

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Course Description:** This course is designed to follow the requirements for the English Language and Composition Advanced Placement Exam. The following information is directly from the Course Overview information provided by the College Board:

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing (Collegeboard 2010).

**Course Objectives as stated in the AP English Course Description:** By the end of the course students will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Apply effective strategies and techniques in their own writing;
- Create and sustain arguments based on reading, research, and/or personal experience;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Write for a variety of purposes;
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions;
- Demonstrate understanding of the conventions of citing primary and secondary source material;
- Move effectively through the stages of the writing process with careful attention to inquiry and research, drafting, revising, editing, and review;
- Write thoughtfully about their own process of composition;
- Revise a work to make it suitable for a different audience;
- Analyze image as text; and
- Evaluate and incorporate reference documents into researched papers.

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** Danielle Venanzi, Jodi Guro, Jami Miksiewicz, Deborah Hockman, Lacy Browne, Casey Schaffer, and Amanda Shaheen

## Wilson Area School District Planned Course Materials

**Planned Course Title:** AP Language and Composition

**Textbooks:**

*The Language of Composition: Reading, Writing, Rhetoric*  
By Renee H. Shea  
Boston, MA: Bedford / St. Martins, 2012

*Literature: American Literature*  
Houghton Mifflin Harcourt, 2012

**Supplemental Books:**

*Elements of Language*  
Holt, Rinehart, and Winston, 2003

*Everyday Use: Rhetoric at Work in Reading and Writing*  
Roskelly and Jolliffe  
Pearson Education, 2009

**Teacher Resources:**

- Bedford/St. Martin's supplied instructor resources in conjunction with the text *The Language of Composition: Reading, Writing, Rhetoric*.
- Collegeboard supplied teacher resources for exam materials, lesson construction, and course development.
- Houghton Mifflin Harcourt supplied other teacher resources which include ancillary workbooks, CD ROMS for test construction; online editions for students and teachers and Supplemental video excerpts to reinforce lessons
- Additional online support such as interactive smart board lessons at [thinkcentral.com](http://thinkcentral.com) and [bcs.bedfordstmartins.com](http://bcs.bedfordstmartins.com)

## Wilson Area School District Curriculum Map

### August and September:

- Unit 1: Summer Reading Review
  - Chapter 1- “An Introduction to Rhetoric: ‘Using the Available Means’”
  - Chapter 3- “Analyzing Argument: From Reading to Writing”
  - Formal Writing #1- Analytical Essay for *The Scarlet Letter*
- Unit 2: The American Ideal and Puritanism- Early American Writing (1600-1800): The Native American Experience, Exploration and the Early Settlers, The Puritan Tradition

### October:

- Unit 2: The American Ideal and Puritanism- Early American Writing (1600-1800): The Native American Experience, Exploration and the Early Settlers, The Puritan Tradition
  - Complete Early American Writing (1600-1800)
  - Formal Writing #2- Analysis of Rhetorical Devices
  - Play: *The Crucible*, Arthur Miller
  - Chapter 2- “Close Reading: The Art and Craft of Analysis”
  - Formal Writing #3- Compare/Contrast Essay for *The Crucible*

### November:

- Unit 3: Community- The relationship of the individual to the community
  - Chapter 4- “Synthesizing Sources: Entering the Conversation”
  - Chapter 6- “Community”
  - *Speech in the Virginia Convention, The Declaration of Independence, excerpts from Narrative of the Life of Frederick Douglass, an American Slave, An Occurrence at Owl Creek Bridge, The Autobiography of Mark Twain, A New Kind of War, excerpts from Self-Reliance and Nature, and Civil Disobedience*
  - Multiple Choice Project- Student developed multiple choice questions for AP Exam

### December:

- Unit 3: Community- The relationship of the individual to the community
  - Chapter 4- “Synthesizing Sources: Entering the Conversation”- Writing a Synthesis Essay- page 160
  - Formal Writing #4- Columnist Project/Synthesis Essay (Page 152 of *The Language of Composition*)
- Unit 4: Pop Culture: A reflection of societal values
  - Chapter 11 “Popular Culture”
  - Henry Wadsworth Longfellow; Whitman and Dickinson; Harlem Renaissance

**January:**

- Unit 4: Pop Culture: A reflection of societal values
  - Midterm Exams
  - Formal Writing #5- Persuasive Essay

**February:**

- Unit 5: Gender- Impacts of gender roles created and enforced by society
  - Chapter 8- "Gender"
  - *The Devil and Tom Walker, The Masque of the Red Death, Dr. Heidegger's Experiment, The Story of an Hour, and A Rose for Emily*
  - Formal Writing #6- Choice from "Suggestions for Writing" on page 588
  - Synthesis Class Project

**March:**

- Unit 6: The Research Paper
  - Research skills
  - Using research in writing
  - Formal Writing Assignment #7-Drafting and editing a formal research paper
- Unit 7: The Economy- The role in our everyday lives
  - Chapter 7- "The Economy"

**April:**

- Unit 7: The Economy- The role in our everyday lives
  - *The Great Gatsby*, F. Scott Fitzgerald
  - Formal Writing Assignment #8- Open Topic/Genre Essay

**May:**

- Unit 7: The Economy- The role in our everyday lives
  - Test Preparation
  - AP Test
- Unit 8: Contemporary Literature: 1940 -- Present

**June:**

- Unit 8: Contemporary Literature: 1940 -- Present

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Unit 1:** Summer Analysis- Introduction to Rhetoric

\*\*Summer reading assignments are subject to change.

**Time Frame:** Three Weeks

**PA Core Standards:** CC.1.3.11-12.A,B,C,D,E,F; CC 1.4.11-12.E,I,J,K,Q;  
CC 1.5.11-12.A,C

**AP Curricular Requirement:** SC1, SC2, SC3, SC4 SC5, SC7, SC8, SC11, SC12,  
SC14

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Review the plot of the novel by correctly incorporating literary terms for plot analysis.
- Identify major and minor characters in the novel, trace their development, and make inferences based on the evidence.
- Identify and discuss major themes and symbols in the novel and relate them to other works of literature, current events, and history.
- Identify the narrator, the point of view, and evaluate the effectiveness and the purpose of the narrative choice.
- Analyze the author's style.
- Explain the novel's place and relationship to American literary period and/or history.
- Analyze Aristotle's three appeals (ethos, pathos and logos).
- Identify the speaker, audience, and purpose in readings.
- Determine effective and ineffective rhetoric.
- Analyze visual texts.
- Write an analytical essay.
- Draft, revise, and edit formal writing.
- Demonstrate command of English grammar and usage.

