



Course of Study English Language Arts - September 2021

AP Language and Composition

	<ul style="list-style-type: none"> <li>• How does the writer make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in order to relate to the audience and advance the writer's purposes?</li> <li>• How does the writer's choices in diction and syntax influence how the audience perceives the writer and the degree to which an audience may accept the writer's argument?</li> <li>• How does the writer's word choice reflect their biases and possibly affect their credibility with a particular audience?</li> <li>• How does the writer tailor the evidence, organization, and language of their argument in consideration of both the context of the rhetorical situation and the intended audience's perspectives on the subject and the audience's needs?</li> </ul>
<p><b>Materials:</b> Readings may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• <i>The Language of Composition</i> Second and Third Editions Ch. 1 Introduction to Rhetoric Ch. 2 Close Reading: The Art and Craft of Analysis and various chapters related to specific themes</li> <li>• The Rhetorical Situation, Appeals to Ethos, Logos, Pathos, Rhetorical Analysis of Visual Texts, Determining Effective and Ineffective Rhetoric using non-fiction readings such as essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism.</li> <li>• "Speech Before Her Troops"</li> <li>• <i>Beowulf</i>, "Grendel"</li> <li>• Malcolm Gladwell: <i>Outliers</i>, <i>The Tipping Point</i>, <i>David and Goliath</i></li> <li>• Study of Oscar Wilde, emphasizing research skills synthesis; read <i>The Importance of Being Earnest</i> and select non-fiction articles such as Richard Ellman's "The Importance of Oscar" (<i>Newsweek</i>, February 15, 1988) and "Out West" by Mike Flanagan (<i>The Denver Post</i>, April 1984)</li> </ul>	<p><b>How Assessed?</b> <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>• Formative Assessments (entry/exit slips, mini analysis assignments, group work, think/pair/share, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)</li> <li>• Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review, Socratic Seminars)</li> </ul>

## Course of Study English Language Arts - September 2021

### AP Language and Composition

- NYT: Can Chivalry Be Brought Back to Life
- *Canterbury Tales*, Prologue, “The Pardoner,” Wife of Bath’s Tale, “The Green Knight”
- *Voice Lessons*
- AP Youtube videos may include but not limited to: *Garden of English*, *Coach Hall Writes*, *AP Classroom Daily Videos*
- *Dubliners*

#### How Re-Taught?

**Re-teaching activities may include, but are not limited to:**

- AP Classroom: AP Daily Videos
- Direct Teacher Instruction
- Peer Reviews/Edits
- descriptive feedback on original task/assessment
- student examples of expectations
- modeling
- student self assessments
- new tasks assigned by teacher
- manipulatives
- presenting the information again in a different way
- review sessions
- graphic organizers
- small-group instruction
- practice activities
- computer tutorials / programs
- peer tutoring
- breaking down concept into smaller components
- games and hands-on activities
- cooperative learning
- Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

**Course of Study English Language Arts - September 2021**  
**AP Language and Composition**

**Skill Category 2: Rhetorical Situation – Writing Make strategic choices in a text to address a rhetorical situation.**

<p><b>Learning Standard:</b>  2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p>	<p><b>How Taught? Key Questions to Answer</b>  <b>Teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● AP Classroom Daily Videos</li> <li>● Direct teacher instruction</li> <li>● Peer Teaching/Review/Edits</li> <li>● What are the components of your rhetorical situation?</li> <li>● What are the particular circumstances of the context in which you write, and how do these circumstances inform your writing choices?</li> <li>● What are your audience’s knowledge, beliefs, values, and perspective regarding the subject?</li> <li>● What is your relationship with the audience, and how do you want the audience to perceive you?</li> <li>● What is the relationship between your introduction and conclusion and your thesis?</li> <li>● Will presenting your thesis in the introduction or conclusion more effectively accomplish your purposes?</li> <li>● When writing an introduction to an argument, which rhetorical choices might you make to orient, engage, and/or focus the audience?</li> <li>● What are the boundaries placed on the writing choices you can make in your context?</li> <li>● When writing a conclusion to an argument, which rhetorical choices might you make to engage and/or focus the audience?</li> <li>● What should your introduction and conclusion accomplish?</li> </ul>
--	---

