

AP ENGLISH LANGUAGE AND COMPOSITION 1,2 COURSE SYLLABUS

COURSE RATIONALE

English language arts instruction is designed to support students in developing proficiency in reading, writing, speaking, and listening. The instruction is intended to support students in achieving the Common Core state standards for English language arts and prepare students for success in college and the workplace.

COURSE DESCRIPTION

This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effective writing.

This course (a) meets the district's American literature graduation requirement, (b) meets the requirements for the Diploma with Academic Distinction, and (c) prepares students for the AP Examination in English Language and Composition.

STUDENT EXPECTATIONS FOR SUCCESS

The extent to which a student will succeed in this course involves a combination of time management, goal-setting, and adherence to societal expectations regarding interaction with and respect for fellow students and staff. To demonstrate effective time management skills, students are expected to maintain a calendar/planner and devote enough time each night to complete the homework, review concepts, and study, as well as read regularly for schoolwork and for pleasure. To meet goals, students need to continue a cycle of self-reflection: *what did I need to learn today (what was the purpose of the lesson), did I achieve the stated outcome, and what can I do to continue to improve/learn?* To achieve success in the La Jolla High School environment, read the school's mission statement, core values, and student-learner outcomes.

All students are expected to take the AP Language and Composition exam in May. Students who choose not to take the exam will be assigned an unreleased AP Language and Composition Exam to take in class for a summative assessment grade.

LA JOLLA HIGH SCHOOL'S MISSION STATEMENT AND CORE VALUES

LJHS strives to provide an effective, innovative, and relevant educational experience for its students, challenging them to achieve their full intellectual, social and emotional potential.

CORE VALUES:

- *Excellence* – We encourage faculty, staff, coaches, and students to innovate and collaborate with each other in order to experience a productive (process) and meaningful outcomes.
- *Honor* – We create a culture of honesty and respect for all interactions.
- *Fortitude* – We foster an appreciation and respect for intellectual curiosity, academic rigor and the hard work required to achieve lasting success.

- *Community* – We engage fully in our environment—on campus, in our neighborhoods, and in the world beyond us.

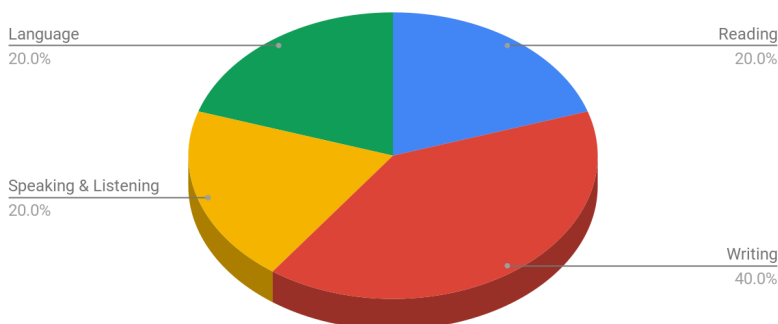
LA JOLLA HIGH SCHOOL'S SCHOOL-WIDE STUDENT-LEARNER OUTCOMES (SSLO's)

1. *Communicate and Collaborate*
Students will demonstrate effective oral, written, technological, visual, and interpersonal communication skills in order to experience a productive and meaningful outcome.
2. *Analyze and Evaluate*
Students will demonstrate the higher order thinking skills of analysis, synthesis, application, and evaluation in order to cultivate intellectual curiosity, engage in academic rigor, and develop a focused work ethic.
3. *Engage and Interact*
Students will engage in their school environment in order to create a school community that fosters a culture of honesty and respect for all interactions. Students will develop strength of character that prepares them to make a significant difference in the world.
4. *Think Beyond*
Students will become thoughtful, engaged citizens in a global society prepared for participation in the world beyond high school. Students will learn about the cultural, political, historical, scientific, ethical, and economic forces shaping the world.

ASSESSMENT

Students earn a letter grade each progress reporting period based on summative assessments within weighted categories and student-led conferences. A *summative assessment* is an evaluative score and calculates towards the student's final grade.

Weighted Category Percentages



Formative assessments are diagnostic and practice assignments intended to give students feedback on standards leading up to a summative assessment. They do not calculate towards a student's final grade. Some formative assessments may be revised into summative assessments, such as rough drafts, or accumulate into a summative grade based on completion.

Formative Assessment Quartile (4-point) Score Conversion Scale)

0	1	2	3	4
<i>No evidence of standard</i>	<i>Incomplete evidence of standard</i>	<i>Emerging evidence of standard</i>	<i>Proficient evidence of standard</i>	<i>Exemplary evidence of standard</i>

A "0" on a formative assessment simply means the student missed that opportunity to be assessed. Since they are not averaged into the final grade, students need not be duly concerned about missing an

occasional formative assessment; however, if a pattern emerges, I will sit down with that student for a frank but constructive discussion.

LATE WORK

I do accept late summative assessments, but chronic late work will incur a late penalty in citizenship of one full letter grade for each incident, i.e. an “E” drops to a “G”, in a 6-week progress reporting period.

