

Common Core Standards Curriculum Map - AP Language & Composition

## QUARTER 1

**Unit 1: Introduction to Rhetoric (5 days)**

<b><i>Standards and Content to Be Learned</i></b>	<b><i>Essential Questions</i></b>	<b><i>Prior Learning and Current Learning</i></b>	<b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.2</li> <li>● RI.11-12.5</li> <li>● RI.11-12.6</li> <li>● SL.11-12.1a,b,c,d</li> <li>● L.11-12.5</li> <li>● L.11-12.6</li> </ul> <p>AP Standards for this unit:</p> <ul style="list-style-type: none"> <li>● SC7</li> </ul> <p>Content to be learned:</p> <p>Identifying and understanding the definition of rhetoric, including appeals, devices and strategies</p> <p>Analyzing author's purpose, audience, and exigence</p> <p>Analyzing the meaning of the words and phrases as they are used in a nonfiction text, including figurative and connotative meanings and the impact of specific word choices on meaning and tone</p>	<ul style="list-style-type: none"> <li>● How does an author's rhetorical choices impact the text?</li> <li>● How can knowledge of rhetorical appeals, devices and strategies improve students' understanding of a text as well as their ability to write clearly and persuasively?</li> </ul>	<p><b><u>Prior Learning:</u></b></p> <p>Determine two or more central ideas and analyze their development over the course of a text; provide objective summary</p> <p><b><u>Current Learning:</u></b></p> <p>Analyze how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>Determine the meaning of author's language; analyze cumulative impact of word choice on meaning and tone</p> <p>Evaluate speaker's point of view, reasoning, and use of rhetoric</p>	<ul style="list-style-type: none"> <li>● Definition of rhetoric, including appeals, devices and strategies (I)</li> <li>● Read sample nonfiction texts (I, FA)</li> <li>● Analysis of author's word choice/text structure (I, FA)</li> <li>● Close reading / annotation of nonfiction texts (I, FA)</li> <li>● Freewriting of initial responses to reading (FA)</li> </ul>

**Resources:**

- AP Glossary of Terms
- *Harbrace Guide to Writing* (chapter 1)

Common Core Standards Curriculum Map - AP Language & Composition  
QUARTER 1

**Unit 2: Literacy Memoir Analysis/Writing (20 days)**

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>• RI.11-12.1</li> <li>• RI.11-12.2</li> <li>• RI.11-12.3</li> <li>• RI.11-12.4</li> <li>• RI.11-12.5</li> <li>• RI.11-12.6</li> <li>• RI.11-12.9</li> <li>• RI.11-12.10</li> <li>• W.11-12.3</li> <li>• W.11-12.4</li> <li>• W.11-12.5</li> <li>• W.11-12.10</li> <li>• SL.11-12.1</li> <li>• SL.11-12.6</li> <li>• L.11-12.1</li> <li>• L.11-12.2</li> <li>• L.11-12.3</li> </ul> <p>AP Standards:</p> <ul style="list-style-type: none"> <li>• SC2</li> <li>• SC3</li> <li>• SC5</li> </ul>	<p>How does an author express his/her point of view and experience through the use of structure, syntax, and language?</p> <p>How does a reader effectively express his/her response to an author's experience?</p> <p>How does an author fully draw a reader into his/her memory through the use of sensory language?</p> <p>How does an author help a reader share the significance of a personal experience?</p>	<p><b>Prior Learning:</b></p> <p>Demonstrate understanding of figurative language and word relationships (interpret figures of speech, analyze nuances in meaning)</p> <p>Cite strong and thorough textual evidence</p> <p>Analyze author's organizational structure</p> <p>Write narratives to develop real or imagined experiences or events:</p> <ul style="list-style-type: none"> <li>○ Set problem and situation</li> <li>○ Sequence events to build a whole</li> <li>○ Use of sensory language</li> <li>○ Provide conclusion that follows and reflects on experience</li> </ul>	<ul style="list-style-type: none"> <li>• Read sample literacy memoirs(I)</li> <li>• Brainstorm definition of literacy memoir and elements (I, FA)</li> <li>• Analysis of author's voice/word choice (I, FA)</li> <li>• Close reading / annotation of samples (I, FA)</li> <li>• Identification/analysis of central ideas/themes/evidence in samples (I, FA)</li> <li>• Freewriting of initial responses to reading (FA)</li> <li>• Scaffolded analysis of author's language/syntax (I, FA)</li> </ul>