Course of Study English Language Arts - September 2021

AP Language and Composition

<p>2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<ul style="list-style-type: none"> <li>● Who is the intended audience of your argument?</li> <li>● What do you know or assume about your audience’s values, beliefs, needs, and background, particularly as they relate to the subject of your argument?</li> <li>● What rhetorical choices might you make to achieve your purpose and relate to your audience’s emotions and values?</li> <li>● In your argument, how might you seek to persuade or motivate action through appeals—the modes of persuasion?</li> <li>● How might you make comparisons (e.g., similes, metaphors, analogies, or anecdotes) that your audience will understand in order to relate to them and advance your purposes?</li> <li>● What diction and syntax choices should you make in order to influence not only how your audience perceives you but also the degree to which they may accept your argument?</li> <li>● How do you choose words that increase your credibility with a particular audience?</li> <li>● How do you recognize your own biases and then make word choices in your argument in consideration of those biases?</li> </ul>
<p><b>Materials:</b> Various works, such as but not limited to the following:</p> <ul style="list-style-type: none"> <li>● Current Events</li> <li>● NYT: “Crossing Class Lines”</li> <li>● <i>Beowulf</i></li> <li>● <i>The Thirteenth Warrior</i></li> <li>● “My Zombie, Myself”</li> <li>● NYT: Can Chivalry Be Brought Back to Life</li> <li>● <i>Canterbury Tales</i>, Prologue, “The Pardoner,” Wife of Bath’s Tale, “The Green Knight”</li> <li>● Political Cartoons, Ads, etc.</li> <li>● Logical Fallacies: “Love is a Fallacy”</li> <li>● Ch. 3 Analyzing Arguments: From Reading to Writing</li> <li>● Study of Oscar Wilde, emphasizing research skills synthesis; read <i>The Importance of Being Earnest</i> and select non-fiction articles such as Richard</li> </ul>	<p><b>How Assessed?</b> <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, think/pair/share, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)</li> </ul>

## Course of Study English Language Arts - September 2021

### AP Language and Composition

<p>Ellman's "The Importance of Oscar" (<i>Newsweek</i>, February 15, 1988) and "Out West" by Mike Flanagan (<i>The Denver Post</i>, April 1984)</p> <ul style="list-style-type: none"> <li>● <i>The New Yorker</i> covers may include but not limited to: "America In Line"</li> <li>● Artistic Mediums: <i>A League of Their Own</i>, Women's identity in the Visual Arts and Music</li> <li>● Great Lakes Theater Residency</li> <li>● Research databases such as: Procon.org, Points of View Reference Center</li> </ul>	<ul style="list-style-type: none"> <li>● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review, Socratic Seminars)</li> </ul>
	<p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● AP Classroom: AP Daily Videos</li> <li>● Direct Teacher Instruction</li> <li>● Peer Reviews/Edits</li> <li>● descriptive feedback on original task/assessment</li> <li>● student examples of expectations</li> <li>● modeling</li> <li>● student self assessments</li> <li>● new tasks assigned by teacher</li> <li>● manipulatives</li> <li>● presenting the information again in a different way</li> <li>● review sessions</li> <li>● graphic organizers</li> <li>● small-group instruction</li> <li>● practice activities</li> <li>● computer tutorials / programs</li> <li>● peer tutoring</li> <li>● breaking down concept into smaller components</li> <li>● games and hands-on activities</li> <li>● cooperative learning</li> <li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li> </ul>

Course of Study English Language Arts - September 2021  
AP Language and Composition

