



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP English Language & Composition</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP Eng Lang & Comp</div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">351031, 351032</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 50%; padding: 2px;">English</td> <td style="width: 50%; padding: 2px;">9119</td> </tr> </table>	English	9119	<p>Subject Area:</p> <p> <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>		
English	9119					
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services) </p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 50%; padding: 2px;">B</td> <td style="width: 50%; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	B	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-family: cursive;">Single Subject: English; Specific Supplementary Auth: English Composition; Literature Specific Subject Matter Auth: English Composition; Literature</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; padding: 5px; text-align: center;"> Signature </td> <td style="width: 30%; padding: 5px; text-align: center;"> 3/12/2024 Date </td> </tr> </table>		 Signature	3/12/2024 Date
B	<input type="checkbox"/> Pending					
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<p>Submitted by: Julie Harris Site: SSC Date: 03/01/2024 Email: julie.harris@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>					
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
Director of Curriculum & Instruction		03/20/24				
Asst. Superintendent of Educational Services		3/21/24				
Governing Board						

Prerequisite(s) (REQUIRED):

None

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

The AP English Language course provides students with the opportunity to read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situations, claims/evidence, reasoning/organization, and style. Students use given texts to reach the goal of effective writing and analysis: they will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response.

The AP English Language and Composition course is designed to help students become analytical, rhetorical readers and writers. Students in this course are taught to read critically by focusing their attention on the choices that authors make in relation to social context(s), audience(s), and purpose(s). Most texts used throughout the year will be nonfiction and will come from a variety of formal and informal sources and genres.

The ultimate purpose of AP English Language and Composition is to build rhetorical skills and foster students who will actively and intelligently engage with the world around them. The AP English Language and Composition course helps students move beyond reading for mere comprehension, and it moves them past composing programmatic responses; it encourages them to think critically and purposefully about the rhetorical choices that authors make, and it leads them to consider the choices they make when deciding to add their voice into any given discourse: civil or academic.

Students will have the opportunity to take the AP exam to receive AP credit on their transcript. A qualifying score of three (3) or better on the AP exam may earn a student college credit.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

As this is a high school course operating at a college-level course, performance expectations are appropriately high, and the work is challenging. That is not to say that there will be more work throughout this course than a typical honors course; but rather, AP assignments will require responses that explore the uses and functions of language at a greater depth. Students are expected to commit time outside of class to personal study of the course content; homework assignments, in conjunction with independent-study materials, may be found on the course website. Often, work in this class involves assignments that have extended deadlines, so it is expected that students have—or prepare to quickly develop—effective, appropriate time management skills.

After completing the course, participating students will have developed:

- Close reading skills focusing on the rhetorical movements of authors. In doing such, students will be able to read critically while evaluating an author's style and means of producing certain effects on the desired audience.
- The ability to produce complex thesis statements while subsequently supporting the aforementioned with evidence and commentary in a clear and logical fashion.
- The ability to synthesize information from various sources—formal and non—in order to strengthen their own arguments. This coincides with developing their own ability to rely on their own life experiences as ample means of support for their arguments.
- The ability to realize that authors make rhetorical and stylistic choices to achieve their purpose(s); consequently, students will move to be more purposeful in their own communications in order to adequately and/or effectively engage their audience(s) in any contextual discourse whether the opportunities for such arise within academic or civil environments.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

The course skills are organized within nine units that scaffold student development of the analysis and composition skills required for college credit. For each unit, the teacher selects a theme or topic and then chooses texts, typically short nonfiction pieces, that enable students to practice and develop the reading and writing skills for that unit. This course framework provides a description of what students should know and be able to do to qualify for college credit or placement. As always, you have the flexibility to organize the course content as you like.

Unit One: The Power of Perspective: The Author and The Audience

In Unit 1, students are laying a foundation for the work throughout the year. Accordingly, they will begin with a number of foundational texts, including those listed at the bottom of this section. Students will identify, reflect on, and write about rhetorical situation in a variety of activities.

