



# Bow High School - Course Map

**Course Title: AP English Language & Composition**

**Department: English**

**Unit Name: Summer Work**

**Topics:**

- Dialectical Journals
- Close Reading with Annotation
- Defining Creative Nonfiction
- Selection of Details

**School Competencies:**

- Literary Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)

**Course Competencies:**

- Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions.

**Formative Assessments:**

- Read "How to Mark a Book" by Dr. Mortimer Adler
- Read *In Cold Blood* by Truman Capote
- Dialectical Journals for *In Cold Blood*
- *In Cold Blood* Newspaper Comparison Activity

**Summative Assessments:**

- *In Cold Blood* In-Class Essay



# Bow High School - Course Map

## Unit Name: The Rhetorical Situation

### Topics:

- The Rhetorical Situation/The Rhetorical Triangle
- Rhetorical Appeals
- Rhetorical Analysis of Visual Texts
- Taking Rhetorical Risks
- Stages of the Writing Process
- Classical Arrangement

### School Competencies:

- Integrity (Awareness - Foundational)
- Literary Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)
- Critical Literary Analysis (Communication - Advanced)

### Course Competencies:

- Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions;
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

### Formative Assessments:

- SPACE CAT Lou Gehrig's Farewell Speech (LoC p.18)
- Appeals for Certain Situations Activity (LoC p.22)
- Analyzing Visual Texts & Political Cartoons (LoC p.9, 23)
- Humor & Satire: "A Modest Proposal" by Jonathan Swift "Questions for Discussion" #1-5 and "Questions on Rhetoric and Style" #1-8, 10, & 12 (LoC pp.771-777)
- Read "Consider the Lobster" by David Foster Wallace
- Quiz: Chapter 1 Terminology
- Rough Draft Ted Talk Rhetorical Analysis Essay
- Writing Workshop
- AP Practice: Attacking the Prompt ("Lab Girl" Prompt)

### Summative Assessments:

- Ted Talk Rhetorical Analysis Essay



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# Bow High School - Course Map

<b>Unit Name: Theme: Language</b>
<b>Topics:</b> <ul style="list-style-type: none"><li>• The Rhetorical Situation</li><li>• Rhetorical Appeals</li><li>• Patterns of Development: Definition</li><li>• Tone</li></ul>
<b>School Competencies:</b> <ul style="list-style-type: none"><li>• Social &amp; Cultural Knowledge (Awareness - Foundational)</li><li>• Literary Understanding (Communication - Foundational)</li><li>• Writing (Communication - Foundational)</li></ul>
<b>Course Competencies:</b> <ul style="list-style-type: none"><li>• Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;</li><li>• Employ effective strategies and techniques in their own writing;</li><li>• Create and sustain arguments based on readings, research, and/or personal experience;</li><li>• Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;</li><li>• Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;</li><li>• Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Read &amp; Discuss "Mother Tongue" by Amy Tan (LoC pp. 555-560)</li><li>• Read &amp; Discuss "Politics and the English Language," George Orwell; Discussion Questions #1, 2, 4-7, 9-14 (pp. 1026-1037)</li><li>• Read &amp; Discuss "The Meaning of a Word" by Gloria Naylor</li><li>• Activity: "Blood, Toil, Tears, and Sweat," Winston Churchill</li><li>• SPACE CAT Definition Letter Idea</li><li>• Writing Workshop</li></ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• Definition Letter</li></ul>



# Bow High School - Course Map

## Unit Name: Rhetorical Analysis

### Topics:

- Analyzing Rhetorical Strategies
- Analyzing Stylistic Choices
- Annotation of a Text
- Writing a Rhetorical Analysis Essay
- Developing a Thesis Statement
- Integrating Quotations
- Organizing a Rhetorical Analysis Essay

### School Competencies:

- Integrity (Awareness - Foundational)
- Social & Cultural Knowledge (Awareness - Foundational)
- Literary Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Literary Analysis (Communication - Advanced)

### Course Competencies:

- Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Employ effective strategies and techniques in their own writing;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

