

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

EN460

AP Language and Composition

Adopted 06/19/2018

Updated 12/18/18

Course Description

An AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both the reading and their writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing (excerpted from the College Board website).

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.11-1.1 RL.11-1.2 RL.11-1.4 RL.11-1.5 RL.11-1.6 RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10	 W.11-2.1 W.11-2.2 W.11-2.4 W.11-2.5 W.11-2.6 W.11-2.10	 SL.11-12.1	 L.11-12.1 L.11-12.2 L.11-12.5 L.11-12.6
Unit 2	RL.11-1.1 RL.11-1.2 RL.11-12.3 RL.11-1.4 RL.11-1.5 RL.11-1.6 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10	 W.11-2.1 W.11-2.2 W.11-2.4 W.11-2.5 W.11-2.6 W.11-2.10	 SL.11-12.1	 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6
Unit 3	RL.11-1.1 RL.11-1.2	W.11-2.1 W.11-2.4	SL.11-12.1 SL.11-12.4	L.11-12.1 L.11-12.2

	RL.11-1.4 RL.11-1.5 RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10	W.11-2.5 W.11-2.6 W.11-2.10	SL.11-12.5	L.11-12.4 L.11-12.5 L.11-12.6
Unit 4	RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10	W.11-2.1 W.11-2.4 W.11-2.5 W.11-2.6 W.11-2.10	SL.11-12.1 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6
Unit 5	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.9 RI.11-12.10	W.11-2.1 W.11-2.4 W.11-2.5 W.11-2.6 W.11-2.10	SL.11-12.1 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6
Unit 6	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.9 RI.11-12.10	W.11-2.1 W.11-2.4 W.11-2.5 W.11-2.6 W.11-2.10	SL.11-12.1 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6
Unit 7	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.9 RI.11-12.10	W.11-2.1 W.11-2.4 W.11-2.5 W.11-2.6 W.11-2.10	SL.11-12.1 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6
Unit 8	RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6	W.11-2.1 W.11-2.4 W.11-2.5 W.11-2.6 W.11-2.10	SL.11-12.1	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function

		<p>courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <ul style="list-style-type: none"> ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
4	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
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6	ELP	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a 	<p>Standard 9.1 All</p>

	STANDARD 2: The Language of Language Arts	<p>multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <ul style="list-style-type: none"> ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
7	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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		appropriate application of copyright, fair use and/or Creative Commons to an original work.	
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Pacing Guide

	Anticipated Length of Time (days)
Unit 1	15 days
Unit 2	15 days
Unit 3	15 days
Unit 4	30 days
Unit 5	30 days
Unit 6	30 days
Unit 7	30 days
Unit 8	Flexible throughout the year

Unit 1: An Introduction to Rhetoric

Unit Summary

This unit introduces one of the core concepts of the AP Language and Composition course: rhetoric. The terms in this unit will guide students' reading and analysis of texts throughout the school year.

Essential Questions

What is rhetoric?

How can one apply rhetoric and rhetorical devices to written and visual texts?

How can one differentiate effective and ineffective rhetoric?

READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections 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.	RL.11-12.1.
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex	RL.11-12.2.

account; provide an objective summary of the text.	
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5.
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
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	RI.11-12.4

Federalist No. 10).	
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	RI.11-12.5
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	RI.11-12.6
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print. TEDtalks	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
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.	W.11-12.2
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print.	
SOAPStone template	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print.	

