

UNIT 1 Unit of Study: Communicating an Idea | 2023

Grade/Quarter – Unit	
Unit Title: Communicating an Idea 20 lessons and est. 50 minutes per lesson Purpose: Understand that author’s use rhetorical strategies to persuade their audience.	
Target Standards	
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text.	
RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
RI.11-12.4: Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text	
RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.	
W.11-12.2: Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.11-12.3: Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.	
Learning Objectives	Content Resources

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- understand and apply the concept of the rhetorical situation as a foundation for analyzing text
- analyze how writer's strategic choices are informed by the rhetorical situation
- describe the writer's claim
- analyze the function/purpose of evidence in supporting a claim
- develop a clear and arguable thesis

CORE TEXTS

- [*Ideas in Argument: Building Skills and Understanding for the AP English Language Course*](#) by John R. Williamson, Mary Jo Zell, and Elizabeth Davis

RESOURCES

- [Instructional Planning Guide](#) (includes The Durfee Way Pillars)

Essential Questions

How do you effectively communicate an idea?

Target Vocabulary

Rhetoric
Thesis
Line of Reasoning

Instructional Planning and Delivery

Beginning of Unit Teaching and Learning Strategies (6 Days)

1. (3 Days) Opening Activity for Intro to Rhetoric
 - a. Visual Argument Group Project [Big Idea Visual Argument Planning](#), [Visual Argument Slides](#), [Visual Argument Reflection](#)
 - b. Rhetorical Situation: The Writer's Message
 - i. [Lesson 1:1 Rhetorical Situation](#)
 - ii. [Lesson 1:1 Slides](#)
 - Analyze Rhetorical Situation Queen Elizabeth Speech
 - Optional Additions to reinforce Rhetorical Situation:

Formative Assessments

- Released AP Language Multiple Choice (AP Classroom)
 - After, have students complete a [small group MC consensus](#) activity. Be sure to review any questions a group got wrong, as well as to review MC test-taking strategies.
 - After, students should complete an individual [MC corrections worksheet](#) for any question they got wrong when they completed it individually. Average the correction worksheet score and original learning checkpoint score together and count that as a quiz grade.

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Lesson 1.1 (Supplemental): Intro to Rhetoric Lesson 1.1 (Supplemental) : Intro to Rhetoric Slides 2. (3 Days) Claims and Evidence: The Writer's Claim Lesson 1:2 Claims and Evidence Lesson 1:2 Slides - Analyze Claims and Evidence Steven King's "Why We Crave Horror Movies" - Modified Lincoln Douglass Debate Lincoln-Douglass Debate Overview, Group Debate Graphic Organizer	
Middle of Unit Teaching and Learning Strategies (4 Days) 1. (2 Days) Reasoning and Organization: Narration and Description - Writer's Workshop/Analyze Narrative Structure Gary Soto's "The Jacket" Lesson 1:3 "The Jacket" 2. (2 Days) Language and Style: The Writer's Tone: - Analyze Diction, Imagery, Rhetorical Shifts Trevor Noah's "The World Doesn't Love You" "Lesson 1:4 The World Doesn't Love You"	Formative Assessments - Released AP Language Multiple Choice (AP Classroom) - After, have students complete a small group MC consensus activity. Be sure to review any questions a group got wrong, as well as to review MC test-taking strategies. - After, students should complete an individual MC corrections worksheet for any question they got wrong when they completed it individually. Average the correction worksheet score and original learning checkpoint score together and count that as a quiz grade.
End of Unit Teaching and Learning Strategies (3 Days) 1. (3 Days) Composition Workshop: Writing a Narrative Narrative Workshop 1 Narrative Workshop 2 Narrative Peer Checklist	Formative Assessments - Released AP Language Multiple Choice (AP Classroom) - After, have students complete a small group MC consensus activity. Be sure to review any questions a group got wrong, as well as to review MC test-taking strategies. - After, students should complete an individual MC corrections worksheet for any question they got wrong when they completed it individually. Average the correction worksheet

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	score and original learning checkpoint score together and count that as a quiz grade.
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Summative Assessments
Preparing for AP Exam via AP Classroom Checkpoints: Multiple Choice Rhetorical Analysis