<p>Content to be learned:</p> <p>Identifying and analyzing the central ideas and arguments of a literacy memoir and provide a complex analysis of these elements</p> <p>Writing an informal response to a literacy memoir which reflects the reader’s response and criticism of the author’s experience</p> <p>Analyzing the meaning of the words and phrases as they are used in a literacy memoir, including figurative and connotative meanings and the impact of specific word choices on meaning and tone</p> <p>The structure and purpose of memoirs including elements like dialogue, pacing, description, and reflection</p> <p>Crafting a literacy memoir from a personal experience by setting out a problem, situation, or observation and clearly articulating its significance, establishing one focused point of view</p> <p>Identification/analysis and use of sensory language within existing and student-crafted memoirs</p>		<p>Conventions of standard grammar, usage, and punctuation</p> <p><b>Current Learning:</b></p> <p>Analyze author’s word choices and organizational structure</p> <p>Analyze author’s series of events and development of individuals, ideas, and events</p> <p>Write narratives to develop real or imagined experiences or events:</p> <ul style="list-style-type: none"> <li>○ Set problem/situation and <i>its significance</i></li> <li>○ Sequence events to build a whole and <i>build toward a tone</i></li> <li>○ Use of sensory language</li> <li>○ Provide conclusion that follows and reflects on experience</li> </ul>	<ul style="list-style-type: none"> <li>● Sensory language analysis/practice (I, FA)</li> <li>● Freewriting/brainstorming/peer editing of autobiographical experiences (I, FA)</li> <li>● Teacher/student conferencing (FA)</li> <li>● Student-written memoir (SA)</li> </ul>
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Resources:

- “Mr. Irwin Lasher” from *Bad Boy: A Memoir* by Walter Dean Myers
- “School Lunch” by Pooja Makhjani
- “Rebel Music” by Daniel Felsenfeld
- Prior student samples & teacher sample
- *Harbrace Guide to Writing*
- Genre Study: Memoir Information/Brainstorming Guide
- Teacher/Student Conferencing Feedback Form
- “ ‘Show’ not ‘Tell’ - Using Sensory Details in Writing” Guide
- Writing Memoir vs Writing Narrative Guide
- Peer Editing Instructions/Guides
- Memoir Writing Rubric