**Core Activities:**

- Students will read *The Language of Composition: Reading, Writing, Rhetoric*: Chapter 1- "An Introduction to Rhetoric: 'Using the Available Means'" and complete the chapter activities to analyze Aristotle's three appeals (ethos, pathos and logos), identify the speaker, audience, and purpose in readings, determine effective and ineffective rhetoric, and analyze visual texts. Students will employ the SOAPS method as described in the chapter.
- Students will read *The Language of Composition: Reading, Writing, Rhetoric*: Chapter 3- "Analyzing Argument: From Reading to Writing" and complete the chapter activities to develop thesis statements and write an analytical essay.
- Students will draft, revise, and edit formal writing assignment #1- Analytical Essay for *The Scarlet Letter*. Students will produce clear and coherent writing.

They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.

- Students may take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction.
- Students may discuss plot, character, diction, theme, symbol, point of view, current and historical connections, rhetoric, and visual analysis in small groups and/or in large group instruction.
- Students will engage in classroom discussion that may include but are not limited to rhetoric, theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

#### **Extension:**

- Students may complete additional research on historical aspects of the novel.
- Students may complete additional research on the artistic aspects of the novel.

#### **Remediation:**

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may view the film adaptation of the novel if one has been created.

#### **Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on literature, grammar, vocabulary and writing instruction

#### **Materials and Resources:**

- The summer reading novel(s)
- A film adaptation, if it has been created
- *The Language of Composition: Reading, Writing, Rhetoric*: Chapter 1- "An Introduction to Rhetoric: 'Using the Available Means'"
- *The Language of Composition: Reading, Writing, Rhetoric*: Chapter 3- "Analyzing Argument: From Reading to Writing"

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Unit 2:** The American Ideal and Puritanism- Cultural Roots of the American Dream

**Time Frame:** Six Weeks

**PA Core Standards:** CC.1.2.11-12.A,B,C,D,E,F,G,H,I,J,K,L; CC.1.3.11-12.A,B,C,E,F,G,H,K; CC.1.5.11-12.A,B,C,D,F

**AP Curricular Requirement:** SC1, SC2, SC3, SC4, SC5, SC7, SC11, SC12, SC14

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Demonstrate knowledge of eighteenth-century foundational works of American literature as well as analyze documents of historical and literary significance for their themes, purposes and rhetorical features.
- Discuss the legacy of the Puritan attitudes and values.
- Cite textual evidence to support analysis, make inferences, determine themes and analyze the development, and provide an objective summary of the text.
- Analyze style.
- Acquire and accurately use general and domain-specific words.
- Determine the meaning of words and phrases as they are used in a text
- Analyze the impact of specific word choices on meaning and tone.
- Demonstrate knowledge of how two or more works from the same time period treat similar themes or topics.
- Clarify the meaning of unknown words and phrases.
- Interpret figures of speech in context and analyze their role in the text.
- Analyze a complex set of ideas and explain how specific ideas interact and develop over the course of a text
- Determine an author's point of view and purpose in complex text
- Apply knowledge of language to how language functions in a different context.
- Use context as a clue to the meaning of a word.
- Demonstrate understanding of nuances in word meanings.
- Produce clear and coherent writing by planning, revising, and editing.
- Cite textual evidence to support an analysis, determine two or more themes, and analyze how the author's choices contribute to structure and meaning.
- Analyze nuances in the meaning of words with similar denotations.
- Analyze multiple interpretations of a drama by evaluating how each version interprets the source text.
- Compare and contrast texts.
- Analyze visual texts.
- Synthesize sources to create original writing.
- Draft, revise, and edit formal writing.
- Demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective choices for meaning.

### Core Activities:

- Students will read *Early American Writing: Historical Context* and demonstrate knowledge of eighteenth-century foundational works of American literature as well as analyze documents of historical and literary significance for their themes, purposes and rhetorical features.
- Students will read the three text analysis workshops: *Historical Narratives*, *American Drama*, and *Persuasive Rhetoric*, which serve as models for analyzing the works in the unit.
- Students will read *The Legacy of the Era* and discuss the legacy of the Puritan attitudes and values.
- Students will read *The World on the Turtle's Back*, an Iroquois Creation Myth, and cite textual evidence to support analysis, make inferences drawn from the text, determine themes and analyze their development, as well as provide an objective summary of the text.
- Students will read *The Language of Composition: Reading, Writing, Rhetoric*: Chapter 2- "Close Reading: The Art and Craft of Analysis" and complete the chapter activities to analyze style, and practice talking with the text techniques with an emphasis on style and diction.
- Students will read *La Relacion*, a report by Alvar Nunez Cabeza de Vaca. Students will cite evidence to support analysis, draw inferences from the text, determine point of view and purpose of the text, analyze foundational U.S. documents of historical and literary significance, and acquire and use accurately general and domain-specific words.
- Students will read *To My Dear and Loving Husband* and *Upon the Burning of Our House, July 10<sup>th</sup>, 1666* by Anne Bradstreet. Students will determine the meaning of words and phrases as they are used in the text, analyze the impact of specific word choices on meaning and tone, demonstrate knowledge of how two or more works from the same time period treat similar themes or topics, clarify the meaning of unknown words and phrases, and interpret figures of speech in context and analyze their role in the text.
- Students will read *Sinners in the Hands of an Angry God* by Jonathan Edwards. They will analyze a complex set of ideas and explain how specific ideas interact and develop over the course of a text, determine the meaning of words as they are used in a text, determine an author's point of view and purpose, apply knowledge of language to how language functions in different context, use context as a clue to the meaning of a word, and demonstrate understanding of nuances in word meanings.
- Students will draft, revise, and edit formal writing assignment #2- Analysis of Rhetorical Devices. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students will read *The Crucible* by Arthur Miller. Students will cite textual evidence to support an analysis, determine two or more themes, analyze how the author's choices contribute to structure and meaning, use context as a clue to the meaning of a word, analyze nuances in the meaning of words with similar denotations.
- Students will complete a media study on *The Crucible* and analyze multiple interpretations of a drama, evaluating how each version interprets the source text.