Late summative assessments will be accepted up until one week before the end of the 6-week progress reporting period. Late assessments will never be accepted in the last week of the semester, nor do late writing assessments qualify for revisions. Students may talk to me about excused absences for possible extended time, but always email me before an in-class summative assessment, if unable to attend, so the alternative assessment can be assigned.

Catastrophic emergencies will be dealt with in an appropriate and sensitive manner. Computer problems are not catastrophic events; either submit early or accept the drop in citizenship. Excused absences five (5) school days or longer require notification for make-ups upon your return; if you’re absent two (2) periods or longer, an email prior to your return is appreciated.

MAKE-UP

In-class assessments, whether multiple choice, written or oral exams, are assigned well in advance. Students who are truant, absent without an excuse, or who display a pattern of absenteeism may not participate in make-ups; for further clarification, see the [LJHS student handbook](#). Student attendance permitting, we review multiple-choice assessments in class, but students do not get to keep assessment copies or their answer sheets. These may be reviewed in detail during Office Hours in my classroom.

REVISIONS

The purpose of assessments is to evaluate Reading, Writing, Use of Language and Speaking & Listening. The purpose of a revision is to learn from mistakes and to improve on skills. To be eligible for revision, the initial assessment must be submitted on time. If a student wants to revise a written summative assessment within the 6-week progress reporting period, such as an essay, they need to conference with me either during Office Hours or student support Wednesdays prior to attempting a revision. Students may not revise a final exam.

ACADEMIC HONESTY

Rigorous academic honesty is my expectation. A student will earn a low scholarship grade if he or she chooses not to follow the academic honesty policy. A first offense for plagiarism or cheating is a “0” on the assignment, a referral, and a “U” in citizenship for the progress reporting period. That is not an idle threat, but a promise to uphold academic integrity. [For a detailed description, please see LJHS English Department Policy.](#)

CITIZENSHIP GRADING

To graduate from high school, and to participate in many extracurricular activities including athletics, students are required to maintain a 2.0 grade point average in citizenship. The following descriptions should provide a guide in determining how a student’s citizenship grade is determined.

Citizenship marks shall not be influenced by academic marks and reflect the student’s general behavior, punctuality, effort, and work habits within the school community. These marks are indications of the student’s ability to participate effectively in a democratic society. Behavior goals, language proficiency levels, and social-emotional needs shall be considered prior to issuing a citizenship mark. Absences for religious or cultural holiday observance, excused absences and excused tardies shall not be factored into

the citizenship grade. Any grades assigned for citizenship shall be reported as follows, according to SDUSD grading policies:

Exceeds (E) Consistently exceeds expectations: completes work on time, comes prepared to learn, participates regularly, shows respect for others, and contributes to building a positive community

Meets (M) Consistently meets expectations: completes work on time, comes prepared to learn, participates regularly, shows respect for others, and contributes to building a positive community

Inconsistent (I) Inconsistently meets expectations: occasionally completes work on time, does not always come prepared to learn, participates irregularly, and rarely works well with others

Unsatisfactory (U) Does not meet expectations: habitually turns in work late, does not come prepared to learn, does not participate, and does not work well with others.

OFFICE HOURS

To support student learning, I have weekly Office Hours for students who need additional support and tutoring. They are Mondays from 3:30 - 4:00 PM live, and 4:00 - 4:30 PM via Zoom, unless announced otherwise. The Zoom link will be updated in Google Classroom. Students who schedule conferences with me beforehand have priority; drop-ins will be seen in order of arrival.

STUDENT-LED CONFERENCES

Passing period and the first fifteen minutes of class are usually quite hectic for me, so please wait for an appropriate time for questions regarding homework, and so forth (after the warm-up and preview of the day's agenda is an excellent time). Questions about individual grades, no matter how brief, are not an appropriate use of class time. Schedule a conference during Office Hours so you have my undivided attention and we can review a grade in detail. It is my policy to conference with parents or guardians about student grades only if the student is present, so there is a plurality of perspectives, during Office Hours. Printed progress reports for adult signatures go home every third Monday. I'm happy to correct accounting errors via email.

Each semester students will lead a student-led conference with me and present their learning goals, their challenges, and their evidence of growth and the degree of success they achieved in each of the Common Core standard strands: Reading, Writing, Speaking & Listening, and Language. We discuss the student's evidence of learning and decide which letter grade best describes it. While I have the final authority to determine a student's grade, I value parent and student feedback in this process in offering a more holistic view of the learner.

HOMEWORK AND PREPARATION

Expect 30-40 minutes of reading each night, including assigned texts and Independent Reading. To succeed, read all assigned texts thoroughly before class and be ready to discuss them. Daily discussions will cover language aspects like style and structure, which may require written homework alongside reading.

WRITING TASKS

We will discuss writing daily, covering rhetoric, structures, modes, vocabulary, and style. This course functions as a writing workshop, involving tasks such as *writing to understand*, *explain*, and *evaluate*. Effective writers must master these skills to evaluate literature critically. Students will develop precise diction, effective syntax, coherent organization, and the ability to balance generalizations with specific details. By integrating these rhetorical processes, students will craft unified, impactful writing.