Common Core Standards Curriculum Map - AP Language & Composition

## QUARTER 1

**Unit 3: Rhetorical Analysis (20 days)**

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
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<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.1</li> <li>● RI.11-12.2</li> <li>● RI.11-12.3</li> <li>● RI.11-12.4</li> <li>● RI.11-12.5</li> <li>● RI.11-12.6</li> <li>● RI.11-12.8</li> <li>● RI.11-12.10</li> <li>● W.11-12.2</li> <li>● W.11-12.4</li> <li>● W.11-12.5</li> <li>● W.11-12.6</li> <li>● W.11-12.9</li> <li>● W.11-12.10</li> <li>● SL.11-12.1</li> <li>● L.11-12.1</li> <li>● L.11-12.2</li> <li>● L.11-12.3</li> <li>● L.11-12.4</li> <li>● L.11-12.5</li> </ul> <p>AP Standards:</p> <ul style="list-style-type: none"> <li>● SC1</li> <li>● SC3</li> <li>● SC4</li> <li>● SC15</li> </ul> <p>Content to be learned:</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (arrangement) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Identify rhetorical appeals (ethos, pathos and logos) and their impact on an author's message.</p> <p>Identify other rhetorical devices and strategies and their impact on an author's message.</p> <p><i>Adapted from the Charles A. Dana Center</i></p>	<p>How does an author incorporate rhetorical appeals to achieve a specific purpose?</p> <p>How does an author incorporate rhetorical devices and strategies to achieve a specific purpose?</p>	<p><b>Prior Learning:</b></p> <p>Cite strong and thorough textual evidence</p> <p>Demonstrate command of the conventions of standard English grammar - use parallel structure; use various types of phrases to convey meaning</p> <p>Analyze how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>Determine the meaning of author's language; analyze cumulative impact of word choice on meaning and tone</p> <p>Evaluate speaker's point of view, reasoning, and use of rhetoric</p> <p><b>Current Learning:</b></p> <p>Demonstrate command of the conventions of standard English grammar - apply the understanding that usage is a matter of convention and can change over time and is sometimes contested; resolve issues of complex or contested usage consulting references as needed</p> <p>Write informative/explanatory text to express complex ideas using appropriate structure, organization, language, and formal style</p> <p>Evaluate author's point of view, reasoning, and use of rhetoric and identify exaggerated evidence or fallacious reasoning</p> <p>Evaluate author's point of view, reasoning, and use of rhetoric <i>assessing the stance</i>,</p>	<ul style="list-style-type: none"> <li>● AP Glossary Quizzes (FA, S)</li> <li>● Close reading &amp; annotation (I)</li> <li>● Socratic Seminar (FA, SA)</li> <li>● Group presentations of analysis (FA)</li> <li>● Writing an effective thesis statement (I)</li> <li>● Citing evidence (I)</li> <li>● Blending evidence (I)</li> <li>● Graphic organizers (FA)</li> <li>● Teacher/student conferencing (FA)</li> <li>● Peer revision in writing groups (FA)</li> <li>● Final Text Analysis paper (S)</li> </ul>
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<p>Draw evidence from texts to support analysis, reflection, and research.</p>		<p><i>premises, links among ideas, word choice, points of emphasis and tone</i></p> <p>Analyze how an author’s choices regarding structure in certain parts of a text contribute to its overall structure, meaning, and impact</p>	
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<p>Resources:</p> <ul style="list-style-type: none"> <li>● “Letter from Birmingham Jail” by Martin Luther King Jr.</li> <li>● “What to the Slave Is the Fourth of July?” by Frederick Douglass</li> <li>● “Just Walk On By” by Brent Staples</li> <li>● “Ain’t I A Woman?” by Sojourner Truth</li> <li>● <i>Harbrace Guide to Writing</i></li> <li>● Peer Revision Feedback Sheets</li> <li>● Teacher Conferencing Sheets</li> <li>● Video about Martin Luther King, Jr. for historical context</li> </ul>
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Common Core Standards Curriculum Map - AP Language & Composition

QUARTER 2

**Unit 1: Argument Analysis/Writing (25 days)**

<p><b><i>Standards and Content to Be Learned</i></b></p>	<p><b><i>Essential Questions</i></b></p>	<p><b><i>Prior Learning and Current Learning</i></b></p>	<p><b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b></p>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.1</li> </ul>	<p>How does a student acquire relevant, viable, and reputable sources in</p>	<p><b>Prior Learning:</b></p> <p>Cite strong and thorough textual evidence</p>	<ul style="list-style-type: none"> <li>● Close reading and analysis of</li> </ul>

<ul style="list-style-type: none"> <li>• RI.11-12.2</li> <li>• RI.11-12.3</li> <li>• RI.11-12.4</li> <li>• RI.11-12.5</li> <li>• RI.11-12.6</li> <li>• RI.11-12.10</li> <li>• W.11-12.1</li> <li>• W.11-12.4</li> <li>• W.11-12.5</li> <li>• W.11-12.7</li> <li>• W.11-12.8</li> <li>• W.11-12.9</li> <li>• W.11-12.10</li> <li>• SL.11-12.1</li> <li>• L.11-12.1</li> <li>• L.11-12.2</li> <li>• L.11-12.3</li> <li>• L.11-12.6</li> </ul> <p>AP Standards:</p> <ul style="list-style-type: none"> <li>• SC1</li> <li>• SC2</li> <li>• SC6</li> <li>• SC9</li> <li>• SC10</li> <li>• SC11</li> <li>• SC12</li> <li>• SC13</li> <li>• SC14</li> <li>• SC15</li> <li>• SC16</li> </ul> <p>Content to be learned:</p> <p>Integration and evaluation of multiple sources of information presented in different media / formats in order to address a question or solve a problem (essential question =&gt; thesis statement)</p> <p>Writing a sustained research project to answer a self-generated question including an introduction which</p>	<p>order to address a self-generated question (essential question)?</p> <p>How does a student draw evidence from a variety of informational texts to support analysis, reflection, and research?</p> <p>How does a student support a claim (thesis) using appropriate and sufficient evidence and examples while also thoroughly refuting a counterclaim?</p>	<p>Conduct short as well as more sustained research projects to answer a question; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>Draw evidence from informational texts to support analysis, reflection, and research</p> <p><b>Current Learning:</b></p> <p>Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i></p> <p>Integrate and evaluate multiple sources of information presented in different media or formats</p> <p>Conduct short as well as more sustained research projects to answer a question; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>Draw evidence from informational texts to support analysis, reflection, and research</p>	<p>sample arguments (I, FA)</p> <ul style="list-style-type: none"> <li>• Source Credibility Check (I, FA)</li> <li>• Source graphic organizers (I, FA)</li> <li>• EBSCO Host navigation activity</li> <li>• Anti-Plagiarism practice (I, FA)</li> <li>• Engaging your reader - writing an effective hook activity (I)</li> <li>• Writing group work - Introduction and thesis statement (I, FA, SA)</li> <li>• Arguing a Position final draft (SA)</li> </ul>
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demonstrates understanding of the subject under investigation, a body of evidence, a counterclaim, and a conclusion that sums up the researcher's findings			
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#### Resources:

