

Content Area: AP Language and Composition

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Unit One: Marking Period One	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Individuals write within a particular situation and make strategic writing choices based on that situation. • To identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or 	<ul style="list-style-type: none"> • What is rhetoric and why is analyzing it a necessary skill for everyone? • What elements impact the choices an author makes when writing? • What makes writing worth reading, and why should we do it? 	<ul style="list-style-type: none"> • To be able to identify and apply analytic techniques, particularly the elements of the mnemonic device SPACECAT (Speaker, Purpose, Audience, Context, Exigence, Choices, Appeals, Tone) • To define and analyze rhetorical elements in nonfiction, using the rhetorical triangle. • To recall, recognize, and utilize rhetorical terms including, but not limited to, Rhetoric, Rhetorical 	<p>RHS 1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>RHS 1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</p> <p>RHS 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.</p> <p>CLE 3.A: Identify and explain claims and evidence within an argument.</p> <p>CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>CLE 4.A: Develop a paragraph that includes</p>

	<p>respond to other, possibly opposing, arguments.</p> <ul style="list-style-type: none"> • To identify and explain claims and evidence within an argument. • To develop a paragraph that includes a claim and evidence supporting the claim. • Individuals write within a particular situation and make strategic writing choices based on that situation. • To explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. • To demonstrate an understanding of an audience's 		<p>situation, Exigence, Audience, Writer, Purpose, Context, Message, Claim, Argument, Evidence, metaphor, simile, personification, etc.</p> <ul style="list-style-type: none"> • To practice and develop speed and accuracy at close reading an annotation • To read a passage and locate a writer's central argument • To understand who or what is the writing, audience, message, purpose that comprise this rhetorical situation • To understand what provoked or inspired the writer to develop this text • To identify what 	<p>a claim and evidence supporting the claim. CLE 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>
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	<p>beliefs, values, or needs.</p> <ul style="list-style-type: none"> • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. • To identify and explain claims and evidence within an argument. • To identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. • To develop a paragraph that includes a claim and evidence supporting the claim. 		<p>the writer's purpose for developing this text was</p> <ul style="list-style-type: none"> • To explore how the writer considers the rhetorical situation when crafting their messages • To analyze what perspectives on the subject might the audience have due to their shared and/or individual beliefs, values, needs, and backgrounds • To inspect how the writer's rhetorical choices in the introduction and/or conclusion not only reflect their purpose and context but also address the intended audience's needs and 	
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			<p>perspective on the subject</p> <ul style="list-style-type: none"> • To seek out where in the text does the writer establish a claim • To delineate what kind of evidence (e.g., facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments) the writer uses to defend their claim 	
Unit Two: Marking Period Two	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Writers make claims about subjects, rely on evidence that supports the reasoning that 	<ul style="list-style-type: none"> • How can we use knowledge of our audience and the structure of language to write more persuasively? • How can one individual's 	<ul style="list-style-type: none"> • Create an essay, comparing and contrasting the fate of protagonists. • Synthesize information determining how the writer's 	<p>CLE 3.A: Identify and explain claims and evidence within an argument.</p> <p>CLE 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of</p>

	<p>justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</p> <ul style="list-style-type: none"> • Identify and explain claims and evidence within an argument. • Develop a paragraph that includes a claim and evidence supporting the claim. • Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. • Describe the line of reasoning and explain whether it supports an argument's overarching thesis. • Recognize and explain the use 	<p>experience reflect the struggles of an entire nation</p>	<p>choice of evidence</p> <ul style="list-style-type: none"> • Analyze the rhetorical situation and advance their purposes • Evaluate the credibility or reliability of a source and its purpose. • Justify the premise (and how it fits into a logical progression of ideas that justifies the thesis) • Assess whether the writer's reasoning proceeds from an established claim, or does the reasoning advance toward a claim. • Infer what provoked or inspired the writer to develop this text • Identify the writer's purpose 	<p>the argument's structure.</p> <p>CLE 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>CLE 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>REO 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>REO 5.C: Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.A: Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>REO 6.C: Use appropriate methods of development to advance an argument</p> <p>RHS 1.A: Identify and describe components of the rhetorical situation: the exigence, audience,</p>
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	<p>of methods of development to accomplish a purpose.</p> <ul style="list-style-type: none"> • Develop a line of reasoning and commentary that explains it throughout an argument. • Use appropriate methods of development to advance an argument. • Individuals write within a particular situation and make strategic writing choices based on that situation. • To identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. • To write introductions and conclusions 		<ul style="list-style-type: none"> • Analyze what perspectives on the subject might the audience have due to their shared and/or individual beliefs, values, needs, and backgrounds • Hypothesize how the writer's choices in the text reflect both the constraints and the available means of persuasion within the context • Hone in on how the writer's syntactical and word choices in their thesis reflects their rhetorical situation and the scope of their argument • Evaluate how the writer's thesis preview their argument's line of reasoning 	<p>writer, purpose, context, and message. RHS 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p>
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	<p>appropriate to the purpose and context of the rhetorical situation.</p> <ul style="list-style-type: none"> • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. • To identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. • To write a thesis statement that requires proof or defense and that may preview the structure of the argument. • Writers guide understanding of 		<ul style="list-style-type: none"> • Identify which method(s) of development does the writer select to develop their ideas • Examine how style and tone contribute to complex, ironic, and/or changing perspectives on a subject 	
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	<p>a text's lines of reasoning and claims through that text's organization and integration of evidence.</p> <ul style="list-style-type: none"> • To recognize and explain the use of methods of development to accomplish a purpose. • To use appropriate methods of development to advance an argument. 			
Unit Three: Marking Period Three	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. • Describe the line of reasoning and explain whether it supports an 	<ul style="list-style-type: none"> • Why do we study and examine our past, present, and future? • How do we overcome prejudice and social bias? 	<ul style="list-style-type: none"> • Evaluate whether the writer demonstrates any flaws in their reasoning, and if so, how does this flawed reasoning affect the argument • Evaluate how the writer uses repetition, synonyms, pronoun references, or 	<p>CLE 3.A: A Identify and explain claims and evidence within an argument.</p> <p>CLE 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>CLE 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p>