INDEPENDENT READING

As this class is focused primarily on argumentative and nonfiction texts, AP Language students ought to read one (1) major fiction work each quarter. These works complement the themes and rhetorical modes we are studying in our units. Students' reading will be assessed quarterly for a summative grade.

While California Ed code specifies that I cannot compel students to buy any books for this class, beware of sites that promise (and deliver) free PDFs of all kinds of books, such as [Project Gutenberg](#), [LibGen.rs](#), [Ocean of pdf](#), and [z-lib](#). These sites may, at first glance, *seem* helpful in that they deliver exactly what promised, but they are also free. I can't remember what I was saying. Anyway.

HALL PASSES

So long as students follow the procedure outlined in class, I trust they can heed the call of nature and then return to class within 7 minutes; however, students should be present for the first 10 minutes and the last 10 minutes of class. In the rare cases when this contract has been abused, I have alternative procedures. Documented medical conditions will be treated in an appropriate and sensitive manner.

EXTRA CREDIT

There is no such thing as extra credit.

ELECTRONIC DEVICES

Cellphones are not allowed during class except to sign in or to sign out. District-issued and personal laptops may be used for instructional activities, but I reserve the right to direct students to put away their laptops and complete the assignments in their journals.

UNIVERSAL TARDY POLICY

The first week of each semester will be a tardy grace period (i.e., tardies will not be recorded). Teachers will counsel students about the tardy policy, and tardies will count thereafter. After the first week:

- Level 1: For the first 1-3, teachers give a warning.
- Level 2: For 4-5 tardies; after 4 tardies: citizenship grade may be lowered, parent contacted by teacher. After 5 tardies: citizenship will be lowered, parent contacted by teacher.
- Level 3: After 6 tardies, student gets a referral and sent to a VP for further disciplinary action. Tardy counts start over at the semester.

If you are not early, then you are late. Being early to class is "on time." Being late is unacceptable. If you miss a warm-up grade due to unexcused tardiness, then that is a logical consequence of being late.

LJHS UNEXCUSED ABSENCE POLICY

By the end of each progress reporting period, I will check the absences records for students and count the number of unexcused absences. One to two unexcused absences may reflect a clerical error or failure by the parent to call in an excuse. But a third unexcused absence in a 6-week progress reporting period shows a pattern of absences that will lower a student's citizenship grade to an N. Four or more unexcused absences will earn the student a U. If an unexcused absence is verified as truancy (marked with a "Z") then the citizenship grade may drop immediately to a U.

HOMEWORK REQUIREMENTS

Homework is the practice needed to improve the skills and expand the knowledge introduced during class time.

- Homework usually entails reading and some writing.
- Work not completed in class should be finished for homework.

- It is incumbent on the student to keep up with the reading and writing assignments.
- Homework assignments will be communicated by the teacher daily, both visually and verbally.

STUDENT SUPPORT PLAN

Before a unit of instruction begins:

- Daily agenda will list the purpose and outcome for each day's lesson.

During instruction:

- The teacher will provide instructions in at least two ways (verbal, written).
- On specific activities, students will be able to ask for help from fellow students.
- On most writing assignments in this class, multiple drafts are required and reviewed during the workshop (process) which includes brainstorming, models of the type of writing expected, peer editing, and the chance for revision.
- The teacher is available during Office Hours if a student needs further clarification or help with an assignment.
- The teacher will answer questions via e-mail (but not the night before an assignment is due).

After assessment:

- After a final draft of a writing assignment is graded, a student may ask to review the details of the parts of the paper that did not meet the expected standards in an after school meeting with the teacher upon request, in order to learn from his/her mistakes and improve on the next assignment.
- Unless specifically designated retake tests, all assessments are final and no retakes are allowed.

+Δ FINAL

My class with the highest cumulative score from Visiting Teachers will earn a +Δ final Summative Assessment or exam grade, meaning that period's students' final assessment will be calculated only if it boosts their individual grade. Otherwise, that grade will be dropped. In the likely event of a tie, the +Δ final will go to the class with the least number of tardies.

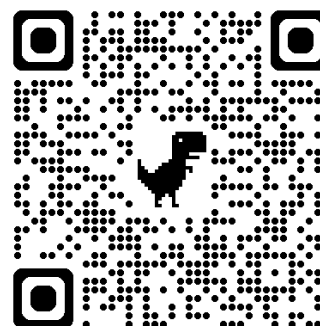
EIGHT STEPS TO SUCCESS IN MR. MORGAN'S CLASS

1. We have a positive attitude	5. We raise our hands
2. We're on time	6. We protect our attitude
3. We're prepared	7. We know where we are and what we are doing
4. We sit in our assigned seats	8. We stay focused

MR. MORGAN'S SYLLABUS ACKNOWLEDGEMENT

I acknowledge that I have read the syllabus with my adult. To scan:

- (1) Hold up your camera to the QR code. It should automatically open your browser to the Google Form. You can also type in this URL: <https://bit.ly/MorganSyllabus> or scan this QR code:
- (2) You may need to login to your SDUSD Google account. Your username consists of your student ID# followed by



@stu.sandi.net (e.g., 123456789@stu.sandi.net). Your password is your SDUSD Active Directory password, the same one you use to login to Chrome Books. In two-step authentication, you may also be asked to simply enter your student ID# (without the @stu.sandi.net) and password.