**Skill Category 3: Claims and Evidence – Reading Identify and describe the claims and evidence of an argument.**

<p><b>Learning Standard:</b> 3.A: Identify and explain claims and evidence within an argument.</p>	<p><b>How Taught? Key Questions to Answer</b> <b>Teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● AP Classroom Daily Videos</li> <li>● Direct teacher instruction</li> <li>● Peer Teaching/Review/Edits</li> <li>● What claim does the writer attempt to defend, and how does that claim convey the writer’s position on the subject?</li> <li>● Where in the text does the writer establish a claim?</li> <li>● How does the writer use particular sentences and words to establish a claim?</li> <li>● What kind of evidence (e.g., facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments) does the writer use to defend their claim?</li> <li>● How does the writer’s choice of evidence reflect the rhetorical situation and advance their purposes?</li> <li>● What is the function (e.g., to illustrate, to clarify, to set a mood, to provide an example, to associate, to amplify or qualify a point) of particular evidence in the writer’s argument, and how do they convey that function?</li> <li>● How does the writer’s commentary establish a logical relationship between evidence and the claim it supports?</li> <li>● How and why does the writer consider, explain, and integrate others’ arguments into their own argument?</li> <li>● How does the writer acknowledge others’ intellectual property in their argument?</li> <li>● How does a writer’s consideration of a source’s credibility or reliability and the use of that source in the writer’s argument affect both the writer’s credibility and their argument’s persuasiveness?</li> </ul>
--	---

**Course of Study English Language Arts - September 2021**

**AP Language and Composition**

3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

- What is the writer's thesis (i.e., the main, overarching claim they seek to defend or prove by using reasoning supported by evidence)?
- Is the writer's thesis explicitly stated in the argument, or is it implicit? § How does the writer's thesis reflect their position and perspective on the subject?
- How does the writer's syntactical and word choices in their thesis reflect their rhetorical situation and the scope of their argument?
- How does the writer's thesis preview their argument's line of reasoning?
- Where in the argument does the writer present their thesis, and why might they have chosen this particular placement?

3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

- What is the scope of the writer's claim?
- How does the writer contextualize the claim by establishing boundaries or limitations?
- How does the writer select modifiers—specific words, phrases, or clauses—to qualify claims?
- To what degree does the writer's claim support, complement, or contrast with others' claims on this subject?
- How does the writer respond to an ongoing conversation about a subject?
- How and why does the writer concede, rebut, and/or refute another's claim?
- How might conceding, rebutting, and/or refuting alternative perspectives on a subject affect the writer's credibility?

## Course of Study English Language Arts - September 2021

### AP Language and Composition

#### Materials:

Various works, such as but not limited to the following:

- Current Events
- NYT: "Crossing Class Lines"
- *Beowulf*
- *The Thirteenth Warrior*
- "My Zombie, Myself"
- NYT: Can Chivalry Be Brought Back to Life
- *Canterbury Tales*, Prologue, "The Pardoner," Wife of Bath's Tale, "The Green Knight"
- Political Cartoons, Ads, etc.
- Logical Fallacies: "Love is a Fallacy"
- Ch. 3 Analyzing Arguments: From Reading to Writing
- Study of Oscar Wilde, emphasizing research skills synthesis; read *The Importance of Being Earnest* and select non-fiction articles such as Richard Ellman's "The Importance of Oscar" (*Newsweek*, February 15, 1988) and "Out West" by Mike Flanagan (*The Denver Post*, April 1984)
- Artistic Mediums: *A League of Their Own*, Women's identity in the Visual Arts and Music
- Victorian Period Poetry discussing how various effect are achieved by writers' linguistic and rhetorical choices.
- Great Lakes Theater Residency
- Malcolm Gladwell Book Club: *Outliers*, *The Tipping Point*, *David and Goliath*
- *Freakonomics*
- Read non-fiction selections in AP Book in relation to themes in *Hamlet*: "The Apology" p. 1048; "On the Rainy River" (fiction) p. 1074; "Words Don't Mean What They Mean" p. 748; Justice and the Passion for Vengeance "The Hill we climb"
- "Do You Care More About a Dog than a Refugee?"
- Ch. 4 Synthesizing Sources: Entering the Conversation
- "A Modest Proposal"
- Excerpt from *Gulliver's Travels*
- *Dubliners*
- Saving the World Exercise (Warrants)
- Excerpts from:
  - They Say, I Say*
  - Everything's An Argument*
  - Thank You for Arguing*