- Students will read *The Crucible and McCarthyism, The Demons of Salem, With Us Still, and Timebends*. They will cite textual evidence to support analysis as well as determine an author's point of view and purpose in a text.
- Students will draft, revise, and edit formal writing assignment #3- Compare/Contrast Essay for *The Crucible*. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

### **Extension:**

- Students may read other works in the unit Early American Writing.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.
- Students will be encouraged to use vocabulary words from the unit in their own writing.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

### **Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals

- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- *Teacher's Manual for The Language of Composition*
- The Language of Composition book companion site (Bedfordstmarins.com/languageofcomp)
- *i-claim visualizing argument* (iclaim.bedfordstmartins.com)
- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-Class Timed Essays- Responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Unit 3:** Community- The relationship of the individual to the community

**Time Frame:** Five Weeks

**PA Core Standards:** CC.1.2.11-12.A,B,D,E,F,H,I,J,K,L; CC.1.3.11-12.A,C,E,F,I,J;  
CC1.4.11-12.C,E,G,H,I,J,K,N,O,P,Q; CC1.5.11-12.A,L

**AP Curricular Requirement:** SC1, SC2, SC3, SC6, SC5, SC7, SC8, SC9, SC11,  
SC12, SC13, SC14, SC15, SC16

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Cite textual evidence to support inferences, analyze and evaluate the effectiveness of structure, and evaluate reasoning in seminal nonfiction text.
- Analyze and evaluate the effectiveness of structure in text
- Determine an author's point of view and purpose.
- Determine two or more central ideas of a text and analyze their development.
- Analyze documents of literary significance for their themes, purposes, and rhetorical features Interpret figures of speech in context and analyze their role in the text.
- Provide an objective summary of a text.
- Analyze multiple interpretations of a text, evaluating how each version interprets the source text.
- Analyze the impact of the author's choices on a story.
- Analyze the impact of specific word choices on meaning and tone.
- Analyze nuances in the meaning of words with similar denotations.
- Identify patterns of word changes that indicate different meanings.
- Accurately use general academic and domain-specific words and phrases.
- Apply knowledge of language to make effective choices for meaning and style.
- Determine the meaning of words and phrases including figurative and connotative meaning.
- Use sources to inform an argument and appeal to an audience.
- Synthesize sources in writing.
- Analyze visual texts.
- Demonstrate command of parallel structure.
- Draft, revise, and edit to produce clear and coherent writing and demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective word choices.

### Core Activities:

- Students will read Chapter 4- “Synthesizing Sources: Entering the Conversation” and complete the chapter activities to use sources to inform an argument and to appeal to an audience.
- Students will read selections from Chapter 6- “Community” and complete corresponding text questions and exercises to examine the balance of individual concerns and community values, how different types of communities arise, and the meaning of community in students’ lives. Students will focus on synthesizing sources in writing and parallel structure.
- Students will read *Speech in the Virginia Convention*, by Patrick Henry. They will analyze and evaluate the effectiveness of the structure, determine point of view and purpose, identify patterns of word changes that indicate different meanings, and acquire and use accurately general academic and domain-specific words and phrases.
- Students will read *The Declaration of Independence* and cite textual evidence to support inferences drawn from the text, determine the meaning of words and phrases as they are used in the text, analyze and evaluate the effectiveness of the structure an author uses, evaluate the reasoning in this seminal U.S. text, and acquire and use accurately general academic and domain-specific words and phrases.
- Students will read an excerpt from *Self-Reliance* and an excerpt from *Nature*, essays by Ralph Waldo Emerson. They will determine two or more central ideas of a text and analyze their development; analyze documents of literary significance for their themes, purposes, and rhetorical features; apply knowledge of language to make effective choices for meaning and style; interpret figures of speech in context and analyze their role in the text; and acquire and use accurately general academic words and phrases.
- Students will read an excerpt from *Civil Disobedience* by Henry David Thoreau. They will determine the connotative meaning of words, determine the point of view and purpose of the text, analyze a document of literary significance, and acquire and use academic words and phrases.
- Students will read an excerpt from *Narrative of the Life of Frederick Douglass, an American Slave*. Students will determine the central ideas of the text, the meaning of words and phrases including figurative and connotative meaning; they will determine the point of view and purpose of the text and analyze it as a foundational U.S. document of literary significance.
- Students will read *An Occurrence at Owl Creek Bridge* by Ambrose Bierce. They will provide an objective summary of the text, analyze the impact of the author’s choices on the story, analyze the impact of specific word choices on meaning and tone, and acquire and use accurately general academic words.
- Students will complete a media study on *An Occurrence at Owl Creek Bridge* by Ambrose Bierce. They will analyze multiple interpretations of the story, evaluating how each version interprets the source text.
- Students will read an excerpt from *The Autobiography of Mark Twain*. They will analyze the impact of specific word choices on meaning and tone, analyze how structure affects meaning as well as the aesthetic value, cite evidence to support inferences, determine an author’s point of view and purpose, interpret figures of speech in context and analyze their role in the text as well as analyze nuances in the meaning of words with similar denotations.
- Students will read *A New Kind of War* by Ernest Hemingway. They will cite textual evidence to support analysis of inference, determine an author’s point of

view and purpose, read and comprehend literary nonfiction, and analyze nuances in the meaning of words with similar denotations.

- Students will read Chapter 4- “Synthesizing Sources: Entering the Conversation”- Writing a Synthesis Essay- page 160 to draft, revise, and edit formal writing assignment #4- Columnist Project/Synthesis Essay. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher’s discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students’ personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

**Extension:**

- Students may read other works related to the unit
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.
- Students will be encouraged to use vocabulary words from the unit in their own writing.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing

- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- *Teacher's Manual for The Language of Composition*
- The Language of Composition book companion site (Bedfordstmarins.com/languageofcomp)
- *i-claim visualizing argument* (iclaim.bedfordstmartins.com)
- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-Class Timed Essays- Responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Unit 4:** Pop Culture: A reflection of societal values

**Time Frame:** Four-Five Weeks

**PA Core Standards:** CC.1.2.11-12.A,B,E,J,K,L; CC.1.3.11-12.A,B,E,F,H,I,J;  
CC.1.4.11-12.E,F,K,L,M,N,O,P,Q,R CC.1.5.11-12.A,B

**AP Curricular Requirement:** SC1, SC3, SC6, SC5, SC7, SC8, SC11, SC12, SC13

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Cite textual evidence to support analysis, determine themes, and summarize a text
- Analyze purpose and argument.
- Analyze author's use of modifiers
- Analyze the impact of specific word choices on meaning and tone
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to overall structure and meaning, as well as aesthetic impact.
- Analyze the effectiveness of structure in a text
- Analyze how the structure of a poem affects meaning and aesthetic impact
- Analyze the impact of diction.
- Demonstrate knowledge of how two or more texts from the same time period treat similar themes or topics.
- Demonstrate the meaning of figurative language.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings
- Analyze the literal and figurative meanings of words and their impact on tone
- Interpret figures of speech in context and analyze their role in the text.
- Analyze visual texts.
- Demonstrate persuasive strategies in writing.
- Draft, revise, and edit to produce clear and coherent writing and demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective word choices.

### **Core Activities:**

- Students will read selections from Chapter 11- "Popular Culture" and complete corresponding text questions and exercises to examine the connections between the past and the present in order to imagine the future. Students will focus on analyzing purpose and argument. Students will analyze an author's use of modifiers.
- Students will read *A Psalm of Life* and *The Tide Rises, the Tide Falls*, poetry by Henry Wadsworth Longfellow. They will analyze the impact of specific word choices on meaning and tone; they will analyze how an author's choices

concerning how to structure specific parts of a text contribute to overall structure and meaning, as well as aesthetic impact.