- (3) Fill out the required and optional fields as necessary.

Year-at-a-Glance

Unit 0: Beginning of the Year (5 days: Aug. 11- 15)

Unit 0 Essential Question: What is the value of human relationships?

Skill	Text and Notes for Instruction	Days
RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message	“An Open Letter to High School Students About Reading” by Patrick Sullivan	5
CLE 3.1 Identify and explain claims and evidence within an argument	Student Assessment and Goals	
CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.	<u>Formative:</u> 8 Steps to Success in English 1. RHS 1.A - Identify rhetorical situation components <u>Formative (process):</u> U0SA1 Breakup Letter to Cellphone <u>Summative (on-demand):</u> Syllabus Assessment Plagiarism & Cheating Quiz	

[U0EA1 Write a Breakup to Your Phone](#)

Pretend that your phone is a person, and write a multi-paragraph piece arguing why the relationship must change. It can take the form of a breakup letter, a social media post, a manifesto, or whatever genre you feel is appropriate for the audience(s), tone and purpose, so long as the argument is supported by reasoning. Be sure to:

- Write a clear claim and support it with evidence and logical appeals that clearly establish a line of reasoning
- Organize the writing in such a way that will accomplish your purpose within the constraints of the chosen genre
- Use diction and syntax correctly and effectively so they contribute to an clear tone

Unit 1: Introduction to Rhetoric (15 days: Aug. 18 - Sept. 5)

Overview:

Too often, students are rushed into writing full essays without having honed the skills of crafting a claim and defending it with textual evidence. Students will benefit from frequent practice during this unit writing paragraphs that include a claim that demands proof or defense and the textual evidence that furnishes that proof or defense. One of the greatest initial challenges for students in composition classes is developing claims that require defense with textual evidence, rather than mere statements of fact that require no defense. By keeping the writing tasks in this unit focused on paragraphs rather than full essays, the likelihood of students receiving specific, consistent, and sustained feedback on the quality of the claims they are developing vastly increases. Until students can read closely for evidence and then use that cluster of evidence to construct a claim that requires defending, it will be difficult for students to develop full essays with thesis statements and clear lines of reasoning. Each day, students should practice assembling evidence and developing claims, starting with one paragraph that includes a claim with evidence and then generating several claims about a subject, each communicated in its own paragraph with supporting evidence. While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select the texts they will teach, keeping in mind that a single text might be used to teach a range of these skills.

Unit 1 Essential Question: How do writers effectively craft claims and support them with evidence?

Skill	Text and Notes for Instruction	Days
RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message	1.1 Socratic Seminar: “On Dumpster Diving” - Lars Eigner ; “The Plot Against People” - Russell Baker ; “Shooting an Elephant” by George Orwell ; “Cultural Baggage” - Barbara Ehrenreich	15
CLE 3.1 Identify and explain claims and evidence within an argument	1.3 1 Corinthians 13:4-8 “Love is patient, love is kind...”	
CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.	1.4 Adams Family Letters	
	1.5 “Man Proposed to His AI Chatbot Girlfriend”	
	1.7	
	1.10 “On Being a Cripple” by Nancy Maiars	
	“The Company Man” by Ellen Goodman	
	1.12 “What is Freedom?” by Gerald Jellison and John H. Harvey	
	Student Assessment and Goals	
	<u>Formative:</u> APC MCQ 1: ~ 10 questions and FRQ 1: 1 question	
	2. RHS 1.A - Identify rhetorical situation components	
	3. CLE 3.A, CLE 4.A - Identify claims and evidence	

	4. RHS 1.B, RHS 2.B, CLE 3.A, CLE 4.A - Understand audience 5. CLE 3.B, CLE 4.B - Develop thesis statements <u>Summative (process)</u>: 4 Sentence Rhetorical Précis and analytical paragraphs on a recent NYT opinion piece <1 month	
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[Unit 1 Summative Assessment 1: Writing a Rhetorical Précis](#)

[Unit 1 Summative Assessment 2: Writing a Rhetorical Analysis Essay](#)

Assignment

Read the following Rhetorical Analysis prompt and passage. Then write a rhetorical analysis thesis and ONE well-developed body paragraph for the rhetorical analysis essay.

Independent Reading

Quarter 1

Thank You For Arguing by Jay Heinrichs

Unit 2: Argument I: Everything's an Argument (20 days: Sept. 8 - Oct. 3)

Overview: In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own paragraphs. In addition, they will begin identifying the ways effective writers appeal to and persuade their audiences, while practicing such appeals in their own paragraphs. During this unit, students should build a collection of claims and evidence about a topic or issue so that they can move beyond individual paragraphs to derive a thesis statement from the patterns they see within their collection.