#### How Assessed?

**Assessments may include, but are not limited to:**

- Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)
- Formative Assessments (entry/exit slips, mini analysis assignments, group work, think/pair/share, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)
- Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review, Socratic Seminars)

#### How Re-Taught?

**Re-teaching activities may include, but are not limited to:**

- descriptive feedback on original task/assessment
- student examples of expectations
- modeling
- student self assessments
- new tasks assigned by teacher
- manipulatives
- presenting the information again in a different way
- review sessions
- graphic organizers
- small-group instruction
- practice activities
- computer tutorials / programs
- picture associations
- peer tutoring
- breaking down concept into smaller components
  - games and hands-on activities
- parent involvement
- cooperative learning

**Course of Study English Language Arts - September 2021****AP Language and Composition**

<ul style="list-style-type: none"><li>● Book Club Memoirs (student choice) such as but not limited to: <i>Where Men Win Glory, The Boys in the Boats, Hillbilly Elegy, Just Mercy, Hidden Figures, Born A Crime, I am Malala, Unbowed: A Memoir, Other Wes Moore, All You Can Ever Know, a memoir, Unbroken, Rocket Boys, Lesson Before Dying, Color of Water</i></li><li>● <i>Jane Eyre</i></li><li>● Non-fiction selections in <i>The Language of Composition</i> on Community, Gender, Education, Economy, and Sports</li></ul>	
--	--

**Course of Study English Language Arts - September 2021**

**AP Language and Composition**

**Skill Category 4: Claims and Evidence – Writing Analyze and select evidence to develop and refine a claim.**

<p><b>Learning Standard:</b> 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.</p>	<p><b>How Taught? Key Questions to Answer</b> <b>Teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● AP Classroom Daily Videos</li> <li>● Direct teacher instruction</li> <li>● Peer Teaching/Review/Edits</li> <li>● What claim are you attempting to defend, and how does that claim convey your position on the subject?</li> <li>● Where in your argument might you establish a claim? § How might you use particular sentences and words to establish a claim?</li> <li>● What kind of evidence (e.g., facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments) might you use to defend your claim?</li> <li>● How does your choice of evidence reflect the rhetorical situation and advance your purposes?</li> <li>● What is the function (e.g., to illustrate, to clarify, to set a mood, to provide an example, to associate, to amplify or qualify a point) of particular evidence in your argument, and how do you convey that function?</li> <li>● How does your commentary establish a logical relationship between evidence and the claim it supports?</li> <li>● How and why might you consider, explain, and integrate others' arguments into your own argument?</li> <li>● How might you acknowledge others' intellectual property in your argument?</li> <li>● How might your consideration of a source's credibility or reliability and the use of that source in your argument affect both your credibility and your argument's persuasiveness?</li> </ul>
--	---

**Course of Study English Language Arts - September 2021**

**AP Language and Composition**

<p>4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>	<ul style="list-style-type: none"> <li>● What is your perspective on the subject?</li> <li>● How do you consider your perspective on the subject and narrow ideas to establish a position on the subject?</li> <li>● How can you consider your perspective and position on a subject to develop a thesis (i.e., the main, overarching claim you seek to defend or prove by using reasoning supported by evidence)?</li> <li>● How do you develop a thesis of appropriate scope for the rhetorical situation and avoid oversimplifying complex subjects?</li> <li>● What syntactical and word choices might you make to develop a thesis statement?</li> <li>● How might you preview your argument's line of reasoning in your thesis statement?</li> <li>● Where might you strategically present your thesis statement in your argument?</li> <li>● How might you revise your thesis statement in light of new evidence?</li> </ul>
<p>4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<ul style="list-style-type: none"> <li>● What is the scope of your claim?</li> <li>● In what context(s) is your argument plausible?</li> <li>● How might you contextualize your claim by establishing boundaries or limitations?</li> <li>● How might you select modifiers— specific words, phrases, or clauses— to qualify your claim?</li> <li>● To what degree does your claim support, complement, or contrast with others' claims on this subject?</li> <li>● How do you respond to an ongoing conversation about a subject?</li> <li>● How and why might you concede, rebut, and/or refute another's claim?</li> <li>● How might conceding, rebutting, and/ or refuting alternative perspectives on a subject affect your credibility?</li> </ul>