- Source credibility worksheets
- EBSCO Host (JSTOR) for critical articles and research skills
- Source Graphic Organizers
- Sample student arguments (prior years)
- Student/Teacher Conference Form
- Peer revision worksheets
- "Superman and Me" by Sherman Alexie
- "On Self-Respect" by Joan Didion
- "Is Google Making Us Stupid?" by Nicholas Carr
- *Everything's An Argument*
- *Harbrace Guide to Writing*
- NPHS Senior Project Handbook



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QUARTER 2

**Unit 2: Profile Analysis/Writing (15 days)**

<p><i>Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning and Current Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>• RI.11-12.2</li> <li>• RI.11-12.3</li> <li>• RI.11-12.5</li> <li>• RI.11-12.6</li> <li>• W.11-12.2</li> <li>• W.11-12.4</li> <li>• W.11-12.5</li> <li>• W.11-12.7</li> <li>• W.11-12.10</li> <li>• SL.11-12.6</li> <li>• L.11-12.1</li> <li>• L.11-12.2</li> <li>• L.11-12.3</li> <li>• L.11-12.5</li> </ul> <p>AP Standards:</p> <ul style="list-style-type: none"> <li>• SC1</li> <li>• SC2</li> <li>• SC7</li> <li>• SC8</li> <li>• SC12</li> <li>• SC13</li> <li>• SC14</li> <li>• SC15</li> </ul>	<p>How can well-crafted interview questions elicit important details about a subject?</p> <p>How can the inclusion of figurative language, sensory details and dialogue help a writer create a dominant impression of a subject?</p>	<p><b>Prior Learning:</b></p> <p>Analyze various accounts of a subject told in different mediums determining which details are emphasized</p> <p>Demonstrate understanding of figurative language and word relationships (interpret figures of speech, analyze nuances in meaning)</p> <p><b>Current Learning:</b></p> <p>Generating interview questions which encourage subjects to disclose important details</p> <p>Inclusion of figurative language, sensory details and dialogue to create a dominant impression of a subject</p> <p>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</p>	<ul style="list-style-type: none"> <li>• Close reading of model profiles (I, FA)</li> <li>• Interview classmates (I, FA)</li> <li>• Writing a mock-profile of a classmate/other individual (FA) Drafting and revision of Senior Project paper (I, FA)</li> <li>• Interview question writing (I)</li> <li>• Peer Revision/Editing Workshops (I, FA)</li> <li>• One-on-one teacher conferencing and feedback (FA)</li> <li>• Final draft of profile (SA)</li> </ul>

<ul style="list-style-type: none"> <li>• SC16</li> </ul> <p>Content to be learned:</p> <p>Interviewing skills as a means to gather information</p> <p>Identifying and communicating a dominant impression of a subject</p> <p>Write a descriptive profile that aptly portrays the subject through the incorporation of sensory details, figurative language and dialogue</p>			
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<p>Resources:</p> <ul style="list-style-type: none"> <li>• “Soup Nazi” <i>Seinfeld</i> episode &amp; “Soup Nazi” profile</li> <li>• “Father” by Jan Gray</li> <li>• “F-16 Pilot Was Ready to Give Her Life on September 11th” by Steve Hendrix</li> <li>• Writing good interview questions worksheet</li> <li>• Profile writing graphic organizer</li> <li>• Peer editing guides / information sheets</li> <li>• Teacher/Student conferencing sheets</li> </ul>
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## QUARTER 2