LANGUAGE

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
Suggested Materials/Educational Resources	
<p data-bbox="207 968 1399 1073">Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i>. Boston, MA: Bedford / St. Martins, 2008. Print.</p> <p data-bbox="207 1108 1003 1148">Wiesel, Elie. <i>Night</i>. New York : Hill And Wang, 2006. Print.</p>	

Suggested Modifications

<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
<ul style="list-style-type: none"> - Historical influence of time periods in which texts were written and/or represent - sociology - psychology - social/historical constructs

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
SOAPStone analysis Cornell notes Reader response Vocabulary/terms assessment	Chapter test
District/School Texts	District/School Supplementary Materials
<i>The Language of Composition Night</i>	Hartzell, Richard A. <i>Cracking the AP English Language & Composition Exam</i> . N.p.: n.p., n.d. Print. Glencoe Writer's Choice. <i>Grammar and Composition</i> . New York:

		Glencoe/McGraw-Hill, 2001. Print.
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
SOAPSTone analysis	Identifying core rhetorical elements of a text	citing appropriate textual evidence
Reader response	applying academic vocabulary to texts	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Research Guides 9-12 SOAPSTone template TEDtalk analysis template Cornell Notes template

Unit 2: Close Reading

Unit Summary
 This unit introduces another of the core concepts of the AP Language and Composition course: close reading. The terms in this unit will guide students' reading and analysis of texts throughout the school year.

Essential Questions
 What is a close read of a text?
 What are the essential attributes to close reading written and visual texts?
 How do you translate a close read into a close analysis essay?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections 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.	RL.11-12.1.
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex	RL.11-12.2.

account; provide an objective summary of the text.	
Analyze the impact of the author's choices 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).	RL.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5.
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain	RI.11-12.1
Determine two or more central ideas of a	RI.11-12.2

text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
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).	RI.11-12.4
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	RI.11-12.5
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	RI.11-12.6
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print.	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
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.	W.11-12.2
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print. SOAPSTone template	

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Suggested Materials/Educational Resources	
<p>Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i>. Boston, MA: Bedford / St. Martins, 2008. Print.</p> <p>Wiesel, Elie. <i>Night</i>. New York : Hill And Wang, 2006. Print.</p>	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.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.	L.11-12.3
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
Suggested Materials/Educational Resources	

Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. Boston, MA: Bedford / St. Martins, 2008. Print.

Wiesel, Elie. *Night*. New York : Hill And Wang, 2006. Print.

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology
- social/historical constructs

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
SOAPStone analysis Cornell notes Reader response Thesis statement exercises	Chapter test Close Read Analysis Essay

Vocabulary/terms assessment		
District/School Texts		District/School Supplementary Materials
<i>The Language of Composition Night</i>		Hartzell, Richard A. <i>Cracking the AP English Language & Composition Exam</i> . N.p.: n.p., n.d. Print. Glencoe Writer's Choice. <i>Grammar and Composition</i> . New York: Glencoe/McGraw-Hill, 2001. Print.
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
SOAPSTone analysis	Identifying core rhetorical elements of a text	Citing appropriate textual evidence
Reader response	Applying academic vocabulary to texts	Writing with varied and appropriate diction and syntax
Close Read Analysis Essay	Citing appropriate textual evidence	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Research Guides 9-12 SOAPSTone template TEDtalk analysis template Cornell Notes template Annotation Guidelines Annotation Model Annotation Graphic Organizer Annotation rubric AP essay rubric: Rhetorical Analysis

Unit 3: Analyzing Arguments & Synthesizing Sources
<p>Unit Summary This unit introduces the final core concepts of the AP Language and Composition course: argument and synthesis. The terms and activities in this unit will guide students' reading and analysis of texts throughout the school year.</p>
<p>Essential Questions What is argument? How do claims and evidence shape an argument? What is synthesis? How does a writer synthesize sources to inform an argument and appeal to an</p>

audience?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections 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.	RL.11-12.1.
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2.
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5.
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where	RI.11-12.1

the text leaves matters uncertain	
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
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).	RI.11-12.4
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	RI.11-12.5
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	RI.11-12.6
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print.	

WRITING	
Critical Knowledge and Skills	Standards

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print. SOAPSTone template	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and	SL.11-12.1

expressing their own clearly and persuasively.	
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.11-12.5
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print.	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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 vocabulary knowledge when considering a word or	L.11-12.6

phrase important to comprehension or expression.	
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Wiesel, Elie. <i>Night</i> . New York : Hill And Wang, 2006. Print.	

Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
<ul style="list-style-type: none"> - Historical influence of time periods in which texts were written and/or represent - sociology - psychology - social/historical constructs

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
SOAPStone analysis	Chapter test

Cornell notes Reader response Vocabulary/terms assessment	Small group presentation Argument essay Synthesis essay	
District/School Texts	District/School Supplementary Materials	
<i>The Language of Composition Night</i>	Hartzell, Richard A. <i>Cracking the AP English Language & Composition Exam</i> . N.p.: n.p., n.d. Print. Glencoe Writer's Choice. <i>Grammar and Composition</i> . New York: Glencoe/McGraw-Hill, 2001. Print.	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Argument Essay	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Synthesis Essay	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Research Guides 9-12 SOAPSTone template TEDtalk analysis template Cornell Notes template AP essay rubric: Argument AP essay rubric: Synthesis

Unit 4: Education

<p>Unit Summary This unit explores the subject of education through a variety of fiction, non-fiction, and media texts.</p> <p>Essential Questions To what extent do our schools serve the goals of a true education?</p>

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as	RI.11-12.1

inferentially, including determining where the text leaves matters uncertain	
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
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).	RI.11-12.4
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	RI.11-12.5
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	RI.11-12.6
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
Suggested Materials/Educational Resources	
<p>Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i>. Boston, MA: Bedford / St. Martins, 2008. Print.</p> <p>TEDtalk: Changing Paradigms A World Where Fish are No Longer Forced to Climb Trees TEDtalk: Hackschooling SOAPStone template Rhetorical Precis template TEDtalk analysis template</p>	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print. Rhetorical Precis template SOAPSTone template TEDtalk analysis template	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led)	SL.11-12.1

with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.11-12.5
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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 vocabulary knowledge when considering a word or	L.11-12.6

phrase important to comprehension or expression.	
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufsers. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
<u>SOAPSTone template</u>	
<u>Rhetorical Precis template</u>	
<u>TEDtalk analysis template</u>	

Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
<ul style="list-style-type: none"> - Historical influence of time periods in which texts were written and/or represent - sociology - psychology - social/historical constructs

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan

SOAPSTone analysis Cornell notes Reader response Vocabulary/terms assessment	Chapter test Culminating Assignment	
District/School Texts	District/School Supplementary Materials	
<i>The Language of Composition</i>	Hartzell, Richard A. <i>Cracking the AP English Language & Composition Exam</i> . N.p.: n.p., n.d. Print. Glencoe Writer's Choice. <i>Grammar and Composition</i> . New York: Glencoe/McGraw-Hill, 2001. Print.	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Synthesis Essay	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Research	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Research Guides 9-12 SOAPSTone template TEDtalk analysis template Cornell Notes template AP essay rubric: Synthesis

Unit 5: Community
<p>Unit Summary This unit explores the subject of community through a variety of fiction, non-fiction, and media texts.</p> <p>Essential Questions What is the relationship of the individual to the community?</p>

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where	RI.11-12.1

the text leaves matters uncertain	
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
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).	RI.11-12.4
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	RI.11-12.5
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	RI.11-12.6
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 primary source documents relevant to U.S. and/or global history.	RI.11-12.9
By the end of grade 12, read and comprehend literary nonfiction at grade	RI.11-12.10

level text-complexity or above.	
Suggested Materials/Educational Resources	
<p>Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i>. Boston, MA: Bedford / St. Martins, 2008. Print.</p> <p>TEDtalk: My Road Trip</p> <p>Letter From Birmingham Jail analysis worksheet</p> <p>SOAPStone template</p> <p>Rhetorical Precis template</p> <p>TEDtalk analysis template</p>	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	

Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. Boston, MA: Bedford / St. Martins, 2008. Print.