	<p>argument's overarching thesis.</p> <ul style="list-style-type: none"> • Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. • Develop a line of reasoning and commentary that explains it throughout an argument. • Use transitional elements to guide the reader through the line of reasoning of an argument. • The rhetorical situation informs the strategic stylistic choices that writers make. • Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. 		<p>parallel structure to indicate or develop a relationship between elements of a text</p> <ul style="list-style-type: none"> • Analyze the writer uses 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 • Examine how the writer's precise word choices reduce potential confusion and affect how the audience perceives the writer's perspective 	<p>CLE 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument. REO 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>REO 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>REO 6.A: Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>REO 6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>STL 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL 8.A: Strategically use words, comparisons, and</p>
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	<ul style="list-style-type: none">• Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.• Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.• To identify and explain claims and evidence within an argument.• To identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.			syntax to convey a specific tone or style in an argument.
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	<ul style="list-style-type: none">• To develop a paragraph that includes a claim and evidence supporting the claim.• To write a thesis statement that requires proof or defense and that may preview the structure of the argument.• The rhetorical situation informs the strategic stylistic choices that writers make.• To explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.• To strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.			
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<p>Unit Four: Marking Period Four</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Individuals write within a particular situation and make strategic writing choices based on that situation. a. Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 	<ul style="list-style-type: none"> • How can you make a convincing case about a problem that inspires people to take action? • What is the difference between truth and fact? 	<ul style="list-style-type: none"> • Examine how the writer considers the rhetorical situation when crafting their message • Analyze what perspectives on the subject might the audience have due to their shared and/or individual beliefs, values, needs, and backgrounds • Justify how the writer's choices in the text reflect both the constraints and the available means of persuasion within the context • Inspect how the writer's rhetorical choices in the introduction and/or conclusion not 	<p>CLE 3.C: Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.</p> <p>CLE 4.C: Qualify a claim using modifiers, counter arguments, or alternative perspectives.</p> <p>RHS 1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>RHS 1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</p> <p>RHS 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>RHS 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.</p> <p>STL 7.A: Explain how word choice, comparisons, and</p>
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	<ul style="list-style-type: none"> • Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives. • Qualify a claim using modifiers, counter arguments, or alternative perspectives. • The rhetorical situation informs the strategic stylistic choices that writers make. • Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. • Explain how grammar and mechanics contribute to the clarity and 		<p>only reflect their purpose and context but also address the intended audience's needs and perspective on the subject</p> <ul style="list-style-type: none"> • Identify the writer contextualize the claim by establishing boundaries or limitations • Examine how the writer select modifiers—specific words, phrases, or clauses—to qualify claims • Consider how the writer responds to an ongoing conversation about a subject • Recognize how and why the writer concedes, rebuts, and/or refutes another's claim 	<p>syntax contribute to the specific tone or style of a text.</p> <p>STL 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>STL 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>STL 8.B: Write sentences that clearly convey ideas and arguments.</p> <p>STL 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>STL 7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>STL 8.B: Write sentences that clearly</p>
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	<p>effectiveness of an argument.</p> <ul style="list-style-type: none"> • Write sentences that clearly convey ideas and arguments. • Use established conventions of grammar and mechanics to communicate clearly and effectively. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. • Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives. • Qualify a claim using modifiers, 		<ul style="list-style-type: none"> • Assess how might conceding, rebutting, and/or refuting alternative perspectives on a subject affect the writer's credibility • Explore how the writer conveys main ideas through independent clauses • Evaluate how the writer uses 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) • Positively identify the scope of the 	<p>convey ideas and arguments. STL 8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>
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	<p>counterarguments, or alternative perspectives.</p>		<p>writer's claim</p> <ul style="list-style-type: none"> • Examine how the writer contextualize the claim by establishing boundaries or limitations • Evaluate where and how the writer selects modifiers—specific words, phrases, or clauses—to qualify claims • Examine to what degree does the writer's claim support, complement, or contrast with others' claims on this subject • Be cognizant of when or how does the writer respond to an ongoing -conversation about a subject • Ascertain when, how, and why the writer concedes, 	
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			<p>rebutts, and/or refutes another's claim</p> <ul style="list-style-type: none">• Measure conceding, rebutting, and/ or refuting alternative perspectives on a subject affect the writer's credibility	
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