

Course of Study:
English Language Arts:
AP Language & Composition
(Grade 11)



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AP Language and Composition - Grade 11

	<ul style="list-style-type: none"> • How does the writer make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in order to relate to the audience and advance the writer’s purposes? • How does the writer’s 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? • How does the writer’s word choice reflect their biases and possibly affect their credibility with a particular audience? • 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?
<p>Materials: Texts may include:</p> <ul style="list-style-type: none"> • <i>The Language of Composition</i> Second and Third Editions • 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. • Previously Board approved textbook series: • My Perspectives 8-10, American Literature, British Literature • Collections 9-12, American Literature and British Literature • Elements of Literature 8-12, American Literature and British Literature • “How to Identify Ethos, Pathos, Logos” • “What Aristotle and Joshua Bell Can Teach Us About Persuasion” • “The King’s Speech - World War Speech” • “CNN-The Ex-President’s Post 9/11 Speech” • “Pres Bush Remarks at Emma Booker Elementary School” 	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none"> • 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) <p>How Re-Taught?</p>

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- [“Pres. Bush Remarks at Barksdale Air Force Base”](#)
- [Jon Stewart September 11 speech](#)
- [“Greatest Sports Legends”](#)
- [“Lou Gehrig’s 4th of July Farewell”](#)
- [“America in Line” by Barry Blitt](#)
- “Speech Before Her Troops”
- [“Nixon Checker’s Speech”](#)6:56-7:35 (Wife stenographer) 14:53-17:48 (Money)17:49-18:46 Checkers
- [Elizabeth I’s Tilbury Speech - The Virgin Queen \[BBC 2005\]](#)
- [Queen Elizabeth I \(Cate Blanchett\). Tilbury Speech](#)
- [“Blood, Toil, Tears, and Sweat”](#)
- [Madeline Albright’s Commencement Speech in 1997 at Mount Holyoke College](#)
- [Margaret Thatcher’s Eulogy for Ronald Reagan](#)
- *Beowulf*, “Grendel”
- [“Beowulf Historical Context”](#)
- [“History of English Language”](#)
- [“Reagan’s Challenger Speech”](#)
- [“Unferth”](#)
- Malcolm Gladwell: *Outliers, The Tipping Point, David and Goliath*
- Study of Oscar Wilde, emphasizing research skills synthesis; [Playnotes](#), [Historical Context](#), [Biography Information \(student selected\)](#) read *The Importance of Being Earnest* and select non-fiction articles such as Richard Eilman’s “The Importance of Oscar” (*Newsweek*, February 15, 1988) and “Out West” by Mike Flanagan (*The Denver Post*, April 1984)
- NYT: Can Chivalry Be Brought Back to Life
- *Canterbury Tales*, Prologue, “The Pardoner,” Wife of Bath’s Tale, “The Green Knight”
- [“Gawain and the Green Knight: Exploring Authurian Love”](#)
- *Voice Lessons*
- AP videos may include: [Garden of English](#), [Coach Hall Writes](#), *AP Classroom Daily Videos*
- *AP Lang Multiple Choice Tips | 2021 AP Lang Exam | Coach Hall Writes*
- *Dubliners*

Re-teaching activities may include:

- 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

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

<p>Learning Standard: 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p>	<p>How Taught? Key Questions to Answer Teaching activities may include:</p> <ul style="list-style-type: none">● AP Classroom Daily Videos● Direct teacher instruction● Peer Teaching/Review/Edits● What are the components of your rhetorical situation?● What are the particular circumstances of the context in which you write, and how do these circumstances inform your writing choices?● What are your audience’s knowledge, beliefs, values, and perspective regarding the subject?● What is your relationship with the audience, and how do you want the audience to perceive you?● What is the relationship between your introduction and conclusion and your thesis?● Will presenting your thesis in the introduction or conclusion more effectively accomplish your purposes?● When writing an introduction to an argument, which rhetorical choices might you make to orient, engage, and/or focus the audience?● What are the boundaries placed on the writing choices you can make in your context?● When writing a conclusion to an argument, which rhetorical choices might you make to engage and/or focus the audience?
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<p>2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<ul style="list-style-type: none"> • What should your introduction and conclusion accomplish? • Who is the intended audience of your argument? • 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? • What rhetorical choices might you make to achieve your purpose and relate to your audience’s emotions and values? • In your argument, how might you seek to persuade or motivate action through appeals—the modes of persuasion? • 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? • 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? • How do you choose words that increase your credibility with a particular audience? • How do you recognize your own biases and then make word choices in your argument in consideration of those biases?
<p>Materials: Texts may include:</p> <ul style="list-style-type: none"> • Current Events (student selected) • NYT: “Crossing Class Lines” • <i>Beowulf</i> • “Beowulf Historical Context: Shmoop” • History Channel Clash of the Gods: Beowulf • “The History of English” - The Anglo-Saxons and The Norman Conquest (Ch. 1 and 2) • <i>-The Thirteenth Warrior :58-1:37:33</i> • “My Zombie, Myself” 	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none"> • 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,