[Rhetorical Precis template](#)

[SOAPSTone template](#)

[TEDtalk analysis template](#)

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	SL.11-12.1
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.11-12.5

Suggested Materials/Educational Resources

Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. Boston, MA: Bedford / St. Martins, 2008. Print.

LANGUAGE

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading</i>	L.11-12.4

<i>and content</i> , choosing flexibly from a range of strategies.	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print. SOAPSTone template Rhetorical Precis template TEDtalk analysis template	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
SOAPSTone analysis Cornell notes Reader response Vocabulary/terms assessment	Chapter test Culminating Assignment	
District/School Texts	District/School Supplementary Materials	
<i>The Language of Composition</i>	Hartzell, Richard A. <i>Cracking the AP English Language & Composition Exam</i> . N.p.: n.p., n.d. Print. Glencoe Writer's Choice. <i>Grammar and Composition</i> . New York: Glencoe/McGraw-Hill, 2001. Print.	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
AP style Essay	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Research	Developing a clear claim &	Writing with varied and

	citing appropriate textual evidence	appropriate diction and syntax
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Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology
- social/historical constructs

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

- [Research Guides 9-12](#)
- [SOAPStone template](#)
- [TEDtalk analysis template](#)
- [Cornell Notes template](#)
- [AP essay rubric: Argument](#)
- [AP essay rubric: Synthesis](#)
- [AP essay rubric: Rhetorical Analysis](#)

Unit 6: Theme Choice

Unit Summary

This unit explores one of the remaining themes in the text [the economy, gender, sports, language, popular culture, the environment, politics] through a variety of fiction, non-fiction, and media texts.

Essential Questions

- [The economy]: What is the role of the economy in our everyday lives?
- [Gender]: What is the impact of the gender roles that society creates and enforces?
- [Sports]: How do the values of sports affect the way we see ourselves?
- [Language]: How does the language we use reveal who we are?
- [Popular Culture]: To what extent does pop culture reflect our society's values?
- [The environment]: What is our responsibility to the natural environment?
- [Politics]: What is the relationship between the citizen and state?

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
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).	RI.11-12.4

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	RI.11-12.5
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	RI.11-12.6
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 primary source documents relevant to U.S. and/or global history.	RI.11-12.9
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
Suggested Materials/Educational Resources	
<p>Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i>. Boston, MA: Bedford / St. Martins, 2008. Print.</p> <p>TEDtalks SOAPSTone template Rhetorical Precise template TEDtalk analysis template</p>	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and	

style are appropriate to task, purpose, and audience.	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print. Rhetorical Precise template SOAPStone template TEDtalk analysis template	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	SL.11-12.1
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4

<p>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.</p>	<p>SL.11-12.5</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i>. Boston, MA: Bedford / St. Martins, 2008. Print.</p>	

<p>LANGUAGE</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.11-12.1</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.11-12.2</p>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>L.11-12.4</p>
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.11-12.5</p>
<p>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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i>. Boston, MA: Bedford / St. Martins, 2008. Print.</p> <p>SOAPStone template</p> <p>Rhetorical Preciis template</p> <p>TEDtalk analysis template</p>	

Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
<ul style="list-style-type: none"> - Historical influence of time periods in which texts were written and/or represent - sociology - psychology - social/historical constructs

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
SOAPStone analysis Cornell notes Reader response Vocabulary/terms assessment	Culminating Assignment
District/School Texts	District/School Supplementary Materials
<i>The Language of Composition</i>	Hartzell, Richard A. <i>Cracking the AP English Language & Composition Exam</i> . N.p.: n.p., n.d. Print.