## Course of Study English Language Arts - September 2021

### AP Language and Composition

<p><b>Materials:</b> Various works, such as but not limited to the following:</p> <ul style="list-style-type: none"> <li>● Current Events</li> <li>● NYT: “Crossing Class Lines”</li> <li>● <i>Beowulf</i></li> <li>● <i>The Thirteenth Warrior</i></li> <li>● “My Zombie, Myself”</li> <li>● NYT: Can Chivalry Be Brought Back to Life</li> <li>● <i>Canterbury Tales</i>, Prologue, “The Pardoner,” Wife of Bath’s Tale, “The Green Knight”</li> <li>● Political Cartoons, Ads, etc.</li> <li>● Logical Fallacies: “Love is a Fallacy”</li> <li>● Ch. 3 Analyzing Arguments: From Reading to Writing</li> <li>● Study of Oscar Wilde, emphasizing research skills synthesis; read <i>The Importance of Being Earnest</i> and select non-fiction articles such as Richard Ellman’s “The Importance of Oscar” (<i>Newsweek</i>, February 15, 1988) and “Out West” by Mike Flanagan (<i>The Denver Post</i>, April 1984)</li> <li>● Artistic Mediums: <i>A League of Their Own</i>, Women’s identity in the Visual Arts and Music</li> <li>● Victorian Period Poetry discussing how various effect are achieved by writers’ linguistic and rhetorical choices.</li> <li>● Great Lakes Theater Residency</li> <li>● Malcolm Gladwell Book Club: <i>Outliers</i>, <i>The Tipping Point</i>, <i>David and Goliath</i></li> <li>● Read non-fiction selections in AP Book in relation to themes in <i>Hamlet</i>: “The Apology” p. 1048; “On the Rainy River” (fiction) p. 1074; “Words Don’t Mean What They Mean” p. 748; Justice and the Passion for Vengeance “The Hill we climb”</li> <li>● “Do You Care More About a Dog than a Refugee?”</li> <li>● Ch. 4 Synthesizing Sources: Entering the Conversation</li> <li>● A Modest Proposal</li> <li>● <i>Dubliners</i></li> <li>● Saving the World Exercise (Warrants)</li> <li>● Excerpts from: <ul style="list-style-type: none"> <li><i>They Say, I Say</i></li> <li><i>Everything’s An Argument</i></li> <li><i>Thank You for Arguing</i></li> </ul> </li> <li>● Book Club Memoirs (student choice) such as:</li> </ul>	<p><b>How Assessed?</b> <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, think/pair/share, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)</li> <li>● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review, Socratic Seminars, PowerPoint Night Presentations)</li> </ul> <p><b>How Re-Taught?</b> <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● AP Classroom Daily Videos</li> <li>● Direct Teacher Instruction</li> <li>● Peer Reviews/Edits</li> <li>● descriptive feedback on original task/assessment</li> <li>● student examples of expectations</li> <li>● modeling</li> <li>● student self assessments</li> <li>● new tasks assigned by teacher</li> <li>● manipulatives</li> <li>● presenting the information again in a different way</li> <li>● review sessions</li> <li>● graphic organizers</li> <li>● small-group instruction</li> <li>● practice activities</li> <li>● computer tutorials / programs</li> <li>● peer tutoring</li> <li>● breaking down concept into smaller components</li> </ul>
---	--