Unit 2 Essential Question: How do effective writers appeal to and persuade their audiences?

Skill	Text and Notes for Instruction	Days
RHS 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs. CLE 3.1 Identify and explain claims and evidence within an argument CLE 4.1 develop a paragraph that includes a claim and evidence supporting the claim CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument	2.2 George W. Bush's Address to the Nation on 9/11 2.3 Brearley School Letters 2.4 " The Role of the Media in a Democracy " by George Krinsky Various recent proposed laws or bills Various Rhetorical Precises "NJ Woman Hit by Ball Sues Little League Player" by David Chang, June 22, 2012 "To the Illinois State Senate: Veto of 'The Cat Bill'" by Adlai Stevenson Student Assessment and Goals <u>Formative:</u> APC MCQ 2:~20 questions and FRQ 2: 1 question 1. CLE 3.A, CLE 4.A - Analyze claims and evidence 2. REO 5.A, REO 6.A - Analyze reasoning and line of argument 3. REO 5.C, REO 6.C - Analyze methods of development 4. RHS 1.A, RHS 2.A, CLE 3.B, CLE 4.B - Intro/conclusions 5. REO 5.C, REO 6.C - Methods of development Summative (process): U2EA1 Rebuttal to a Lawsuit or Bill Summative On-Demand: 5-point Argumentative (no sophistication point)	15

Unit 2: Summative Assessment 1: Rebuttal to a Lawsuit or Bill

Assignment

Locate a recently published (<1 year) proposed bill or law that inspires you to respond with a rebuttal. Then respond to the ideas expressed in the piece in a well-crafted argumentative letter to the editor or editorial (limit: 200-250 words).

Independent Reading

Quarter 1

Thank You For Arguing by Jay Heinrichs

Unit 3: Synthesis I: Synthesizing the Salem Witch Trials: *The Crucible* by Arthur Miller (20 days: Oct. 6 - Oct. 31)

Overview: Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement. But in this unit, students should focus on improving the ways they explain and connect evidence and claims to establish a clear line of reasoning through their essay. Students will also become familiar with several traditional methods of development that writers have used for centuries to advance their arguments.

Unit 3 Essential Question: How can writers develop a clear line of reasoning to advance their arguments?

Skill	Text and Notes for Instruction	Days
CLE 3.A Identify and explain claims and evidence within an argument. CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim. REO 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis. REO 6.A Develop a line of reasoning and commentary that explains it throughout an argument. REO 5.C Recognize and explain the use of methods of development to accomplish a purpose.	3.2 Poem: "Half-Hanged Mary" by Margaret Atwood 3.3 Sermon: "Sinners in the Hands of an Angry God" by Jonathan Edwards; Historical Document: "The New England Primer"; Essay: "The Trial of Martha Carrier" by Cotton Mather; Article: "The Lessons of Salem" by Laura Shapiro 3.4 <i>The Crucible</i> by Arthur Miller Various pictures, woodcuts (witch trials) and editorial cartoons "A Declaration of Conscience" by Margaret Chase Smith Student Assessment and Goals <u>Formative:</u> APC MCQ 3: ~ 20 questions and FRQ 3 - CLE 3.A, CLE 4.A - Develop claims and evidence - CLE 3.B, CLE 4.B - Write thesis statements - REO 5.A, REO 6.A - Develop reasoning and commentary - REO 5.B, REO 6.B - Use transitions for unity/coherence - STL 7.A, STL 8.A - Analyze and use tone/style <u>Unit 3 Summative Assessment 1: <i>The Crucible</i> Synthesis Essay</u> <u>Summative:</u> On-Demand: Synthesis (no sophistication point)	15

REO 6.C Use appropriate methods of development to advance an argument.		
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Unit 3: Summative Assessment: *The Crucible* Synthesis Essay

Assignment

In January 1692, several young girls in Salem Village, Massachusetts began exhibiting strange behavior—convulsions, screaming, and trance-like states. Local doctors found no physical cause, leading the deeply religious community to believe the Devil was at work. This marked the beginning of the Salem Witch Trials.

Carefully read the following sources, including the introductory information. Then synthesize information from 3-5 of the sources and incorporate it into a coherent, well-developed essay that argues a clear position on the source of evil in The Salem Witch Trials.

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the description.

Source A
Source B
Source C
Source D
Source E
Source F

Independent Reading (Weeks 12- 18)

Preview and select your short novel or play for Lit Circles

Quarter 2: Short Novel Literature Circles

The Awakening by Kate Chopin

My Antonia by Willa Cather

The Great Gatsby by F. Scott Fitzgerald

A Raisin in the Sun by Lorraine Hansberry (drama)

The Red Badge of Courage by Stephen Crane

The Nickel Boys by Colson Whitehead

Form groups of 4-6. The week prior to Lit Circles, each member of the group checks out one choice (M), previews it, and makes a presentation & recommendation. (W) and the group votes (F) which one and sign a contract. Check out and begin a lit circle following week.