		Glencoe Writer's Choice. <i>Grammar and Composition</i> . New York: Glencoe/McGraw-Hill, 2001. Print.
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
AP style Essay	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Research	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Research Guides 9-12 SOAPSTone template TEDtalk analysis template Cornell Notes template AP essay rubric: Argument AP essay rubric: Synthesis AP essay rubric: Rhetorical Analysis

Unit 7: Theme Choice
<p>Unit Summary This unit explores one of the remaining themes in the text [the economy, gender, sports, language, popular culture, the environment, politics] through a variety of fiction, non-fiction, and media texts.</p>
<p>Essential Questions [The economy]: What is the role of the economy in our everyday lives? [Gender]: What is the impact of the gender roles that society creates and enforces? [Sports]: How do the values of sports affect the way we see ourselves? [Language]: How does the language we use reveal who we are? [Popular Culture]: To what extent does pop culture reflect our society's values? [The environment]: What is our responsibility to the natural environment? [Politics]: What is the relationship between the citizen and state?</p>

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as	RI.11-12.1

inferentially, including determining where the text leaves matters uncertain	
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
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).	RI.11-12.4
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	RI.11-12.5
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	RI.11-12.6
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 primary source documents relevant to U.S. and/or global history.	RI.11-12.9

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
TEDtalks	
SOAPSTone template	
Rhetorical Precis template	
TEDtalk analysis template	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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,	W.11-12.10

purposes.	
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	
Rhetorical Precis template	
SOAPSTone template	
TEDtalk analysis template	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.11-12.5
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print.	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
Suggested Materials/Educational Resources	
Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing, Rhetoric</i> . Boston, MA: Bedford / St. Martins, 2008. Print. SOAPSTone template Rhetorical Precs template TEDtalk analysis template	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
SOAPSTone analysis Cornell notes Reader response Vocabulary/terms assessment	Culminating Assignment Photo Essay	
District/School Texts	District/School Supplementary Materials	
<i>The Language of Composition</i>	Hartzell, Richard A. <i>Cracking the AP English Language & Composition Exam</i> . N.p.: n.p., n.d. Print. Glencoe Writer's Choice. <i>Grammar and Composition</i> . New York: Glencoe/McGraw-Hill, 2001. Print.	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
AP style Essay	Developing a clear claim &	Writing with varied and

	citing appropriate textual evidence	appropriate diction and syntax
Research	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Photo Essay	Developing a clear claim	Revealing and supporting a claim with images and text.

Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
<ul style="list-style-type: none"> - Historical influence of time periods in which texts were written and/or represent - sociology - psychology - social/historical constructs

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Research Guides 9-12 SOAPSTone template TEDtalk analysis template Cornell Notes template

AP essay rubric: Argument
 AP essay rubric: Synthesis
 AP essay rubric: Rhetorical Analysis

Unit 8: AP Test Preparation

Unit Summary

This unit will run throughout the school year and serves to prepare students for the AP exam format and pacing. It consists of full timed practice exams, timed writings, and multiple choice analysis.

Essential Questions

- What is the format of the AP exam?
- What are the different types of questions are on the multiple choice section of the AP exam?
- What are the 3 types of AP essays?
- What are the essential attributes for each type of essay?

READING	
Critical Knowledge and Skills	Standards
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
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).	RI.11-12.4
Analyze and evaluate the effectiveness of	RI.11-12.5

the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	
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	RI.11-12.6
Suggested Materials/Educational Resources	
Released tests from AP Central AP essay rubric: Argument AP essay rubric: Synthesis AP essay rubric: Rhetorical Analysis	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
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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,	W.11-12.10

purposes.	
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Released tests from AP Central AP essay rubric: Argument AP essay rubric: Synthesis AP essay rubric: Rhetorical Analysis	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
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Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
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career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Suggested Materials/Educational Resources	
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ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Single passage timed MC AP essay rough drafts AP MC analysis	Full AP practice exams Final drafts of AP essay	
District/School Texts	District/School Supplementary Materials	
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District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
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Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
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- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
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- Assist with organization/planning
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Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

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AP essay rubric: Synthesis
AP essay rubric: Rhetorical Analysis