### Formative Assessments:

- Read LoC pp. 38-55
- Tone Resource & Activity
- Read "Letter from Birmingham Jail," MLK Jr. pp. 513-529; Complete Questions for Discussion #1-7 p. 529
- Reread "Letter from Birmingham Jail" pp. 513-529; Complete Questions on Rhetoric and Style #1-12 pp. 529-530
- Quiz: Schemes & Tropes
- Writing a Rhetorical Analysis Essay: Read LoC pp. 60-69
- Analyzing Visual Texts pp. 57-60
- Rhetorical Analysis Student Samples



# Bow High School - Course Map

- Timed Rhetorical Analysis Free Response
- Writing Workshop

**Summative Assessments:**

- Rhetorical Analysis: Choice Speech



# Bow High School - Course Map

<b>Unit Name: Theme: Community</b>
<b>Topics:</b> <ul style="list-style-type: none"><li>• Analyzing Rhetorical Strategies</li><li>• Analyzing Stylistic Choices</li><li>• Annotation of a Text</li><li>• Writing a Speech</li><li>• Implementing Rhetorical Choices</li></ul>
<b>School Competencies:</b> <ul style="list-style-type: none"><li>• Global and Local Citizenship (Awareness - Foundational)</li><li>• Integrity (Awareness - Foundational)</li><li>• Social &amp; Cultural Knowledge (Awareness - Foundational)</li><li>• Literary Understanding (Communication - Foundational)</li><li>• Writing (Communication - Foundational)</li><li>• Critical Thinking (Problem Solving &amp; Analysis - Foundational)</li></ul>
<b>Course Competencies:</b> <ul style="list-style-type: none"><li>• Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;</li><li>• Employ effective strategies and techniques in their own writing;</li><li>• Create and sustain arguments based on readings, research, and/or personal experience;</li><li>• Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;</li><li>• Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;</li><li>• Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and</li><li>• Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Read "Where I Lived, and What I Lived For," Thoreau pp. 531-539</li><li>• Discuss Thoreau: Class Discussion &amp; Questions in Small Groups (R&amp;S: 1, 2, 4, 5, 6, 9, 10, 11, 12)</li><li>• Reread Thoreau &amp; Suggestions for Writing p. 539 #2</li><li>• Read "A Paradise Built in Hell," Rebecca Solnit pp. 561-569</li><li>• Read "Small Change," Malcolm Gladwell pp. 570-579</li><li>• Sentence Structure Activity</li><li>• Writing Workshop</li></ul>
<b>Summative Assessments:</b>



# Bow High School - Course Map

- Community Speech





# Bow High School - Course Map

## Unit Name: Analyzing Arguments

### Topics:

- Staking a Claim
- Types of Claims
- Presenting Evidence: First- and Second-Hand
- Logical Fallacies
- Induction and Deduction
- Toulmin Model & Rogerian Argument
- The Argumentative Essay
- Establishing a Position
- Organizing an Argument
- Pattern of Development: Comparison/Contrast

### School Competencies:

- Global and Local Citizenship (Awareness - Foundational)
- Integrity (Awareness - Foundational)
- Literary Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)

### Course Competencies:

- Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Employ effective strategies and techniques in their own writing;
- Create and sustain arguments based on readings, research, and/or personal experience;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

### Formative Assessments:

- Read LoC pp. 89-105; Activity p. 92
- Logical Fallacies: PPT (small groups) & Fallacies in Advertisements
- Logical Fallacies Quiz
- Read LoC pp. 106-118; Activity p. 118
- Read "Letter to a Southern Baptist Pastor" pp. 1192-1195 & Activity pp. 1195-1198
- Read "Rights of Man" & Activity p. 1201