**Course of Study English Language Arts - September 2021****AP Language and Composition**

<p><i>Where Men Win Glory, The Boys in the Boats, Hillbilly Elegy, Just Mercy, Hidden Figures, Born A Crime</i></p> <ul style="list-style-type: none"><li>• <i>Jane Eyre</i></li><li>• Non-fiction selections in <i>The Language of Composition</i> on Community, Gender, Education, Economy, and Sports</li></ul>	<ul style="list-style-type: none"><li>• games and hands-on activities</li><li>• cooperative learning</li><li>• Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>
--	---



Course of Study English Language Arts - September 2021

AP Language and Composition

<p>5.C: Recognize and explain the use of methods of development to accomplish a purpose.</p>	<ul style="list-style-type: none"> <li>● How does the writer use transitional elements (e.g., words, phrases, clauses, sentences, or paragraphs) to show relationships among ideas and create coherence among sentences, paragraphs, or sections of their argument?</li> <li>● How does the writer achieve coherence at different levels of their argument: clause, sentence, paragraph, section, etc.?</li> <li>● How does the writer use transitional elements to introduce evidence or indicate its relationship to other ideas or evidence?</li>   <li>● Which method(s) of development does the writer select to develop their ideas?</li> <li>● How and why does the writer select and use a particular method of development to advance their purpose?</li> <li>● What is the relationship between the method of develop a writer uses and their line of reasoning?</li> <li>● How does the writer organize ideas when using a particular method of development?</li> </ul>
<p><b>Materials:</b> Various works, such as but not limited to the following:</p> <ul style="list-style-type: none"> <li>● Current Events</li> <li>● NYT: “Crossing Class Lines”</li> <li>● <i>Beowulf</i></li> <li>● <i>The Thirteenth Warrior</i></li> <li>● “My Zombie, Myself”</li> <li>● NYT: Can Chivalry Be Brought Back to Life</li> <li>● <i>Canterbury Tales</i>, Prologue, “The Pardoner,” Wife of Bath’s Tale, “The Green Knight”</li> <li>● Political Cartoons, Ads, etc.</li> <li>● Logical Fallacies: “Love is a Fallacy”</li> <li>● Ch. 3 Analyzing Arguments: From Reading to Writing</li> <li>● Study of Oscar Wilde, emphasizing research skills synthesis; read <i>The Importance of Being Earnest</i> and select non-fiction articles such as Richard Ellman’s “The Importance of Oscar” (<i>Newsweek</i>, February 15, 1988) and “Out West” by Mike Flanagan (<i>The Denver Post</i>, April 1984)</li> <li>● Artistic Mediums: <i>A League of Their Own</i>,</li> </ul>	<p><b>How Assessed?</b> <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, think/pair/share, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)</li> <li>● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review, Socratic Seminars)</li> </ul>

## Course of Study English Language Arts - September 2021

### AP Language and Composition

<p>Women's identity in the Visual Arts and Music</p> <ul style="list-style-type: none"> <li>● Victorian Period Poetry discussing how various effect are achieved by writers' linguistic and rhetorical choices.</li> <li>● Great Lakes Theater Residency</li> <li>● Malcolm Gladwell Book Club: <i>Outliers, The Tipping Point, David and Goliath</i></li> <li>● Read non-fiction selections in AP Book in relation to themes in <i>Hamlet</i>: "The Apology" p. 1048; "On the Rainy River" (fiction) p. 1074; "Words Don't Mean What They Mean" p. 748; Justice and the Passion for Vengeance "The Hill we climb"</li> <li>● "Do You Care More About a Dog than a Refugee?"</li> <li>● Ch. 4 Synthesizing Sources: Entering the Conversation</li> <li>● A Modest Proposal</li> <li>● <i>Dubliners</i></li> <li>● Saving the World Exercise (Warrants)</li> <li>● Excerpts from: <ul style="list-style-type: none"> <li><i>They Say, I Say</i></li> <li><i>Everything's An Argument</i></li> <li><i>Thank You for Arguing</i></li> </ul> </li> <li>● Book Club Memoirs (student choice) such as: <ul style="list-style-type: none"> <li><i>Where Men Win Glory, The Boys in the Boats, Hillbilly Elegy, Just Mercy, Hidden Figures, Born A Crime</i></li> <li>● <i>Jane Eyre</i></li> <li>● Non-fiction selections in <i>The Language of Composition</i> on Community, Gender, Education, Economy, and Sports</li> </ul> </li> </ul>	<p><b>How Re-Taught?</b></p> <p><b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• descriptive feedback on original task/assessment</li> <li>• student examples of expectations</li> <li>• modeling</li> <li>• student self assessments</li> <li>• new tasks assigned by teacher</li> <li>• manipulatives</li> <li>• presenting the information again in a different way</li> <li>• review sessions</li> <li>• graphic organizers</li> <li>• small-group instruction</li> <li>• practice activities</li> <li>• computer tutorials / programs</li> <li>• picture associations</li> <li>• peer tutoring</li> <li>• breaking down concept into smaller components</li> <li>• games and hands-on activities</li> <li>• parent involvement</li> <li>• cooperative learning</li> </ul>
--	---



