range of selected texts including speeches, articles, opinion, essays, stories, research, visuals, and non-print media to reflect the breadth and scope of voices, perspectives, forms, and rhetorical approaches students may encounter on the AP exam.

American Literature and Rhetoric ed. Robin Dissin Aufses et. al.
The Language of Composition ed. Renee Shea et. al.
MyAP College Board Online Resources

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Journal writing
- Small Group Discussions
- Book Club Discussions
- Passage close-reading / annotations
- Passage Analysis
- Socratic Seminar
- Quizzes

Summative:

- Expository / Analytical essay
- Argumentative Essay
- Narrative essay
- Synthesis of Research
- Formal presentation
- End-of-Book / Unit Test

Benchmark:

- Vocabulary Quizzes
- Grammar, Mechanics and Usage Quizzes
- Reading comprehension / Critical Reading Quiz
- Short passage analysis / expository essay
- Short argumentative essay

Alternative:

- Presentation
- Speech
- Performance
- Visual or Digital Media Project

Suggested Strategies for Modification & Differentiation

Modifications Chart