- Students will read poetry by Walt Whitman: *I Hear America Singing*, and an excerpt from *Song of Myself*. Students will cite textual evidence to support analysis, determine themes, summarize the texts, analyze the impact of diction, analyze the impact of structure, demonstrate knowledge of how two or more texts from the same period treat similar themes or topics, and demonstrate the meaning of figurative language.
- Students will read poetry by Emily Dickinson: *Because I could not stop for Death*, *Success is counted sweetest*, and *The Soul selects her own Society*. Students will cite textual evidence to support analysis, determine theme, analyze the literal and figurative meanings of words and their impact on tone, analyze how the structure of the poem affects meaning and aesthetic impact, and interpret figures of speech in context and analyze their role in the text.
- Students will read the following poems by Langston Hughes: *Harlem*; *The Negro Speaks of Rivers*; *I, Too*; *The Weary Blues*. Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. They will analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will read *How It Feels to Be Colored Me* by Zora Neale Hurston. They will cite textual evidence to support analysis of inferences, analyze the development of theme, analyze the effectiveness of structure, read and comprehend literary nonfiction, and acquire and use accurately general academic and domain-specific words and phrases.
- Students will draft, revise, and edit formal writing assignment #5- Persuasive Essay. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students will may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

### **Extension:**

- Students may read other works related to the unit.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.
- Students will be encouraged to use vocabulary words from the unit in their own writing.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

### **Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

### **Materials and Resources:**

- *Teacher's Manual for The Language of Composition*
- The Language of Composition book companion site ([Bedfordstmarins.com/languageofcomp](http://Bedfordstmarins.com/languageofcomp))
- *i-claim visualizing argument* ([iclaim.bedfordstmartins.com](http://iclaim.bedfordstmartins.com))
- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

### **Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Unit 5:** Gender- Impacts of gender roles created and enforced by society

**Time Frame:** Four Weeks

**PA Core Standards:** CC.1.2.11-12.A,B,F,G,J,K; 1.3.11-12.A,B,C,F,H,I; CC.1.4.11-12.E,K,L,P,Q,S,X ; CC1.5.11-12

**AP Curricular Requirement:** SC1, SC2, SC3, SC4, SC5, SC6, SC7, SC8, SC9, SC10, SC11, SC12, SC13 SC14

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Describe socially constructed gender roles and the effects of gender roles in reference to bias.
- Cite textual evidence to support analysis of inferences drawn from a text.
- Identify and analyze development of theme.
- Analyze the impact of specific word choices on meaning and tone.
- Distinguish what is directly stated from what is really meant.
- Determine the meanings of words and phrases as they are used in a text.
- Use context clues to determine meaning.
- Determine the meanings of words and phrases including their figurative and connotative meaning.
- Analyze the impact of the author's choices regarding how to develop and relate elements of the story.
- Analyze visual texts.
- Analyze the impact of specific word choices on meaning and tone.
- Draft, revise, and edit to produce clear and coherent writing and demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective word choices.

**Core Activities:**

- Students will read selections from Chapter 8- "Gender" and complete corresponding text questions and exercises to examine socially constructed gender roles and the effects of gender roles in reference to bias. Students will focus on argument and pronoun usage affecting viewpoint.
- Students will read *The Devil and Tom Walker* by Washington Irving. They will cite textual evidence to support analysis of inferences drawn from the text, identify and analyze development of theme, analyze the impact of specific word choices on meaning and tone, distinguish what is directly stated from what is really meant, determine the meanings of words and phrases as they are used in the text, and use context clues to determine meaning.
- Students will read *The Masque of the Red Death* by Edgar Allan Poe. They will cite evidence to support analysis of inferences drawn from the text, determine the meanings of words and phrases including their figurative and connotative

meaning, use context as a clue to the meaning of words or phrases, and acquire and use academic words and phrases.

- Students will read *Dr. Heidegger's Experiment* by Nathaniel Hawthorne. They will cite evidence to support analysis of what the text says as well as inferences drawn from the text; they will acquire and use academic words and phrases.
- Students will read *The Story of an Hour* by Kate Chopin. They will cite evidence to support inferences drawn from the text and analyze the development of theme.
- Students will read *A Rose for Emily* by William Faulkner. They will analyze the impact of the author's choices regarding how to develop and relate elements of the story. They will analyze the impact of specific word choices on meaning and tone.
- Students will draft, revise, and edit formal writing assignment #6- Choice from "Suggestions for Writing" on page 588. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.
- Students will practice for the AP exam by engaging in a class synthesis project. Students will choose a topic and create a directive that follows the format for the AP synthesis questions. Students will research 6-7 sources (including at least one graph, cartoon, or photo). Students will then present their assignments and choose one prompt to practice in an in-class writing response.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

### **Extension:**

- Students may read other related works to the unit.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.
- Students will be encouraged to use vocabulary words from the unit in their own writing.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

### **Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

### **Materials and Resources:**

- *Teacher's Manual for The Language of Composition*
- The Language of Composition book Companion Site (Bedfordstmarins.com/languageofcomp)
- *i-claim visualizing argument* (iclaim.bedfordstmartins.com)
- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

### **Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Unit 6:** The Research Paper

**Time Frame:** Three Weeks

**Common Core Standards:** CC.1.2.11-12.A,B,C,D,E,F,G; CC1.4.11-12.A,B,C,D,E,P,S,T,U,V,W,

**AP Curricular Requirement:** SC2, SC3, SC5, SC7, SC8, SC9, SC10, SC11, SC12, SC13, SC14, SC15, SC16

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze and synthesize ideas from an array of sources.
- Evaluate, use, and cite primary and secondary sources.
- Write a short research paper that presents an argument inspired from a text.
- Draft, revise, and edit to produce clear and coherent writing and demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective word choices.

### **Core Activities:**

- Students will write a short research paper that presents an argument of their own inspired from any of the topics and issues discussed this year in AP Language. This paper will require the analysis and synthesis of ideas from an array of sources. Students must have their thesis statements with a clear position approved prior to writing their actual papers. Students will evaluate, use, and cite a minimum of five primary and secondary sources as they establish their claims, refute their opposition and come to conclusions about the issue as they complete their researched argument paper.
- Students will follow the writing process of pre-writing, drafting, revising, and editing a composition.
- Students will use the library including databases to research their topics.
- Students may peer edit student drafts, group edit, and/or seek the teacher's assistance with particular editing questions.
- Students will produce a final draft that follows MLA format.
- Students will draft, revise, and edit formal writing assignment #7- Drafting and editing a formal research paper. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.

**Extension:**

- Students or teachers may vary the complexity or length of this assignment.