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<ul style="list-style-type: none"> ● NYT: Can Chivalry Be Brought Back to Life ● <i>Canterbury Tales</i>, Prologue, “The Pardoner,” Wife of Bath’s Tale, “The Green Knight” ● Elizabeth I's Tilbury Speech - The Virgin Queen [BBC 2005] ● Queen Elizabeth I (Cate Blanchett), Tilbury Speech ● Madeline Albright's Commencement Speech in 1997 at Mount Holyoke College ● Margaret Thatcher’s Eulogy for Ronald Reagan ● The Difference Between Rhetorical DEVICES and CHOICES Garden of English Theonion.com ● Political Cartoons (student selected) ● Superbowl Ads ● Logical Fallacies: “Love is a Fallacy” ● Ch. 3 Analyzing Arguments: From Reading to Writing ● 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) ● <i>The New Yorker</i> covers may include: “America In Line” ● Artistic Mediums: <i>A League of Their Own- 3:03-2:03:55</i> ● Great Lakes Theater Residency ● Research databases: Procon.org, Points of View Reference Center 	<p>journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes, activities in text book, AP Classroom: Topic Questions and Progress Checks)</p> <ul style="list-style-type: none"> ● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review, Socratic Seminars) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● 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
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Skill Category 3: Claims and Evidence – Reading Identify and describe the claims and evidence of an argument.

<p>Learning Standard: 3.A: Identify and explain claims and evidence within an argument.</p>	<p>How Taught? Key Questions to Answer Teaching activities may include:</p> <ul style="list-style-type: none">● AP Classroom Daily Videos● Direct teacher instruction● Peer Teaching/Review/Edits● What claim does the writer attempt to defend, and how does that claim convey the writer’s position on the subject?● Where in the text does the writer establish a claim?● How does the writer use particular sentences and words to establish a claim?● 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?● How does the writer’s choice of evidence reflect the rhetorical situation and advance their purposes?● What is the function (e.g., to illustrate, to clarify, to set a mood, to provide an example, to associate, to amplify or qualify a point) of particular evidence in the writer’s argument, and how do they convey that function?● How does the writer’s commentary establish a logical relationship between evidence and the claim it supports?● How and why does the writer consider, explain, and integrate others’ arguments into their own argument?● How does the writer acknowledge others’ intellectual property in their argument?● 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?
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3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

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

- 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?
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- 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?

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<p>Materials: Texts may include:</p> <ul style="list-style-type: none"> ● Current Events (student selected) ● NYT: “Crossing Class Lines” ● <i>Beowulf</i> ● <i>Beowulf Historical Context: Shmoop</i> ● <i>The Thirteenth Warrior</i> ● “My Zombie, Myself” ● NYT: Can Chivalry Be Brought Back to Life ● <i>Canterbury Tales</i>, Prologue, “The Pardoner,” Wife of Bath’s Tale, “The Green Knight” ● Political Cartoons (student selected) ● Superbowl Ads ●  The history of presidential pardons -- ... ●  Act 1 Scene 1 of Macbeth - 1971 200... ● Elizabeth I's Tilbury Speech - The Virgin Queen [BBC 2005] ● Queen Elizabeth I (Cate Blanchett), Tilbury Speech ● Madeline Albright's Commencement Speech in 1997 at Mount Holyoke College ● Margaret Thatcher's Eulogy for Ronald Reagan ● Theonion.com ● Logical Fallacies: “Love is a Fallacy” ● “Argumentative Writing: Claims, Evidence, Warrant” ● Queenie's Story ● Ch. 3 Analyzing Arguments: From Reading to Writing ● 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) ● Artistic Mediums: <i>A League of Their Own</i> ● Victorian Period Poetry discussing how various effect are achieved by writers’ linguistic and rhetorical choices. ● Great Lakes Theater Residency ● Malcolm Gladwell Book Club: <i>Outliers</i>, <i>The Tipping Point</i>, <i>David and Goliath</i> ● <i>Freakonomics</i> ● 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. 	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none"> ● 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)
	<p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none"> • 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