Unit 4: (15 days: Nov. 3- 21) Rhetorical Analysis II: Introductions and Conclusions

Overview: Students should enter this unit having learned to evaluate evidence to develop a thesis statement and organize an argument. Now the focus is on improving the quality, interest, and power of the argument by crafting introductions and conclusions that demonstrate a real understanding of the rhetorical situation. In addition, students will practice a few additional methods of development.

Unit 4 Essential Question: How do introductions and conclusions contribute to the effectiveness of an argument?

Skill	Text and Notes for Instruction	Days
RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context and message. RHS 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation	4.1 “Inaugural Address” by John F. Kennedy (2) 4.2 Brearsley Letters by Andrew Guttman and Yassie Liow (2 + HW) 4.3 Why I Hate Cell Phones by Sara Rehani; Film: <i>The Social Dilemma</i> 4.4 “Cerulean Monologue” from <i>The Devil Wears Prada</i> 3.5 “He Showed Us the Way” by Cesar Chavez (Frietas video) 4.6 “Patton Introduction Speech” George C. Scott 4.7 “The Four Freedoms” by FDR	15
CLE 3.B Identify and describe the overarching thesis of an argument, and any indications it provides of the argument’s structure	Student Assessment and Goals	
CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	Formative: APC MCQ 4: ~20 questions and FRQ 4: 1 question 1. Analyze characters, motivations, and development 2. Evaluate themes, symbols, and literary devices 3. Analyze historical/cultural context and connections 4. Reading Days (9)	
REO 5.C Recognize and explain the use of methods of development to accomplish a purpose.	<u>Summative (process):</u> U4EA1 American Rhetoric Movie Project Speech	
REO 6.C Use appropriate methods of development to advance an argument.	<u>Summative On-Demand:</u> 6-point Rhetorical Analysis	

Assignment

In this summative assessment, students will work in pairs or small groups to analyze a movie speech for its rhetorical situation, strategies, and overall effectiveness. Each student will complete an individual annotation of the speech, then collaborate on a shared written analysis and group presentation. The project requires students to examine how the speaker's rhetorical choices develop an argument and convey a message. Findings will be synthesized and presented to the class in a 5–7 minute group presentation that demonstrates clear understanding, critical thinking, and equitable participation.

Independent Reading (Weeks 12- 18)

Preview and select your short novel or play for Lit Circles

Quarter 2: Short Novel Literature Circles

The Awakening by Kate Chopin

My Antonia by Willa Cather

The Great Gatsby by F. Scott Fitzgerald

Jerome Lawrence and Robert E. Lee *The Night Thoreau Spent in Jail* (drama)

A Raisin in the Sun by Lorraine Hansberry (drama)

The Red Badge of Courage by Stephen Crane

The Nickel Boys by Colson Whitehead

Form groups of 4-6. The week prior to Lit Circles, each member of the group checks out one choice (M), previews it, and makes a presentation & recommendation. (W) and the group votes (F) which one and sign a contract. Check out and begin a lit circle following week.

Unit 5: Public Speaking & Argumentative Writing (15 days: Dec. 1 - 19)

Overview: The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also help students become much more attuned to the effects of specific words and phrases in others' arguments.

Unit 5 Essential Question: How do word choice, organization, and delivery techniques enhance the impact of spoken arguments?

Skill	Text and Notes for Instruction	Days
REO 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis. REO 6.A Develop a line of reasoning and commentary that explains it throughout an argument.	5.2 JFK Inaugural Address 5.3 Lincoln's 2nd Inaugural Address 5.4 Barack Obama 2004 Address to the DNC 5.5 Donald Trump 2025 Inaugural Address 5.6 Emma Watson Address to the U.N. : "He for She Campaign" 5.7 "Child Labor & Women's Suffrage - July 22, 1905" by Florence Kelly	15
REO 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. REO 6.B Use transitional elements to guide the reader through the line of reasoning of an argument	Student Assessment and Goals <u>Formative:</u> APC MCQ 5: ~20 questions and FRQ 5: 1 question 1. Identify rhetorical strategies in speeches/presentations 2. Evaluate purpose, audience, context in speeches 3. Develop persuasive oral arguments and presentations 4. Practice speech writing and delivery techniques <u>Summative On-Demand:</u> 6-point Argumentative <u>Summative (process):</u> U5SA1 Persuasive Speech	
STL 7.A Explain how word choices, comparisons, and syntax contribute to the specific tone or style of a text.	S1 Final Exam	
STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.		

U5SA1: Persuasive Speech

Assignment

Write and present an original, persuasive two- to three-minute speech that addresses a contemporary issue. It should include a clear claim, support, counterclaim, and conclusion/call to action. Incorporate rhetorical appeals and devices to strengthen your argument and to help you achieve your desired purpose.