**Remediation:**

- Students may seek additional help before or after school with their teacher.
- Students may seek additional help in the tutoring lab or request an NHS tutor.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Teacher's Manual for The Language of Composition*
- The Language of Composition book companion site ([Bedfordstmarins.com/languageofcomp](http://Bedfordstmarins.com/languageofcomp))
- *i-claim visualizing argument* ([iclaim.bedfordstmartins.com](http://iclaim.bedfordstmartins.com))
- Unit Seven: *The Power of Research*
- Student One Stop Planner CD
- Teacher One Stop Planner CD
- Resource Manager Unit Booklets

**Assessments:** Assessments may include but are not limited to the following:

- Pre-writing notes
- Graphic organizers
- Research notes
- Rough draft
- Revisions
- Teacher or textbook generated exercises and assessments to support sentence, paragraph, or composition writing.
- Final draft
- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Unit 7:** The Economy- The role in our everyday lives

**Time Frame:** Four Weeks

**PA Core Standards:** CC.1.2.11-12.J,H; CC.1.3.11-12.A,B,C,D,E,F,G,I,J; CC.1.5.11-12.A

**AP Curricular Requirement:** SC1, SC2, SC3, SC5, SC7, SC8, SC11, SC12, SC14, SC15, SC16,

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze a prose passage as well as describe the effects of short simple sentences and fragments.
- Analyze the development of plot, character, theme, symbolism, point of view, and author's purpose
- Draft, revise, and edit to produce clear and coherent writing and demonstrate command of English grammar and usage, spell correctly, and apply knowledge of language to make effective word choices.
- Analyze documents of historical and literary significance for their themes and purposes
- Analyze the impact of diction on meaning and tone.
- Analyze the development of theme.
- Determine the point of view and purpose.
- Analyze a complex set of ideas to explain how specific individuals, ideas, or events interact and develop over the course of a text.
- Cite textual evidence to support analysis of inferences
- Determine the meaning of words and phrases including figurative and connotative meaning.
- Determine the author's point of view and purpose as well as beauty in language.

**Core Activities:**

- Students will read selections from Chapter 7- "Economy" and complete corresponding text questions and exercises to examine our "national mythology" of the American Dream, the meaning of economics in our lives, the plight of the poor, the future of the American Dream, and materialism in American culture. Students will focus on analyzing a prose passage as well as the effect of short simple sentences and fragments.
- Students will read the Great Gatsby by F. Scott Fitzgerald. They will analyze the development of plot, character, theme, symbolism, point of view, and author's purpose as well as understand the artistic and historic value of the novel.
- Students will draft, revise, and edit formal writing assignment #8- Open Topic/Genre Essay. Students will produce clear and coherent writing. They will develop and strengthen writing skills by planning, revising, and editing. Students

will demonstrate command of English grammar and usage; they will spell correctly and apply knowledge of language to make effective choices for meaning.

- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

#### **Extension:**

- Students may read other works by F. Scott Fitzgerald in order to analyze the similarities and differences in his treatment of character, theme, symbolism, point of view, and purpose.
- Students may also read works by the author's contemporaries in order to ascertain the similarities and differences.

#### **Remediation:**

- Students who need remediation may access notes, study guides, and online assistance.
- They may seek additional help before or after school with their teacher.
- They may seek help in the tutoring lab or with an NHS peer tutor.

#### **Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

#### **Materials and Resources:**

- *The Great Gatsby*, by F. Scott Fitzgerald
- Online notes and study guides
- Movie adaptations of the novel

- *Teacher's Manual for The Language of Composition*
- The Language of Composition book Companion Site (Bedfordstmarins.com/languageofcomp)
- *i-claim visualizing argument* (iclaim.bedfordstmartins.com)

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Language and Composition

**Subject Area:** English

**Grade Level:** Eleven

**Unit 8:** Contemporary Literature: 1940 -- Present

**Time Frame:** Three-Four Weeks

**PA Core Standards:** CC.1.2.11-12.A,B,C,D,E,F,G,I,L; CC.1.3.11-12.A,B,C,D,E,F,H,K,J; CC.1.4.11-12.E,F,K,L,Q,R; CC.1.5.11-12.A,B,E,F,G

**AP Curricular Requirement:** SC1, SC2, SC3, SC5, SC7, SC8

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes and topics.
- Analyze documents of historical and literary significance for their themes and purposes
- Analyze the impact of diction on meaning and tone.
- Analyze the development of theme.
- Determine the point of view and purpose.
- Analyze a complex set of ideas to explain how specific individuals, ideas, or events interact and develop over the course of a text.
- Cite textual evidence to support analysis of inferences
- Determine the meaning of words and phrases including figurative and connotative meaning.
- Determine the author's point of view and purpose as well as beauty in language.
- Integrate and evaluate multiple sources of information presented in multiple media formats.

**Core Activities:**

- Students will read *Contemporary Literature: 1940 – Present, New Perspectives*. They will demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes and topics. They will analyze documents of historical and literary significance for their themes and purposes.
- Students will read the text analysis workshop, *Voice in Contemporary Literature*, which serves as a model for analyzing the literature in the unit.
- Students will read *Adam* by Kurt Vonnegut. They will analyze the impact of diction on meaning and tone, analyze the development of theme, determine the point of view and purpose, and analyze a complex set of ideas to explain how specific individuals, ideas, or events interact and develop over the course of a text.
- Students will read an excerpt of *Letter from Birmingham Jail* by Martin Luther King Jr. They will cite textual evidence to support analysis of inferences,

determine the meaning of words and phrases including figurative and connotative meaning, and determine the author's point of view and purpose as well as beauty in language.

- Students will complete a media study entitled *Perspective in the News*, which includes a newscast and an article. Students will integrate and evaluate multiple sources of information presented in multiple media formats in order to make informed decisions.
- Students will may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

### **Extension:**

- Students may read other works in the unit Contemporary Literature.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.
- Students will be encouraged to use vocabulary words from the unit in their own writing.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

### **Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals

- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- In-class timed essays- responding to AP or AP-like prompts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

Scoring Components	Page(s)
<p><b>SC1</b> The course requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).</p>	4, 6
<p><b>SC2</b> The course requires students to write essays that proceed through several stages or drafts with the revision incorporating, as appropriate, feedback from teachers and peers.</p>	3,4, 5
<p><b>SC3</b> The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.</p>	3,4, 6, 8,
<p><b>SC4</b> The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>	4, 6, 7,
<p><b>SC5</b> The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>	3,5, 6
<p><b>SC6</b> The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>	7
<p><b>SC7</b> The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author’s use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers’ linguistic and rhetorical choices.</p>	6 ,8
<p><b>SC8</b> The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.</p>	5, 6, 7, 8, 10
<p><b>SC9</b> The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.</p>	6, 7, 8
<p><b>SC10</b> The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.</p>	6
<p><b>SC11</b> Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).</p>	6, 8
<p><b>SC12</b> The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.</p>	4, 5, 7
<p><b>SC13</b> The AP teacher provides instruction and feedback on students’ writing assignments both before and after the students revise their work that help the students develop a variety of sentence structures.</p>	4, 5, 9
<p><b>SC14</b> The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.</p>	5, 6, 8
<p><b>SC15</b> The AP teacher provides instruction and feedback on students’ writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.</p>	4, 7
<p><b>SC16</b> The AP teacher provides instruction and feedback on students’ writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer’s audience.</p>	5, 9

## AP English Language and Composition Syllabus

### Course Overview

This course is designed to follow the requirements for the English Language and Composition Advanced Placement Exam. This is an AP course in English Language and Composition that engages students in becoming skilled readers of prose written in a variety of periods, disciplines,

and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing (Collegeboard 2010).

Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with novels, essays, letters, speeches, images, and imaginative literature. Featured authors include:

Khaled Hosseini, Nathaniel Hawthorne, Arthur Miller, Ralph Waldo Emerson, Henry David Thoreau, Zora Neale Hurston, F. Scott Fitzgerald, Toni Morrison, Martin Luther King Jr., Virginia Woolf, Benjamin Franklin, William Faulkner, Amy Tan, Walt Whitman, George Orwell, Mark Twain, and Tim O'Brien. Summer reading and writing are required. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

### **Central course textbooks:**

Graff, Gerald, and Cathy Birkenstein, Russel Durst. *They Say/I Say: the Moves that Matter in Academic Writing with Readings*. 2nd edition. New York: W.W. Norton & Co, 2012.

Hacker, Diana, and Nancy Sommers. *The Bedford Handbook*. 9th edition. Boston: Bedford/St. Martin's, 2013.

*Holt McDougal Literature: American Literature*. Ed. Janet Allen. New York: Holt, 2012.

Moliken, Paul, Douglas Grudzina and Brendan McGuigan. *Rhetorical Devices: A Handbook and activities for Student Writers*. United States: Prestwick House, 2007.

Shea, Renée, Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition*. 2nd edition. Boston: Bedford/St. Martin's, 2012.

Course reading and writing activities should help students gain textual power, making them more alert to an author's purpose, the needs of an audience, the demands of the subject, and the resources of language: syntax, word choice, and tone. By early May of the school year, students will have nearly completed a course in close reading and purposeful writing. The critical skills that students learn to appreciate through close and continued analysis of a wide variety of nonfiction texts can serve them in their own writing as they grow increasingly aware of these skills and their pertinent uses. During the course, a wide variety of texts (prose and image based) and writing tasks provide the focus for an energetic study of language, rhetoric, and argument.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of five hours of coursework per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

The course is constructed in accordance with the guidelines described in the *AP English Course Description*.

## Course Planner

### First Quarter: American Ideals: Triumphs and Pitfalls (August 25- October 29)

The course opens with an immediate follow-up on a summer assignment, which consists of reading three novels and analyzing author's style in relation to author's purpose. [SC3] By choosing self-selected quotes, students recognize the importance of tone, diction, and syntax in reference to purpose in Khaled Hosseini's *The Kite Runner*, Tim O'Brien's *The Things They Carried*, and Nathaniel Hawthorne's *The Scarlet Letter*. They consider rhetorical context – subject, occasion, context, and purpose—as they focus on close reading. They study the analysis of arguments, staking claims, and presenting evidence (Chapter 1: “An Introduction to Rhetoric: Using the Available Means” and Chapter 3: “Analyzing Argument: From Reading to Writing” from *The Language of Composition: Reading, Writing, Rhetoric*). The entire class considers the substance and context of William Faulkner's Nobel Prize acceptance speech.

**Major Writing Assignment #1:** After considering Faulkner's closing statement concerning “the writer's duty,” students select key passages from *The Kite Runner*, *The Things They Carried*, and *The Scarlet Letter*, that allow them to discuss the purpose of each novel. Then they draft an essay in which they analyze their selected passages, illustrating how each writer fulfills Faulkner's “writer's duty” concept. [SC5] Students may draw on their summer reading assignments and subsequent class work with the novels. Following discussions over their drafts with me, students revise, prepare, and submit final versions of their essays. [SC2] **DUE: September 19.**

Focus on rhetorical purpose and language continues as students read *La Relacion*, a report by Alvar Nunez Cabeza de Vaca, *Sinners in the Hands of an Angry God* by Jonathan Edwards, “To My Dear and Loving Husband” and “Upon the Burning of Our House, July 10<sup>th</sup>, 1666” by Anne Bradstreet. Emphasis on close reading and annotation continues with these selections (Chapter 2: “Close Reading: The Art and Craft of Analysis” from *The Language of Composition: Reading, Writing, Rhetoric*). Students develop the habit of accounting for their close reading in a variety of ways—questions, annotating, graphic organizers, and double-entry journals. [SC3] In a focused discussion on the importance of considering audience and context, the following will be investigated: *How to Detect Propaganda*, *Nonviolent Language*, and from *Words that Work* in Chapter 10 “Language” from *The Language of Composition: Reading, Writing, Rhetoric*.

**Major Writing Assignment #2:** After reading and annotating *How to Detect Propaganda*, *Nonviolent Language*, and from *Words that Work* students will choose a speech and a visual in which they investigate rhetoric and write an analysis of the rhetorical devices used [SC1& SC4].

Each student prepares for two major student/teacher writing conferences. [SC2] The first conference occurs during the essay's “discovery” phase as each student reports on initial efforts to fashion his or her text. During this conference, I will listen and respond as each student conveys what's happening with his or her text; students learn to choose language in order to create the tone they desire in their work. This discussion builds on vocabulary development exercises in class, helping students to recognize the need for first knowing, and, second, using the exact word. [SC12] In the second conference students identify portions of the piece that require additional attention and discussion. [SC2] Conference interactions will typically include discussion of diction, syntax, evidence, and tone. As drafting proceeds, some students may ask

about deepening the development of their texts by including additional concrete details. [SC15] Others may seek help on emphasizing key ideas by revisiting or rearranging words, sentences, or whole sections. [SC13] Each student's ear and voice come into play during the conferring phase of the revision process.

Student work on this essay is further informed by readings in Chapter 10 "Language" from *The Language of Composition: Reading, Writing, Rhetoric*. **Due: October 6.**

**Major Writing Assignment #3:** With an awareness of rhetoric and appeals, students read Arthur Miller's *The Crucible*. During the unit, students work in small groups, becoming experts on one of several key scenes. Then they get to apply their knowledge of rhetoric to a pivotal scene. They write an essay in which they analyze the rhetoric of the scene, as well as compare and contrast the scene to Senator Joseph McCarthy attacks Edward R. Murrow on CBS, video clip, [www.AmericanRhetoric.com](http://www.AmericanRhetoric.com), in reference to its historical context.

