

Liberty Hill ISD

AP English III - Language and Composition

YEAR-AT-A-GLANCE

Units of Study		Suggested Timeframe	Reading Focus	Writing Focus	AP Standards	Instructional Resources
Fall Semester						
UNIT 1 - Rhetorical Analysis	1st Grading Cycle & 2nd Grading Cycle	21 blocks	<ul style="list-style-type: none"><li>Teacher selected speeches</li><li>Teacher selected articles</li><li>Practice MCQs</li></ul>	<ul style="list-style-type: none"><li>Rhetorical analysis process paper</li><li>Rhetorical analysis timed writing</li><li>Thesis, lines of reasoning, evidence, commentary</li></ul>	<ul style="list-style-type: none"><li>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</li><li>2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</li><li>3.A Identify and explain claims and evidence within an argument.</li><li>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</li><li>5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</li><li>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</li><li>1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</li><li>2.B Demonstrate an understanding of an audience's beliefs, values, or needs.</li><li>5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</li><li>6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</li><li>8.B Write sentences that clearly convey ideas and arguments</li><li>5.C Recognize and explain the use of methods of development to accomplish a purpose</li><li>8.C Use established conventions of grammar and mechanics to communicate clearly and effectively</li></ul>	<a href="#">Unit 1 Instructional Resources</a>
<a href="#">UNIT 2 - Whole Class Novel/Play</a>	3rd Grading Cycle	16 blocks	<ul style="list-style-type: none"><li><i>The Crucible</i> by Arthur Miller (or another fictional piece with historical significance)</li><li>Related teacher selected articles, essays, poetry</li><li>Practice MCQs</li></ul>	<ul style="list-style-type: none"><li>Rhetorical analysis with short passages</li><li>Thematic project</li></ul>	<ul style="list-style-type: none"><li>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</li><li>3.A Identify and explain claims and evidence within an argument.</li><li>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</li><li>5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</li><li>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</li><li>1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</li><li>2.B Demonstrate an understanding of an audience's beliefs, values, or needs.</li><li>5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</li><li>6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</li><li>8.B Write sentences that clearly convey ideas and arguments</li><li>5.C Recognize and explain the use of methods of development to accomplish a purpose</li><li>8.C Use established conventions of grammar and mechanics to communicate clearly and effectively</li></ul>	<a href="#">Unit 2 Instructional Resources</a>

Spring Semester						
<a href="#">UNIT 3 - Nonfiction Whole Class Novel Study</a>	4th Grading Cycle	10 blocks	<ul style="list-style-type: none"><li>• <i>Outliers</i> by Malcolm Gladwell (or another non- fiction title)</li><li>• Practice MCQs</li></ul>	Argument primary claims and secondary claims	<ul style="list-style-type: none"><li>• 3.A Identify and explain claims and evidence within an argument.</li><li>• 4.A Develop a paragraph that includes a claim and evidence supporting the claim.</li><li>• 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</li><li>• 6.A Develop a line of reasoning and commentary that explains it throughout an argument.</li><li>• 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</li><li>• 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.</li><li>• 6.C Use appropriate methods of development to advance an argument.</li><li>• 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</li><li>• 8.B Write sentences that clearly convey ideas and arguments</li><li>• 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively</li></ul>	<a href="#">Unit 3 Instructional Resources</a>
<a href="#">UNIT 4 - Argument Essay</a>		10 blocks - (continued into 5th Grading Cycle)	<ul style="list-style-type: none"><li>• Various non-fiction essays and articles selected by teacher</li></ul>	<ul style="list-style-type: none"><li>• <b>Argument process essay</b></li><li>• <b>Timed writing argument essay</b></li><li>• Primary claims, secondary claims, evidence, and commentary</li></ul>	<ul style="list-style-type: none"><li>• 3.A Identify and explain claims and evidence within an argument.</li><li>• 4.A Develop a paragraph that includes a claim and evidence supporting the claim.</li><li>• 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</li><li>• 6.A Develop a line of reasoning and commentary that explains it throughout an argument.</li><li>• 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</li><li>• 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.</li><li>• 6.C Use appropriate methods of development to advance an argument.</li><li>• 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</li><li>• 8.B Write sentences that clearly convey ideas and arguments</li><li>• 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively</li></ul>	<a href="#">Unit 4 Instructional Resources</a>
<a href="#">UNIT 5- Synthesis Essay</a>	5th Grading Cycle	11 blocks (continued from 4th grading cycle)	<ul style="list-style-type: none"><li>• Various non-fiction essays and articles selected by teacher</li></ul>	<ul style="list-style-type: none"><li>• <b>Synthesis process paper</b></li><li>• <b>Synthesis timed writing</b></li><li>• Primary claims, secondary claims, evidence including cited source material, commentary</li></ul>	<ul style="list-style-type: none"><li>• 3.A Identify and explain claims and evidence within an argument.</li><li>• 4.A Develop a paragraph that includes a claim and evidence supporting the claim.</li><li>• 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</li><li>• 6.A Develop a line of reasoning and commentary that explains it throughout an argument.</li><li>• 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</li><li>• 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.</li><li>• 6.C Use appropriate methods of development to advance an argument.</li><li>• 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</li><li>• 8.B Write sentences that clearly convey ideas and arguments</li><li>• 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively</li></ul>	<a href="#">Unit 5 Instructional Resources</a>
STAAR Assessment Window						
<a href="#">UNIT 5 - Culmination and Review</a>	6th Grading Cycle	7 blocks (continued from 5th grading cycle)	<ul style="list-style-type: none"><li>• Various AP prompts from previous years (rhetorical analysis, argument, synthesis)</li></ul>	<ul style="list-style-type: none"><li>• <b>Rhetorical analysis</b></li><li>• <b>Argument</b></li><li>• <b>Synthesis</b></li></ul>	<ul style="list-style-type: none"><li>• 4.A Develop a paragraph that includes a claim and evidence supporting the claim.</li><li>• 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</li><li>• 5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</li><li>• 5.C Recognize and explain the use of methods of development to accomplish a purpose</li></ul>	<a href="#">Unit 6 Instructional Resources</a>

					<ul style="list-style-type: none"> <li>6.A Develop a line of reasoning and commentary that explains it throughout an argument.</li> <li>6.C Use appropriate methods of development to advance an argument.</li> <li>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</li> <li>8.B Write sentences that clearly convey ideas and arguments</li> <li>8.C Use established conventions of grammar and mechanics to communicate clearly and effectively</li> </ul>	
Resources						
<p><i>HMH Teacher Edition</i></p> <p><a href="#">College Board</a></p> <p><a href="#">Classroom libraries and Book Club selections</a></p> <p>DBQ Online</p>						