

# AP English Language & Composition Unit Outline

Unit title	Essential questions	Big idea
It's All About Me: Memoirs and an Introduction to Rhetorical Analysis (3 weeks)	<ul style="list-style-type: none"> <li>• How are aspects of identity expressed in various situations?</li> <li>• How do language and culture influence identity?</li> <li>• How does one's identity develop over time?</li> <li>• How do memoirs help us to make meaning of our lives?</li> <li>• How do writers use reflection to make sense of prior experience?</li> <li>• How does memoir enhance self-reflection?</li> </ul>	In pursuit of the Socratic quest "Know thyself - gnothi seauton," consider the philosopher's famous line: "The unexamined life is not worth living." Students will examine elements of reflection that go into a memoir, as well as how rhetorical elements help a writer get his or her point across. Students will incorporate these elements and rhetorical elements into their own memoir.
Cave Considerations: Philosophers and an Introduction to the Synthesis Essay (3 weeks)	<ul style="list-style-type: none"> <li>• What is the individual's duty to society?</li> <li>• What is society's duty to the individual?</li> </ul>	Students understand that individuals and societies must work together to create better lives and improve living conditions. Students also understand how to take information from different sources and create new learning from it. Students will synthesize information into their own definition of an individual's duty to society.
Those Guys on Our Money: Founding Documents and an Introduction to the Argument Essay (4 weeks)	<ul style="list-style-type: none"> <li>• What kind of country did our founding fathers want?</li> <li>• What kind of country have we become?</li> <li>• What kind of country do we want to become?</li> </ul>	Students understand the influence our founding fathers had on today's society. They also understand how to use information to develop and construct an argument. Students will develop their own argument about what direction they want the country to go.
Beyond the Three R's: Education and Different Modes of Writing (2 weeks)	<ul style="list-style-type: none"> <li>• What kind of educational system do we want for ourselves and our families?</li> <li>• What is the best way to educate our youth?</li> <li>• What does it mean to be a life-long learner?</li> </ul>	Students understand the different forms that education takes, while learning the purposes and styles of different modes of non-fiction writing. Students will articulate their own theory of education through one of the different modes of writing.

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The Trials and Tribulations of Transcendentalism (2 weeks)	<ul style="list-style-type: none"> <li>• What does it mean to celebrate the self?</li> <li>• How does non-conformity help us learn and contribute to the world around us?</li> <li>• What role does nature play in our education?</li> </ul>	Students understand the essence of transcendentalism by studying the writings of Emerson, Thoreau, and Whitman. Students then apply that knowledge through analysis of personal characteristics through the movie <i>Dead Poets Society</i> .
Racial Justice: Contributing to the National Conversation About Race (2-4 weeks)	<ul style="list-style-type: none"> <li>• How does America reconcile its past and present regarding race relations?</li> <li>• How do we as Americans address long-standing issues regarding race relations?</li> </ul>	Students analyze arguments and examine evidence related to racial justice in America. Students continue their study of rhetorical analysis through various texts that present different approaches and opinions regarding racial issues.
Why CNN Isn't Fake News Just Because the President Says So: Separating Truth from Fiction (2 weeks)	<ul style="list-style-type: none"> <li>• How can we determine truth from lies and facts from opinions in online media?</li> <li>• What obligation do we have to promote media literacy?</li> </ul>	Students understand the difference between fact and fiction, truth and lies, objective news and propaganda. Students identify elements of "fake news" in society and articulate a plan for how to educate their peers about media literacy.
Matters of Great Importance: Research Papers and Elements of Synthesis (4 weeks)	<ul style="list-style-type: none"> <li>• What topics of interest do we feel compelled to learn more about?</li> </ul>	Students understand the methods necessary to research a given topic, including developing a research question, taking notes, and organizing information. Students conduct research and synthesize that information into a well-developed argument.
OMG! The AP Exam Is Almost Here! Test Prep Ad Nauseum (4 weeks)	<ul style="list-style-type: none"> <li>• What can we do to better prepare for the AP exam?</li> <li>• How are we going to carry out a plan to get the best score possible?</li> </ul>	Students understand the skills necessary to perform well on the AP exam, then develop a plan to effectively demonstrate those skills.

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Approaches to Storytelling:  
Creative Writing After the AP  
Exam (6 weeks)

- What goes into a good story?
- How can we use film and media as a muse to create our own stories?
- How is experience translated into narrative?
- How do stories function socially?
- How does empathy affect our ability to give and receive others' stories?
- What are the emotional benefits of storytelling?
- How does the form our stories take affect their meaning?

Students arrive at a better understanding of the connection between the arts and society. Students will examine multiple stories told in visual forms and then create their own stories before presenting one of those stories to their peers.