They are asked to consider such elements as the use of appeals, choice of details, and audience. In this way they apply their appreciation of the language of the play and their understanding of rhetoric and appeals in an evaluation of argument. [SC5 & SC16] Students must carefully consider and thoughtfully discuss two related excerpts taken from the scene while comparing and contrasting with Joseph McCarthy attacks Edward R. Murrow on CBS. Students discuss the organizational features of their papers in conferencing. [SC2 & SC14] After their papers have been completed, students view the film version of *The Crucible* and explore how its visual elements correspond with the language of the play and its themes. [SC8]

### **Vocabulary**

Students will work to gain vocabulary and practice using new terms in context in order to develop a wide-ranging vocabulary used appropriately. Students will be given an SAT packet of vocabulary words. Students will have biweekly vocabulary assessments and/or quizzes testing their ability to use the word in context. [SC12]

### **Discussion**

The course offers many opportunities for students to collaboratively practice the skills they need, derived from my belief that learning can only occur if students have opportunities to check their understanding and clarify their thinking.

### **Style**

Because style is a major component of writing skill, students review the use of appositive phrases, participial phrases, and absolute phrases to improve the quality and sophistication of their writing. Initially, students complete sentence and paragraph-imitation exercises; later, they are expected to highlight their use of these phrases in their major compositions. [SC13] In addition, students receive instruction in how to recognize and incorporate figures of rhetoric in a piece of writing. Our study includes allusion, amplification, anadiplosis, analogy, antanagoge, antithesis, aporia, apostrophe, asyndeton, chiasmus, climax, conduplicatio, distinctio, enumeratio, epistrophe, ephithet, eponym, exemplum, hyperbaton, hyperbole, hypophora, litotes, metabasis, metaphor, metonymy, parallelism, parataxis, parenthesis, personification, polysyndeton, procatalepsis, rhetorical question, sententia, simile, symploce, synecdoche, understatement, and zeugma.

## **Second Quarter: The Individual's Role in American Society and the Influence of Pop Culture on that Role**

**(October 30-January 15)**

The second quarter begins with Chapter 4: "Synthesizing Sources" from *The Language of Composition: Reading, Writing, Rhetoric*. Students will investigate the use of sources to inform an argument, and appeal to an audience.

Students complete their first timed essay. The chosen topic is drawn from Chapter 4 "Synthesizing Sources" from *The Language of Composition: Reading, Writing, Rhetoric*. These tasks require students to read closely and account for how language and rhetoric are purposefully employed. [SC1 & SC5]

During the second quarter, students encounter personal essays, historical speeches, and memoirs that are generally related by subject but are markedly different in purpose and strategies. Chapter 6: "Community" from *The Language of Composition: Reading, Writing, Rhetoric* will ask students to contemplate the idea of "community" and the individual's role within community. Readings include King, Thoreau, Emerson, Okada, Henry, and Douglass. Students will analyze author's use of rhetorical strategies and techniques through informal writing assignments. [SC7] Students will complete the Multiple Choice Project for AP exam questions. After discussing types of questions and question construction, students will work in groups to develop multiple-choice questions practice texts of the AP exam.

**Major Writing Assignment #4:** Students will write an essay describing an experience from his or her life that has brought some personal insight, demonstrating awareness of how to use language and rhetoric to best engage their readers. Students will peer edit in writing groups. Students will also conference with the me, and I will comment on individual drafts through the use of GoogleDocs. [SC4 & SC14] Students also include a visual representation of the experience which they must explain in relation to their essay. [SC8]

**Major Writing Assignment #5:** Prompt: What is the individual's duty to his or her government? What is the government's duty to the individual? In an essay that synthesizes and uses for support at least four of the readings from this unit, discuss the obligations of individuals within a society. You must also find and use two additional sources in support of the topic. These sources should be credible and represent both primary and secondary sources. Remember to attribute both direct and indirect citations. Refer to the sources by authors' last names or by titles using MLA format. Avoid mere paraphrase or summary. [SC9, SC10 & SC11]

The second quarter will close out with a reading of Chapter 11: "Popular Culture" from *The Language of Composition: Reading, Writing, Rhetoric* which will ask students to examine the connections between the past and the present in order to imagine the future. Students will focus on analyzing purpose and argument in readings that include McBride, Twain, Johnson, and Klosterman. In addition to nonfiction readings, students will examine the poetry of Henry Wadsworth Longfellow, Walt Whitman, Emily Dickinson, and the Harlem Renaissance. These authors will not only fit in thematically, but students begin to realize how a reading of any text is, indeed, an argument. The usefulness of their journals becomes clear at this point, and they recognize that a reading of a poem—an interpretation—is an argument, one that must be validated with support from the text. In addition, in the journals, students will be expected to consider the choices made by the directors of *Voices and Visions: Emily Dickinson*. Why were some works included in the film and others not? As students analyze those choices, they will seek to identify the "argument" of the film. [SC3]

## First Semester Exam

At the end of the second quarter and first semester (January 16), students take an 80-minute exam featuring two AP free-response questions from released exams—one focusing on prose analysis and rhetoric, the other on argument. [SC6]

## Third Quarter: Belonging in American Society: Gender Roles

(January 16- March 23)

After midterm exams, we will close out our study of “Popular Culture” with a persuasive essay.

**Major Writing Assignment #6:** Using readings from Chapter 11: “Popular Culture” from *The Language of Composition: Reading, Writing, Rhetoric*, students will respond to the following prompt in a persuasive essay: Explain why the export of American culture has either a positive or a negative effect on the cultures and societies that adopt it. [SC6 & SC15]

Reading of Chapter 8: “Gender” from *The Language of Composition: Reading, Writing, Rhetoric* which will ask students to examine socially constructed gender roles and the effects of gender roles in reference to bias. Students will continue to focus on argument. In addition to reading text by Woolf, Franklin, Piercy, and Tannen, students will investigate gender roles in “The Devil and Tom Walker,” “The Masque of the Red Death,” “Dr. Heidegger’s Experiment,” “The Story of an Hour,” and “A Rose for Emily.” Students will keep a double entry journal cataloging the beliefs presented.