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<p>1074; “Words Don’t Mean What They Mean” p. 748; Justice and the Passion for Vengeance “The Hill we climb”</p> <ul style="list-style-type: none">● “Do You Care More About a Dog than a Refugee?”● Ch. 4 Synthesizing Sources: Entering the Conversation● “A Modest Proposal”● Excerpt from <i>Gulliver’s Travels</i>● <i>Dubliners</i>● Saving the World Exercise (Warrants)● Excerpts from:<ul style="list-style-type: none"><i>They Say, I Say</i><i>Everything’s An Argument</i>● Book Club Memoirs (student choice) such as but not limited to:<ul style="list-style-type: none"><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>● <i>Summer Reading: The Anthropocene Reviewed: Essays on a Human-Centered Planet</i>● <i>Jane Eyre</i>● <i>Analyzing Jane Eyre as a Contemporary “Bad Feminist” by Rachel Watson</i>● Non-fiction selections in <i>The Language of Composition</i>	
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Skill Category 4: Claims and Evidence – Writing Analyze and select evidence to develop and refine a claim.

<p>Learning Standard: 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.</p>	<p>How Taught? Key Questions to Answer Teaching activities may include:</p> <ul style="list-style-type: none">● AP Classroom Daily Videos● Direct teacher instruction● Peer Teaching/Review/Edits● What claim are you attempting to defend, and how does that claim convey your position on the subject?● Where in your argument might you establish a claim? § How might you use particular sentences and words to establish a claim?● 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?● How does your choice of evidence reflect the rhetorical situation and advance your purposes?● What is the function (e.g., to illustrate, to clarify, to set a mood, to provide an example, to associate, to amplify or qualify a point) of particular evidence in your argument, and how do you convey that function?● How does your commentary establish a logical relationship between evidence and the claim it supports?● How and why might you consider, explain, and integrate others' arguments into your own argument?● How might you acknowledge others' intellectual property in your argument?● 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?
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4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

- What is your perspective on the subject?
- How do you consider your perspective on the subject and narrow ideas to establish a position on the subject?
- How can you consider your perspective and position on a subject to develop a thesis (i.e., the main, overarching claim you seek to defend or prove by using reasoning supported by evidence)?
- How do you develop a thesis of appropriate scope for the rhetorical situation and avoid oversimplifying complex subjects?
- What syntactical and word choices might you make to develop a thesis statement?
- How might you preview your argument's line of reasoning in your thesis statement?
- Where might you strategically present your thesis statement in your argument?
- How might you revise your thesis statement in light of new evidence?

4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.