**Unit 3: Reflective Writing (5 days)**

<b><i>Standards and Content to Be Learned</i></b>	<b><i>Essential Questions</i></b>	<b><i>Prior Learning and Current Learning</i></b>	<b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>• W.11-12.2</li> <li>• W.11-12.4</li> <li>• W.11-12.5</li> <li>• W.11-12.8</li> <li>• W.11-12.9</li> <li>• W.11-12.10</li> <li>• SL.11-12.2</li> <li>• SL.11-12.4</li> <li>• SL.11-12.5</li> <li>• SL.11-12.6</li> <li>• L.11-12.1</li> <li>• L.11-12.2</li> <li>• L.11-12.3</li> <li>• L.11-12.6</li> </ul> <p>AP Standards:</p> <ul style="list-style-type: none"> <li>• SC1</li> <li>• SC2</li> <li>• SC13</li> <li>• SC14</li> <li>• SC15</li> </ul> <p>Content to be learned:</p> <p>Reflective writing as a means for students to identify strengths, weaknesses, obstacles overcome and growth over</p>	<p>How can reflection help a writer recognize strengths, weaknesses and ways to improve?</p> <p>How can students prepare to present their ideas clearly and persuasively?</p> <p>How does a presenter determine which digital media is appropriate to support a specific style of presentation?</p> <p>How can students plan to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate?</p>	<p><b>Prior Learning:</b></p> <p>Integrate and evaluate multiple sources of information presented in different media or formats</p> <p>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</p> <p><b>Current Learning:</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>Use technology, including the Internet, to produce and publish writing for the purpose of presenting information to others</p> <p>Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Explanation of WRT104 Learning Outcomes (I)</li> <li>• Presentation skills (I)</li> <li>• Drafting and revision of Learning Outcomes presentation (I, FA)</li> <li>• Peer Editing Workshops (I, FA)</li> <li>• Submission of complete first draft (SA)</li> <li>• One-on-one teacher conferencing and feedback (FA)</li> <li>• Delivery of final presentation (SA)</li> </ul>

the course of the semester			
Formal presentation skills, such as body language, volume and pace of voice, eye contact, and appropriate visual aids			

## Resources:

- URI Writing 104 Learning Outcomes
- NPHS Senior Project Handbook
- Student samples
- Teacher/Student conferencing sheets

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## QUARTER 3

## Unit 1: Close Reading &amp; Multiple Choice Question Analysis (20 days)

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI. 11-12. 2</li> <li>● RI. 11-12.3</li> <li>● RI. 11-12.4</li> <li>● RI.11-12.5</li> <li>● RI.11-12.6</li> <li>● RI.11-12.8</li> <li>● RI.11-12.9</li> <li>● RI.11-12.10</li> </ul>	<p>How does point of view affect the reader's understanding of the story?</p> <p>How does time period affect the context, content, and theme of a story?</p>	<p><b>Prior Learning:</b></p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text</p> <p>Determine the meaning of words and phrases as they are used in the text</p> <p>Analyze point of view to distinguish what is directly stated in a text from what is really</p>	<ul style="list-style-type: none"> <li>● Analysis of themes / motifs (I, FA)</li> <li>● Close reading / annotation of nonfiction texts(I, FA)</li> <li>● Identification/analysis of central ideas/themes/evidence in texts (I, FA)</li> </ul>

<ul style="list-style-type: none"> <li>L.11-12.3</li> </ul> <p>AP Standards:</p> <ul style="list-style-type: none"> <li>SC7</li> </ul> <p>Content to be learned:  Determine two or more themes or central ideas of a text and analyze their development over the course 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  Close reading and annotation strategies  Standardized test taking strategies</p>	<p>How does an author's word choice / use of figurative language affect the mood / tone of a text?</p> <p>How can students utilize test taking strategies to be successful on standardized tests?</p>	<p>meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Current Learning:</b></p> <p>Determine the meaning of words and phrases as they are used in the text</p> <p>Analyze point of view to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Standardized test taking strategies</p>	<ul style="list-style-type: none"> <li>Standardized test taking strategies (I)</li> <li>Multiple choice exam (SA)</li> </ul>
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<p>Resources:</p> <ul style="list-style-type: none"> <li>College Board released multiple choice exams</li> <li>Youtube videos about AP multiple choice strategies</li> </ul>
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QUARTER 3