Unit 6: Synthesis II: Researching the Harlem Renaissance and *Their Eyes Were Watching God* by Zora Neale Hurston (40 days: Jan. 5 - March 6)

Overview: This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement and line of reasoning based on a pool of evidence that is fairly consistent, and then the teacher should introduce contradictory evidence that requires the students to revise their thesis statements to account for it. Accordingly, teachers should be especially thoughtful in sequencing the readings and evidence base for the topic of this unit. This unit also continues to examine the subtle and significant impact of specific words and phrases, with students analyzing how connotations of particular words convey an author's attitude or feeling about a subject.

Unit 6 Essential Question: How do writers account for complexity and contradictions when developing argumentative thesis statements?

Skill	Text and Notes for Instruction	Days
CLE 3.A Identify and explain claims and evidence within an arguments CLE 4.A develop a paragraph that includes a claim and evidence supporting the claim. CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument. STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. STL 8.A Strategically use words, comparisons, and	Excerpt from "On 'From the Dark Tower'" by Eugenia W. Collier Excerpts from critical reviews of <i>Their Eyes Were Watching God</i> <i>Their Eyes Were Watching God</i> by Zora Neale Hurston "How It Feels to Be Colored Me" by Zora Neale Hurston "Introduction to <i>The New Negro</i>" by Alain Locke "Lift Every Voice and Sing" by James Weldon Johnson "Sweat" by Zora Neale Hurston "To Usward" by Gwendolyn Bennett Student Assessment and Goals Formative: APC MCQ 6: ~20 questions and FRQ 6: 1 question 1. Analyze characters and motivations 2. Evaluate significance of settings and symbols 3. Identify themes, motifs, and author's style/language 4. Analyze historical/cultural context and connections 5. Reading Days (15) <u>Summative (process):</u> U6SA1: Presenting a Literary Movement and U6SA2: Writing a Synthesis Essay	15

syntax to convey a specific tone or style in an argument.		
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[U6EA1: Presenting a Literary Movement](#)

Assignment

Your assignment is to create an interactive multimedia research presentation about a topic related to the Harlem Renaissance. This presentation to your classmates should include a variety of media and must also include an annotated bibliography. Your presentation should focus on some aspect of the era that presents the values and ideas of the Harlem Renaissance, such as historical context, philosophy and beliefs, the arts, or daily life.

[U6SA2: Writing a Synthesis Essay](#)

Assignment: In-class, timed essay

Write a synthesis essay in which you evaluate to what extent Zora Neale Hurston's writing in *Their Eyes Were Watching God* is a reflection of- or a departure from- the ideas of the Harlem Renaissance. Synthesize at least three sources for support.

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., the description, or by using the author's last name.

Source A
Source B
Source C
Source D
Source E
Source F

Independent Reading

Quarter 3: Nonfiction

- Barbara Ehrenreich *Nickel & Dimed**
- Chanel Miller *Know My Name*
- H.G. Bissinger *Friday Night Lights*
- Jeannette Walls *The Glass Castle**
- Malcolm X *The Autobiography of Malcolm X*
- Maya Angelou *I Know Why the Caged Bird Sings**
- Tara Westover *Educated*
- Tim O'Brien *If I Die in a Combat Zone**
- Truman Capote *In Cold Blood*

Unit 7: Researched Argument III Writing (15 days: March 10 - April 10)

Overview: In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly whether a new piece of evidence supports, refutes, or qualifies their claims, and then able to use modifiers to revise claims accordingly.

This unit also includes an understanding of how punctuation and design contribute to a writer's purpose. However, grammar and mechanics are not the focus of this course. Students should be able to write complete sentences before beginning the AP class, and through frequent reading and analysis of others' arguments and by emulating such models in their own writing, students' proficiency in written English will increase during the course. When students write essays within the AP Exam, small grammatical errors typical of unrevised writing in a timed environment will not negatively impact the score. Performance is only hurt by grammatical errors that are so prevalent and significant as to interfere with communication.

Unit 7 Essential Question: How do writers effectively synthesize and integrate multiple sources to support a researched argument?

Skill	Text and Notes for Instruction	Days
RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context and message.	excerpt from <i>Hamlet</i>, Act I, Scene 1 - by William Shakespeare "An Athlete of God" by Martha Graham "Black Men and Public Space" by Brent Staples "Let There Be Dark" by Paul Bogard Excerpt "On the Want of Money" by William Hazlitt "The Gettysburg Address" by Abraham Lincoln "The Men We Carry in Our Minds" by Scott Russell Sanders "The Right to Fail" by William Zinsser "The Myth of the Latin Woman: I Just Met a Girl Named Maria" by Judith Ortiz Cofer	17
RHS 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.		
CLE 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	Student Assessment and Goals	
CLE 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.	<u>Formative:</u> APC MCQ 7: ~20 questions and FRQ 7; 1 question 1. Evaluate and synthesize multiple sources 2. Develop thesis and position for synthesis essay 3. Incorporate and analyze evidence from sources 4. Organize and structure synthesis arguments 5. Apply citations and documentation	

STL 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. STL 8.B Write sentences that clearly convey ideas and arguments. STL 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. STL 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.	6. Reading Days (6) <u>Summative (process): U7EA1 Research Argument Assignment</u>	
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Unit 7 Summative Assessment 1: Research Argument Assignment

Assignment

Your assignment is to write a researched argument paper based on one of the provided topics, drawing on course texts and external research. Begin by submitting a research proposal, then conduct investigations using various sources, complete several analytical assessments, and finally, write and submit a researched argumentation paper. Suggested length is 3-4 pages (750 -1000 words) excluding the MLA format Annotated Bibliography. I will stop reading after 4 pages.