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

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<p>Materials: Texts may include:</p> <ul style="list-style-type: none"> ● Current Events (student selected) ● NYT: “Crossing Class Lines” ● <i>Beowulf</i> ● <i>The Thirteenth Warrior</i> ● “My Zombie, Myself” ● NYT: Can Chivalry Be Brought Back to Life ● <i>Canterbury Tales</i>, 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 ● Elizabeth I's Tilbury Speech - The Virgin Queen [BBC 2005] ● Queen Elizabeth I (Cate Blanchett), Tilbury Speech ● Madeline Albright's Commencement Speech in 1997 at Mount Holyoke College ● Margaret Thatcher's Eulogy for Ronald Reagan ● theonion.com ● 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) ● Artistic Mediums: <i>A League of Their Own</i>, Women’s identity in the Visual Arts and Music ● Victorian Period Poetry (<i>Elements of Literature British Lit</i>) discussing how various effect are achieved by writers’ linguistic and rhetorical choices. ● Great Lakes Theater Residency ● Malcolm Gladwell Book Club: <i>Outliers</i>, <i>The Tipping Point</i>, <i>David and Goliath</i> ● 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” 	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none"> ● 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, PowerPoint Night Presentations) <p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none"> ● AP Classroom 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
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<ul style="list-style-type: none">● “Do You Care More About a Dog than a Refugee?”● <i>Hamlet</i> films: (1996, 1948, 2005, 2009)● “Ghost of Chardon High” <i>Hilltop Echo</i>● <i>A Knight’s Tale</i>● <i>The King’s Speech</i>● Ch. 4 Synthesizing Sources: Entering the Conversation● <u>Lamb to the Slaughter</u> by Roald Dahl (Common Lit)● <u>Revenge and the People Who Seek It</u>● “A Modest Proposal”● <i>Dubliners</i>● Saving the World Exercise (Warrants)● <i>Argument Books</i>:<ul style="list-style-type: none">○ <i>They Say, I Say</i>○ <i>Everything’s An Argument</i>● Book Club Memoirs (student choice) such as: <i>Where Men Win Glory, The Boys in the Boats, Hillbilly Elegy, Just Mercy, Hidden Figures, Born A Crime</i><ul style="list-style-type: none">● <i>Jane Eyre</i>● Non-fiction selections in <i>The Language of Composition</i> on Community, Gender, Education, Economy, and Sports	<ul style="list-style-type: none">● 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
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<p>5.C: Recognize and explain the use of methods of development to accomplish a purpose.</p>	<ul style="list-style-type: none"> • 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? • How does the writer achieve coherence at different levels of their argument: clause, sentence, paragraph, section, etc.? • How does the writer use transitional elements to introduce evidence or indicate its relationship to other ideas or evidence? • Which method(s) of development does the writer select to develop their ideas? • How and why does the writer select and use a particular method of development to advance their purpose? • What is the relationship between the method of develop a writer uses and their line of reasoning? • How does the writer organize ideas when using a particular method of development?
<p>Materials: Texts may include:</p> <ul style="list-style-type: none"> • Current Events • NYT: “Crossing Class Lines” • <i>Beowulf</i> • <i>The Thirteenth Warrior</i> • “My Zombie, Myself” • NYT: Can Chivalry Be Brought Back to Life • <i>Canterbury Tales</i>, 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 • Elizabeth I's Tilbury Speech - The Virgin Queen [BBC 2005] • Queen Elizabeth I (Cate Blanchett), Tilbury Speech • Madeline Albright's Commencement Speech in 1997 at Mount Holyoke College • Margaret Thatcher's Eulogy for Ronald Reagan 	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none"> • 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)

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<ul style="list-style-type: none">• 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)• Artistic Mediums: <i>A League of Their Own</i>, 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: <i>Outliers</i>, <i>The Tipping Point</i>, <i>David and Goliath</i>• 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”• “Do You Care More About a Dog than a Refugee?”• Ch. 4 Synthesizing Sources: Entering the Conversation• A Modest Proposal• <i>Dubliners</i>• Saving the World Exercise (Warrants)• Argument Books<ul style="list-style-type: none"><i>They Say, I Say</i><i>Everything’s An Argument</i>• Book Club Memoirs (student choice) such as:<ul style="list-style-type: none"><i>Where Men Win Glory</i>, <i>The Boys in the Boats</i>, <i>Hillbilly Elegy</i>, <i>Just Mercy</i>, <i>Hidden Figures</i>, <i>Born A Crime</i>• <i>Jane Eyre</i>• “Once Political, Now Just Practical”• Non-fiction selections in <i>The Language of Composition</i>	<p>How Re-Taught?</p> <p>Re-teaching activities may include:</p> <ul style="list-style-type: none">• 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<ul style="list-style-type: none">• games and hands-on activities• parent involvement• cooperative learning
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<p>through the line of reasoning of an argument.</p> <p>6.C: Use appropriate methods of development to advance an argument.</p>	<ul style="list-style-type: none">• How might you use repetition, synonyms, pronoun references, or parallel structure to indicate or develop a relationship between elements of a text?• 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?• How might you use transitional elements to achieve coherence at different levels of your argument: clause, sentence, paragraph, section, etc.?• How might you use transitional elements to introduce evidence or indicate its relationship to other ideas or evidence? • Considering your line of reasoning, which methods of development might you use to develop your ideas and advance your purposes?• How do you organize your ideas when using particular methods of development?
<p>Materials: Texts may include:</p> <ul style="list-style-type: none">• Current Events (student selected)• NYT: "Crossing Class Lines"• <i>Beowulf</i>• <i>The Thirteenth Warrior</i>• <i>Clash of the Gods -History Channel</i>• "My Zombie, Myself"• NYT: Can Chivalry Be Brought Back to Life• <i>Canterbury Tales</i>, Prologue, "The Pardoner," Wife of Bath's Tale, "The Green Knight"• Elizabeth I's Tilbury Speech - The Virgin Queen [BBC 2005]• Queen Elizabeth I (Cate Blanchett), Tilbury Speech• Madeline Albright's Commencement Speech in 1997 at Mount Holyoke College• Margaret Thatcher's Eulogy for Ronald Reagan	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none">• 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,