Course of Study English Language Arts - September 2021

AP Language and Composition

<p>6.C: Use appropriate methods of development to advance an argument.</p>	<ul style="list-style-type: none"> <li>● How might you use repetition, synonyms, pronoun references, or parallel structure to indicate or develop a relationship between elements of a text?</li> <li>● How might you select and use transitional elements (e.g., words, phrases, clauses, sentences, or paragraphs) to show relationships among ideas and create coherence among sentences, paragraphs, or sections of your argument?</li> <li>● How might you use transitional elements to achieve coherence at different levels of your argument: clause, sentence, paragraph, section, etc.?</li> <li>● How might you use transitional elements to introduce evidence or indicate its relationship to other ideas or evidence?</li>   <li>● Considering your line of reasoning, which methods of development might you use to develop your ideas and advance your purposes?</li> <li>● How do you organize your ideas when using particular methods of development?</li> </ul>
<p><b>Materials:</b> Various works, such as but not limited to the following:</p> <ul style="list-style-type: none"> <li>● Current Events</li> <li>● NYT: “Crossing Class Lines”</li> <li>● <i>Beowulf</i></li> <li>● <i>The Thirteenth Warrior</i></li> <li>● “My Zombie, Myself”</li> <li>● NYT: Can Chivalry Be Brought Back to Life</li> <li>● <i>Canterbury Tales</i>, Prologue, “The Pardoner,” Wife of Bath’s Tale, “The Green Knight”</li> <li>● Political Cartoons, Ads, etc.</li> <li>● Logical Fallacies: “Love is a Fallacy”</li> <li>● Ch. 3 Analyzing Arguments: From Reading to Writing</li> <li>● Study of Oscar Wilde, emphasizing research skills synthesis; read <i>The Importance of Being Earnest</i> and select non-fiction articles such as Richard Ellman’s “The Importance of Oscar” (<i>Newsweek</i>, February 15, 1988) and “Out</li> </ul>	<p><b>How Assessed?</b> <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, think/pair/share, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)</li> <li>● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation,</li> </ul>