Independent Reading

Quarter 3: Nonfiction

- Barbara Ehrenreich *Nickel & Dimed**
- Jeannette Walls *The Glass Castle**
- Malcolm X *The Autobiography of Malcolm X*
- Maya Angelou *I Know Why the Caged Bird Sings**
- H.G. Bissinger *Friday Night Lights*
- Tim O'Brien *If I Die in a Combat Zone**

Unit 8: Satire and Style Analysis (15 days: Apr. 13 - May 1)

Overview: To provide teachers with time to focus on skills their students have not yet mastered, this penultimate unit only includes a small number of additional essential knowledge statements. AP teachers should utilize information they have gained from the Personal Progress Checks (PPCs) to identify the skills where their students most need additional instruction and practice, and focus the remaining class periods accordingly. Teachers can use the AP Question Bank to create additional practice on the skills the PPCs identified as students' greatest needs for further focus.

Unit 8 Essential Question: How do writers use satire and stylistic techniques to critique society?

Skill	Text and Notes for Instruction	Days
RHS 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs. STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. STL 7.B Explain how writers create, combine, and place independent and dependent clauses to show	Editorial Cartoon: "If Flint's Water Problem Happened to Rich People" by Jen Sorensen Essay: Elliott from "E.T." 's College Essay" by Rachel Kaplan Essay: "Advice to Youth" by Mark Twain Article: "Gambling in Schools" by Howard Mohr Article: "Girl Moved to Tears by Of Mice and Men Cliff's Notes" from <i>The Onion</i> Essay: "How to Poison the Earth" by Linnea Saukko Essay: "The War Prayer" by Mark Twain Essay "The Youth in Asia" by David Sedaris Student Assessment and Goals <u>Formative:</u> APC MCQ 8: ~20 questions and FRQ 8: 1 question 1. CLE 3.C, CLE 4.C - Qualify claims with modifiers 2. STL 7.A, STL 8.A - Analyze and use tone and style 3. STL 7.B, STL 8.B - Analyze and write effective sentences 4. STL 7.C, STL 8.C - Use grammar/mechanics effectively 5. Reading Days (3) Summative (process): U8EA1: Writing a Satirical Piece <u>Summative On-Demand:</u> 6-point Argumentative	15

relationships between and among ideas. STL 8.B Write sentences that clearly convey ideas and arguments.		
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Unit 8 Summative Assessment 1: Writing a Satirical Piece

Assignment

You have been studying how opinions are expressed and perceived in a democratic society through a variety of rhetorical formats including satire. Your assignment is to develop a satirical piece critiquing some aspect of our society.

Quarter 4: Philosophy

- Henry David Thoreau *Walden**
- Joseph Campbell *The Hero with a Thousand Faces*
- Sarah Bakewell *At the Existentialist Cafe*
- Mary Wollstonecraft *A Vindication of the Rights of Woman*
- Joan Didion *The Year of Magical Thinking*
- Victor Frankl *Man's Search for Meaning*
- Plato *Meno*

Unit 9: Review and AP Exam Prep (20 days: May 4 - May 28 ; AP Testing and CAHSEE; end of year)

Overview: To provide teachers with time to focus on skills their students have not yet mastered, this final unit only includes a small number of additional essential knowledge statements. AP teachers should utilize information they have gained from the Personal Progress Checks (PPCs) to identify the skills where their students most need additional instruction and practice, and focus the remaining class periods accordingly. Teachers can use the AP Question Bank to create additional practice on the skills the PPCs identified as students' greatest needs for further focus.

Unit 9 Essential Questions:

1. How can students apply their rhetorical analysis and argumentative writing skills to succeed on the AP Language exam?
2. What does it mean to pursue happiness?

Skill	Text and Notes for Instruction	Days
CLE 3.C Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives. CLE 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.	Various Personal Essays Various Sample past AP Language and Composition Exams	20
	Student Assessment and Goals	
	<u>Formative:</u> APC MCQ 9: ~5 questions and FRQ: 1 question 1. Review rhetorical analysis skills 2. Review argument and synthesis writing 3. Practice timed writing tasks 4. Evaluate sample responses and reflect <u>Summative On-Demand:</u> AP Language Exam (participation only) <u>Summative (process):</u> U9SA1: Write a Personal Reflective Essay (Response to Common App prompt) S2 Final Exam	

[Unit 9 Summative Assessment 1: Write a Personal Reflective Essay](#)