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<ul style="list-style-type: none"> ● To Be or Not to Be speeches from various speeches: <u>Jude Law</u> <u>David Tennant</u> <u>Mel Gibson</u> <u>Kenneth Branagh</u> <u>Ethan Hawke</u> <u>Last Action Hero</u> ● 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 <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) ● Artistic Mediums: <i>A League of Their Own</i>, 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: <i>Outliers</i>, <i>The Tipping Point</i>, <i>David and Goliath</i> ● 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” ● “Do You Care More About a Dog than a Refugee?” ● Ch. 4 Synthesizing Sources: Entering the Conversation ● A Modest Proposal ● <i>Dubliners</i> ● <i>The Dead</i> ● <i>The Things They Carried</i> ● <i>A Knight’s Tale</i> :24:00-14:40, 15:09-1:26:58, 1:29:21-end ● <i>Once</i> 3:47-1:23:47 ● Saving the World Exercise (Warrants) ● Argument Books: <i>They Say, I Say</i> <i>Everything’s An Argument</i> ● Book Club Memoirs (student choice) such 	<p>demonstration, portfolio review, Socratic Seminars)</p> <hr/> <p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none"> ● 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
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<p>as: <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">• <i>Jane Eyre</i>• Non-fiction selections in <i>The Language of Composition</i>	
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Skill Category 7: Style – Reading Explain how writers’ stylistic choices contribute to the purpose of an argument.

<p>Learning Standard: 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p>	<p>How Taught? Key Questions to Answer Teaching activities may include:</p> <ul style="list-style-type: none">● AP Classroom Daily Videos● Direct teacher instruction● Peer Teaching/Review/Edits● How does the writer strategically choose words based on not only their denotations and connotations but also their potential effect in the rhetorical situation?● How does the writer choose descriptive words and words with particular connotations to create a tone?● How does the writer’s precise word choice reduce potential confusion and affect how the audience perceives the writer’s perspective?● How do the word choice, syntax, and conventions employed by the writer contribute to their writing style?● How does the writer’s style and tone contribute to a complex, ironic, and/or changing perspective on the subject? <ul style="list-style-type: none">● How does the writer convey main ideas through independent clauses?● How does the writer convey clear relationships between ideas within and across sentences?● How does the writer arrange clauses, phrases, and words to emphasize ideas?● How does the writer arrange sentences in a text to emphasize ideas? <ul style="list-style-type: none">● How does the writer use punctuation and text features to achieve a purpose and/or create an effect (e.g., clarify, organize, emphasize, indicate purpose, supplement information, contribute to a tone)?
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<p>Materials: Texts may include:</p> <ul style="list-style-type: none">● AP Classroom● AP Videos Test Review 2020● The Language of Composition: AP Style Multiple Choice Questions● <i>Voice Lessons</i>● Mentor texts (previously stated) as models	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none">● 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)
	<p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none">● 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

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Skill Category 8: Style – Writing Select words and use elements of composition to advance an argument.

<p>Learning Standard: 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>8.B: Write sentences that clearly convey ideas and arguments.</p> <p>8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>How Taught? Key Questions to Answer Teaching activities may include:</p> <ul style="list-style-type: none">● AP Classroom Daily Videos● Direct teacher instruction● Peer Teaching/Review/Edits● Which words might you choose in your argument after considering not only the words' denotations and connotations but also their potential effect in the rhetorical situation?● How might you choose descriptive words and words with particular connotations to create a tone?● How might more precise word choices reduce potential confusion and affect how the audience perceives your perspective?● How do the word choices, syntax, and conventions that you employ contribute to your writing style?● How do your style and tone contribute to your complex, ironic, and/or changing perspective on the subject? <ul style="list-style-type: none">● How do you write sentences that convey a main idea?● How do you convey clear relationships between ideas within and across sentences?● How might you arrange clauses, phrases, and words to emphasize ideas?● How might you arrange sentences in a text to emphasize ideas? <ul style="list-style-type: none">● How might you use punctuation and text features to achieve a purpose and/or create an effect (e.g., clarify, organize, emphasize, indicate purpose, supplement information, contribute to a tone)?
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<p>Materials: Texts may include:</p> <ul style="list-style-type: none">• AP Classroom• The Language of Composition: AP Style Multiple Choice Questions• <i>Voice Lessons</i>• Mentor texts (previously stated) as models	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none">• 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)
	<p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none">• 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