**Unit 2: A Return to Rhetorical Analysis (25 days)**

<p><i>Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning and Current Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
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<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● L.11-12.1</li> <li>● RI.11-12.2</li> <li>● RI.11-12.3</li> <li>● RI.11-12.4</li> <li>● RI.11-12.5</li> <li>● RI.11-12.6</li> <li>● RI.11-12.8</li> <li>● RI.11-12.10</li> <li>● W.11-12.2</li> <li>● W.11-12.4</li> <li>● W.11-12.5</li> <li>● W.11-12.6</li> <li>● W.11-12.9</li> <li>● W.11-12.10</li> <li>● SL.11-12.1</li> <li>● L.11-12.1</li> <li>● L.11-12.2</li> <li>● L.11-12.3</li> <li>● L.11-12.4</li> <li>● L.11-12.5</li> </ul> <p>AP Standards:</p> <ul style="list-style-type: none"> <li>● SC1</li> <li>● SC3</li> <li>● SC4</li> <li>● SC15</li> </ul> <p>Content to be learned:</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (arrangement) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Identify rhetorical appeals (ethos, pathos and logos) and their impact on an author's message.</p>	<p>How does an author incorporate rhetorical appeals to achieve a specific purpose?</p> <p>How does an author incorporate rhetorical devices and strategies to achieve a specific purpose?</p>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i></li> <li>● Analyze author's series of events <i>and development of individuals, ideas, and events</i></li> <li>● Analyze how author's choices concerning text structure contribute to its overall impact</li> <li>● Draw evidence from literary texts to support analysis</li> </ul> <p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>● Evaluate author's point of view, reasoning, and use of rhetoric and identify exaggerated evidence or fallacious reasoning</li> <li>● Evaluate author's point of view, reasoning, and use of rhetoric <i>assessing the stance, premises, links among ideas, word choice, points of emphasis and tone</i></li> <li>● Analyze how an author's choices regarding structure in certain parts of a text contribute to its overall structure, meaning, and impact</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of themes / motifs (I, FA)</li> <li>● Close reading / annotation of nonfiction texts (I, FA)</li> <li>● Identification/analysis of central ideas/themes/evidence in texts (I, FA)</li> <li>● Formal critical analysis of themes / motifs / author choices in nonfiction texts (SA)</li> <li>● Free-response question 2 essay (SA)</li> </ul>
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Identify other rhetorical devices and strategies and their impact on an author's message.			
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<p>Resources:</p> <ul style="list-style-type: none"> <li>● College Board released AP Language and Composition Free-response question 2 sample texts</li> <li>● College Board released AP Language and Composition Free-response question 2 student sample essays</li> <li>● <i>Macbeth</i> by William Shakespeare (Act I, Scene 7)</li> </ul>
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Common Core Standards Curriculum Map - AP Language & Composition

QUARTER 4

**Unit 1: A Return to Argument Writing (20 days)**

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.1</li> <li>● RI.11-12.2</li> <li>● RI.11-12.3</li> <li>● RI.11-12.4</li> <li>● RI.11-12.5</li> </ul>	<p>How does a student support a claim (thesis) using appropriate and sufficient evidence and examples while also thoroughly refuting a counterclaim?</p>	<p><b>Prior Learning:</b></p> <p>Cite strong and thorough textual evidence</p> <p>Conduct short as well as more sustained research projects to answer a question; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating</p>	<ul style="list-style-type: none"> <li>● Review and analysis of multiple released argument free response prompts (I)</li> <li>● Analysis and scoring of released student work samples (argument free response prompts) (I)</li> <li>● Group work: brainstorming thesis statements &amp;</li> </ul>