**Major Writing Assignment #7-** From popular magazines and newspapers, students will collect ads that reflect stereotypes about the roles of men and women, as well as ads that show men and women in a more progressive light. Students will first work in groups to collect and analyze the ads, making lists of both kinds of ads. Students will determine which kinds of products show men and women breaking gender stereotypes. Which stereotypes are more common in these ads--stereotypes about women or men? Then, working individually, students will write a report that discusses what the ads show about American values, beliefs, and attitudes towards gender roles. [SC4 & SC8]

## Major Writing Assignment #8-Research Paper [SC9]

- Students will write a short research paper that presents an argument of their own inspired from any of the topics and issues discussed this year in AP Language. This paper will require the analysis and synthesis of ideas from an array of sources. Students must have their thesis statements with a clear position approved prior to writing their actual papers. [SC12]  
Students will evaluate, use, and cite a minimum of five primary and secondary sources as they establish their claims, refute their opposition and come to conclusions about the issue as they complete their researched argument paper.
- Students will follow the writing process of pre-writing, drafting, revising, and editing a composition.
- Students will use the library including databases to research their topics.
- Students may peer edit student drafts, group edit, and/or seek the teacher’s assistance with particular editing questions.
- Students will produce a final draft that follows MLA format.[SC11]

## Fourth Quarter: Belonging in American Society: Economic Struggles

(March 24-June 3)

Beginning the fourth quarter, students focus on Chapter 7: “Economy” from *The Language of Composition: Reading, Writing, Rhetoric* to examine our “national mythology” of the American Dream, the meaning of economics in our lives, the plight of the poor, the future of the American Dream, and materialism in American culture. Students will focus on analyzing prose and enhance their study with the reading of *The Great Gatsby*. They are responsible for identifying and understanding its elements: characterization, setting, initial incidents, conflicts, climaxes, resolutions, and conclusions, as well as identify and comment on the rhetorical and stylistic choices that the author makes. [SC3]

**Major Writing Assignment #9-** Who are considered outsiders in our society? Why are they in this position? How does society treat them? Should society be more tolerant of them? Using at least five sources from this unit, including *The Great Gatsby* write an essay that discusses the position of the outsider in society. You must also find and use two additional sources in support of the topic. These sources should be credible and represent both primary and secondary sources. Remember to attribute both direct and indirect citations, using MLA format. Refer to the sources by authors’ last names or by titles. Avoid mere paraphrase or summary. [SC9]

### **Focused Test Preparation:**

**Synthesis Project:** The class will be divided into groups of 4. Each group will select a potential topic, which the teacher will approve. Each group then carefully creates the background to the topic, and the directive for the students to follow. They will copy and accurately produce the format of the AP synthesis questions. I will edit the directives for each group. [SC14]

Each group then searches for 6-7 sources, including at least one graph, cartoon, or photo. All of these sources must be printed in full. [SC7 & SC8]

Each group shares its complete question, and the class chooses what the students think is best or the most interesting. All students (except for the winning group) write their answers. The winning group can write a response to the question that came in second. Students will have a 15 minute reading time and a 40-45 minute writing time.

Students will participate in a series of practice tests. We will evaluate practice essays and discuss testing strategies.

### **AP Test- May 13**

In our school calendar, there are three weeks left in the quarter after the AP English Language and Composition Exam, allowing for a variety of activities and assignments to be completed in that time frame. We may read a novel or drama as a transition to AP English Literature and Composition, or study techniques in composing the college application essay.

### **Additional Teaching Strategies**

Even though students in an AP English Language and Composition course may be strong readers and writers, they still need a bank of strategies to draw from as they encounter challenging text. The most effective strategies are those that teach students how to infer and analyze.

### **Subject-Occasion-Audience-Purpose-Speaker-Tone**

## **(SOAPSTone) [SC16]**

This is a text analysis strategy as well as a method for initially teaching students how to craft a more thoughtful thesis. The SOAPSTone strategy was developed by Tommy Boley and is taught in the College Board workshop “Strategies in English Writing— Tactics Using SOAPSTone”:

- Speaker: the individual or collective voice of the text
- Occasion: the event or catalyst causing the writing of the text to occur • Audience: the group of readers to whom the piece is directed
- Purpose: the reason behind the text
- Subject: the general topic and/or main idea
- Tone: the attitude of the author

## **Syntax Analysis Chart**

A syntax analysis chart is an excellent strategy for style analysis as well as an effective revision technique for a student’s own writing. [SC13] One of the key strategies mentioned in *The AP Vertical Teams® Guide for English*, published by the College Board, the syntax analysis chart involves creating a five-column table with the following headings: Sentence Number, First Four Words, Special Features, Verbs, and Number of Words per Sentence. This reflective tool not only helps students examine how style contributes to meaning and purpose but also helps students identify various writing problems (repetitiveness, possible run-ons or fragments, weak verbs, and lack of syntactical variety). In addition, students are made aware of their own developing voices and use of diction.

## **Overview-Parts-Title-Interrelationships-Conclusion (OPTIC)**

The OPTIC strategy is highlighted in Walter Pauk’s book *How to Study in College* and provides students with key concepts to think about when approaching any kind of visual text. [SC8]

A sample OPTIC lesson would include the following steps:

1. Provide students with a single visual text that presents a position or point of view on an issue.
2. Pair students and lead them through the OPTIC strategy, step by step.
  - O is for *overview*—write down a few notes on what the visual appears to be about.
  - P is for *parts*—zero in on the *parts* of the visual. Write down any elements or details that seem important.
  - T is for *title*—highlight the words of the *title* of the visual (if one is available).
  - I is for *interrelationships*—use the title as the theory and the parts of the visual as clues to detect and specify the *interrelationships* in the graphic.
  - C is for *conclusion*—draw a *conclusion* about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences.
3. Debrief the effectiveness of the strategy in analyzing visuals.
4. Compare and contrast the visual with a piece of expository text dealing with the same subject but perhaps a different position.

## **Student Evaluation**

Students' grades are based on an accumulated point system. Each graded assignment or activity is assigned a certain number of points based on its complexity and overall importance to the objectives of the course. Typically each assessment within each quarter equates to about one-eighth of the total average for that marking period. At the end of each quarter, the student's quarter grade is determined by dividing the number of points earned by the number of points possible.

Students earn both numbered scores and grades on AP prompts they take during the year. The grade associated with particular AP essay scores varies according to the time of year, that is, a very good essay written in November earns a higher grade than a similar essay written in April. That's because students are at work building the skills needed to succeed as the year proceeds.

In this course, student thinking, writing, reading, listening, and speaking are at the center of class activity. Grading is viewed in this context. I continually assess student performance and progress, as evidenced by papers, in-class task commitment, homework, and daily preparation. Course products are regularly reviewed. One goal of my evaluation is to enable students to become more comfortable with self-assessment.

The usual A–B–C–D–F system is used to grade student work each quarter. I discuss grades with students in conferences during the marking periods. In addition to the usual grades, an unsatisfactory finished piece of writing may, at my discretion, receive a grade of R, indicating that it may be revised or reworked, then resubmitted for a grade, without penalty.

I regularly observe and assess student knowledge and ability. I collect and assess student products, such as finished written pieces, on-demand writing, homework, tests and quizzes, response journals, and class notes.