Course of Study English Language Arts - September 2021

AP Language and Composition

<p>West” by Mike Flanagan (<i>The Denver Post</i>, April 1984)</p> <ul style="list-style-type: none"> <li>● Artistic Mediums: <i>A League of Their Own</i>, Women’s identity in the Visual Arts and Music</li> <li>● Victorian Period Poetry discussing how various effect are achieved by writers’ linguistic and rhetorical choices.</li> <li>● Great Lakes Theater Residency</li> <li>● Malcolm Gladwell Book Club: <i>Outliers, The Tipping Point, David and Goliath</i></li> <li>● Read non-fiction selections in AP Book in relation to themes in <i>Hamlet</i>: “The Apology” p. 1048; “On the Rainy River” (fiction) p. 1074; “Words Don’t Mean What They Mean” p. 748; Justice and the Passion for Vengeance “The Hill we climb”</li> <li>● “Do You Care More About a Dog than a Refugee?”</li> <li>● Ch. 4 Synthesizing Sources: Entering the Conversation</li> <li>● A Modest Proposal</li> <li>● <i>Dubliners</i></li> <li>● Saving the World Exercise (Warrants)</li> <li>● Excerpts from: <ul style="list-style-type: none"> <li><i>They Say, I Say</i></li> <li><i>Everything’s An Argument</i></li> <li><i>Thank You for Arguing</i></li> </ul> </li> <li>● Book Club Memoirs (student choice) such as: <ul style="list-style-type: none"> <li><i>Where Men Win Glory, The Boys in the Boats, Hillbilly Elegy, Just Mercy, Hidden Figures, Born A Crime</i></li> <li>● <i>Jane Eyre</i></li> <li>● Non-fiction selections in <i>The Language of Composition</i> on Community, Gender, Education, Economy, and Sports</li> </ul> </li> </ul>	<p>demonstration, portfolio review, Socratic Seminars)</p> <hr/> <p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● descriptive feedback on original task/assessment</li> <li>● student examples of expectations</li> <li>● modeling</li> <li>● student self assessments</li> <li>● new tasks assigned by teacher</li> <li>● manipulatives</li> <li>● presenting the information again in a different way</li> <li>● review sessions</li> <li>● graphic organizers</li> <li>● small-group instruction</li> <li>● practice activities</li> <li>● computer tutorials / programs picture associations</li> <li>● peer tutoring</li> <li>● breaking down concept into smaller components</li> <li>● games and hands-on activities</li> <li>● parent involvement</li> <li>● cooperative learning</li> </ul>
---	---



## Course of Study English Language Arts - September 2021

### AP Language and Composition

<p><b>Materials:</b>          Various works, such as but not limited to the following:</p> <ul style="list-style-type: none"> <li>● AP Classroom</li> <li>● The Language of Composition: AP Style Multiple Choice Questions</li> <li>● <i>Voice Lessons</i></li> <li>● Mentor texts (previously stated) as models</li> </ul>	<p><b>How Assessed?</b>  <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, think/pair/share, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)</li> <li>● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review, Socratic Seminars)</li> </ul>
	<p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● descriptive feedback on original task/assessment</li> <li>● student examples of expectations</li> <li>● modeling</li> <li>● student self assessments</li> <li>● new tasks assigned by teacher</li> <li>● manipulatives</li> <li>● presenting the information again in a different way</li> <li>● review sessions</li> <li>● graphic organizers</li> <li>● small-group instruction</li> <li>● practice activities</li> <li>● computer tutorials / programs picture associations</li> <li>● peer tutoring</li> <li>● breaking down concept into smaller components</li> <li>● games and hands-on activities</li> <li>● parent involvement</li> </ul>

**Course of Study English Language Arts - September 2021**

**AP Language and Composition**

	<ul style="list-style-type: none"><li>• cooperative learning</li></ul>
--	--



## Course of Study English Language Arts - September 2021

### AP Language and Composition

#### Materials:

Various works, such as but not limited to the following:

- AP Classroom
- The Language of Composition: AP Style Multiple Choice Questions
- *Voice Lessons*
- Mentor texts (previously stated) as models

#### How Assessed?

**Assessments may include, but are not limited to:**

- Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)
- Formative Assessments (entry/exit slips, mini analysis assignments, group work, think/pair/share, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)
- Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review, Socratic Seminars)

#### How Re-Taught?

**Re-teaching activities may include, but are not limited to:**

- descriptive feedback on original task/assessment
- student examples of expectations
- modeling
- student self assessments
- new tasks assigned by teacher
- manipulatives
- presenting the information again in a different way
- review sessions
- graphic organizers
- small-group instruction
- practice activities
- computer tutorials / programs
- picture associations
- peer tutoring
- breaking down concept into smaller components
  - games and hands-on activities
- parent involvement
- cooperative learning

**Course of Study English Language Arts - September 2021**  
**AP Language and Composition**