<ul style="list-style-type: none"> <li>● RI.11-12.6</li> <li>● RI.11-12.8</li> <li>● RI.11-12.10</li> <li>● W.11-12.1</li> <li>● W.11-12.4</li> <li>● W.11-12.5</li> <li>● W.11-12.10</li> <li>● SL.11-12.1</li> <li>● L.11-12.1</li> <li>● L.11-12.2</li> <li>● L.11-12.3</li> </ul> <p>AP Standards:</p> <ul style="list-style-type: none"> <li>● SC1</li> <li>● SC6</li> <li>● SC12</li> <li>● SC13</li> <li>● SC14</li> <li>● SC15</li> <li>● SC16</li> </ul> <p>Content to be learned:</p> <p>Introducing a clear position in an argument essay, including crafting a clear and concise thesis statement</p> <p>Generating sufficient and appropriate evidence to prove a claim (thesis) and adequately address a counterclaim, maintaining an appropriate tone throughout</p> <p>On-demand writing: practicing pre-writing and drafting in a timed environment</p>	<p>How can a student effectively understand and respond to an on-demand writing prompt?</p>	<p>understanding of the subject under investigation</p> <p>Draw evidence from informational texts to support analysis, reflection, and research</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Current Learning:</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>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</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases</p> <p>Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>evidence for argument prompts (FA)</p> <ul style="list-style-type: none"> <li>● Practice on-demand argument free-response prompts (FA, SA)</li> <li>● Teacher feedback/conferencing regarding on-demand argument free-response prompts (I, FA)</li> </ul>
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## Resources:

- Released items from College Board (Prior AP argument writing prompts & scored student sample essays)
- *Everything's An Argument*
- *Harbrace Guide to Writing*

Common Core Standards Curriculum Map - AP Language & Composition

## QUARTER 4

## Unit 2: Synthesizing Sources (20 days)

<b><i>Standards and Content to Be Learned</i></b>	<b><i>Essential Questions</i></b>	<b><i>Prior Learning and Current Learning</i></b>	<b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.1</li> <li>● RI.11-12.2</li> <li>● RI.11-12.6</li> <li>● RI.11-12.8</li> <li>● RI.11-12.10</li> <li>● W.11-12.2</li> <li>● W.11-12.4</li> <li>● W.11-12.5</li> <li>● W.11-12.8</li> <li>● W.11-12.9</li> <li>● W.11-12.10</li> <li>● SL.11-12.1</li> <li>● L.11-12.1</li> <li>● L.11-12.2</li> <li>● L.11-12.3</li> </ul>	<p>How does a student support a claim (thesis) using appropriate and sufficient evidence and examples while also thoroughly refuting a counterclaim?</p> <p>How can a student effectively understand and respond to an on-demand writing prompt?</p>	<p><b>Prior Learning:</b></p> <p>Cite strong and thorough textual evidence</p> <p>Conduct short as well as more sustained research projects to answer a question; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>Draw evidence from informational texts to support analysis, reflection, and research</p> <p><b>Current Learning:</b></p> <p>Integrate and evaluate multiple sources of information presented in different media</p>	<ul style="list-style-type: none"> <li>● Review and analysis of multiple released synthesis free response prompts (I)</li> <li>● Analysis and scoring of released student work samples (synthesis free response prompts) (I)</li> <li>● Group work: brainstorming thesis statements for synthesis prompts (FA)</li> <li>● Practice on-demand synthesis free-response prompts (FA, SA)</li> <li>● Teacher feedback/conferencing regarding on-demand synthesis free-response prompts (I, FA)</li> </ul>

<p>AP Standards:</p> <ul style="list-style-type: none"> <li>• SC1</li> <li>• SC6</li> <li>• SC7</li> <li>• SC8</li> </ul> <p>Content to be learned:</p> <p>Introducing a clear position in an essay that synthesizes sources, including crafting a clear and concise thesis statement</p> <p>Selecting sufficient and appropriate evidence to prove a claim (thesis) and adequately address a counterclaim, maintaining an appropriate tone throughout</p> <p>On-demand writing: practicing pre-writing and drafting in a timed environment</p>		<p>or formats to craft a convincing argument</p> <p>Draw evidence from informational texts to support analysis, reflection, and research</p>	
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<p>Resources:</p> <ul style="list-style-type: none"> <li>• Released items from College Board (Prior AP synthesis writing prompts &amp; scored student sample essays)</li> <li>• <i>Harbrace Guide to Writing</i></li> </ul>
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