# Bow High School - Course Map

- Argument Student Samples
- Timed Argument Free Response
- Writing Workshop

**Summative Assessments:**

- Argument Essay: *AP Choice Prompt*



# Bow High School - Course Map

<b>Unit Name: Theme: Justice</b>
<b>Topics:</b> <ul style="list-style-type: none"><li>• Claims, Evidence, Line of Reasoning</li><li>• Using Transitions</li><li>• Qualifying an Argument</li><li>• Implementing Rhetorical Appeals</li><li>• Pattern of Development: Narration</li></ul>
<b>School Competencies:</b> <ul style="list-style-type: none"><li>• Global and Local Citizenship (Awareness - Foundational)</li><li>• Integrity (Awareness - Foundational)</li><li>• Social &amp; Cultural Knowledge (Awareness - Foundational)</li><li>• Literary Understanding (Communication - Foundational)</li><li>• Writing (Communication - Foundational)</li><li>• Critical Observation (Awareness - Advanced)</li><li>• Public Deliberation (Communication - Advanced)</li><li>• Synthesis (Problem Solving &amp; Analysis - Advanced)</li></ul>
<b>Course Competencies:</b> <ul style="list-style-type: none"><li>• Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;</li><li>• Employ effective strategies and techniques in their own writing;</li><li>• Create and sustain arguments based on readings, research, and/or personal experience;</li><li>• Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;</li><li>• Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;</li><li>• Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and</li><li>• Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Read from <i>Between the World and Me</i> pp. 982-995, Questions #1-12 &amp; Questions on Rhetoric and Style #1, 2, 5, 6, 8, 9, 10 (pp. 996-997)</li><li>• Read Pankhurst's from <i>Freedom or Death</i> pp. 1017-1026</li><li>• Read <i>Conversation: The Limits of Free Speech</i> pp. 1124-1134 &amp; Complete Chart</li><li>• Choice Reading from Justice Unit &amp; Class Conversation in Google Classroom</li></ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• Town Hall Meeting</li></ul>



# Bow High School - Course Map



# Bow High School - Course Map

## Unit Name: Synthesis

### Topics:

- Evaluating Sources
- Using Databases
- Using Sources to Inform an Argument and Appeal to an Audience
- Framing & Integrating Quotations
- Citing Sources
- Quoting, Summarizing, & Paraphrasing
- MLA & APA Format

### School Competencies:

- Global and Local Citizenship (Awareness - Foundational)
- Integrity (Awareness - Foundational)
- Literary Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Synthesis (Problem Solving & Analysis - Advanced)

### Course Competencies:

- Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Employ effective strategies and techniques in their own writing;
- Create and sustain arguments based on readings, research, and/or personal experience;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

### Formative Assessments:

- Read LoC pp. 138-145; Activity p. 141
- Annotated Article
- Read pp. 145-159; Activity p. 159
- Seminar: Is Technology Making Us Dumber?
- Read pp. 159-167; Questions #1-6 p. 167
- Seminar: The Future of High School pp. 271-288
- Seminar: Sustainable Eating pp. 480-500
- Seminar: Redefining Masculinity pp. 950-970



# Bow High School - Course Map

**Summative Assessments:**

- Research Essay: Final Paper



# Bow High School - Course Map

<b>Unit Name: Theme: Education</b>
<b>Topics:</b> <ul style="list-style-type: none"><li>• Patterns of Development</li><li>• Stylistic Choices</li><li>• Appealing to an Audience</li></ul>
<b>School Competencies:</b> <ul style="list-style-type: none"><li>• Integrity (Awareness - Foundational)</li><li>• Social &amp; Cultural Knowledge (Awareness - Foundational)</li><li>• Literary Understanding (Communication - Foundational)</li><li>• Writing (Communication - Foundational)</li><li>• Critical Observation (Awareness - Advanced)</li></ul>
<b>Course Competencies:</b> <ul style="list-style-type: none"><li>• Interpret and analyze samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;</li><li>• Employ effective strategies and techniques in their own writing;</li><li>• Create and sustain arguments based on readings, research, and/or personal experience;</li><li>• Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;</li><li>• Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;</li><li>• Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Read "In Defense of a Liberal Education" by Zakaria pp. 179-189</li><li>• Read "Education" by Emerson &amp; Discussion: Exploring the Text Questions</li><li>• Read "Me Talk Pretty One Day," Sedaris pp. 236-240; Visual Text, "The Exam Room," p. 265</li><li>• Small Group Presentations of Assigned Education Text</li><li>• Seminar: Challenges in Education in 21st Century America</li></ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• Personal Narrative: Lessons Learned</li></ul>