Unit One Activities:

- Students will read Chapter 1 in *Everyday Use: Rhetoric at Work in Reading and Writing*, which describes rhetorical situation and the rhetorical triangle. Students have completed the reading of a nonfiction book over the summer. During the first two weeks of school, they will submit a series of reflections written during the summer; these reactions will include their thoughts on style, organization, subject matter, and other items. Before discussing their summer reading, they will read President George W. Bush's "9/11 Speech," using the rhetorical triangle to identify the parts of the rhetorical situation, as well as the author's understanding of audience. Then, they will discuss in groups the components of the rhetorical situation addressed in the summer reading book (Skill 1.A). CR3 After a discussion in class of claim, evidence, commentary, student groups will then list in bullet-point form the major claim, evidence, and commentary in one chapter or segment in the book (Skill 3.A). Next, students will develop a group paragraph that explicates claim, one piece of evidence, and commentary from the book. Finally, each student will continue the group paragraph by adding an additional example of claim, evidence, and commentary.
- Before listening to Malala Yousafzai's speech to the United Nations, students will research some of the unfamiliar allusions, such as these: Mohammed al-Jinnah, Bacha Khan, the partition of India, the role of Gandhi and nonviolence in that partition, and other items. After reporting to the class, students will listen to and follow the transcript of Malala's speech to the United Nations. As a class, they will brainstorm the elements of the rhetorical situation in the speech, particularly noting exigence and audience, both explicit and implied (Skill 1.A). They will also pinpoint elements of claim, evidence, and commentary (Skill 3.A). The class will generate a rubric, listing items to be included in the paragraphs they will write. Students will then divide into groups; each group member will contribute a paragraph on one element of the rhetorical situation, using claim, evidence, commentary in the paragraph (Skill 4.A). CR3 CR5 CR6 As a final step, students will exchange paragraphs and peer edit for elements specified on the rubric. After peer editing, students will revise paragraphs. Groups will submit their finished product to the class for comment.

Speeches:

George Bush's 9/11 Address to the Nation; Malala Yousafzai's speech to the United Nations on education

Letters and Op-Eds:

Groucho Marx's "Letter to the Warner Brothers"

Essays and Book Excerpts:

"Home at Last" by Dinaw Mengestu; "Health and Happiness" by Robert Putnam; "In Search of the Good Family" by Jane Howard

Biography/Autobiography:

“My First Lifeline” by Maya Angelou from *I Know Why the Caged Bird Sings*; excerpts from Frank McCourt’s *Angela’s Ashes*

Science and Technology:

Current events as applicable

Visuals:

Photo Essays about communities

Other Texts:

During the summer, students read a nonfiction text from a list that changes yearly. Books on the list include such titles as these: Laura Hillenbrand’s *Unbroken*; Matt Richtel’s *A Deadly Wandering*; David Margolick’s *Elizabeth and Hazel*; and Trevor Noah’s *Born a Crime*

Unit Two: The Power of Evidence: Claim, Evidence, and Commentary (Audience and Thesis)

In Unit 2, students extend their skills in identifying and writing claim, evidence, and commentary (Skills 3.A, 4.A). They are introduced to the ideas of the logical appeals and begin working with explaining the “so what” of the appeals in their paragraphs (Skill 2.B). Students also begin to identify and describe the overarching thesis of an argument, relating that thesis to the argument’s structure (Skill 3.B), before writing thesis statements that require proof or defense, and which may preview the argument’s structure (Skill 4.B). In order to achieve these goals, students read background materials for *The Crucible*, as well as various selections that address the topic of identity. Students then read aloud *The Crucible*, analyzing the causes and effects of characters’ actions, as well as noting the use of the appeals and rhetorical devices (Skill 1.B). After reading the play, students turn to Margo Burns’ article, which addresses the poetic license Arthur Miller took with the historical events of the Salem Witch trials. They conclude by writing a short analysis of two pieces in this segment.

Unit Two Activities:

- Students read “Arm Wrestling with My Father” by Brad Manning and “Gender in the Classroom” by Deborah Tannen. Student groups use markers to identify claim, evidence, and commentary in each selection (Skill 3.A). After completing group work, students share their findings with the rest of the class; they use these two segments as the basis for discussing identity. Students consider how the writers drive the organization and structure of each argument (Skill 3.B). CR5
- After reading several selections on identity, students divide into groups. Each group discusses and lists the elements of the rhetorical situation in one selection, as well as the primary and secondary audiences, writing their findings on the text (Skill 1.B). Groups then trade articles; they use different colored markers to identify and mark claim, evidence, and commentary in a selected paragraph from that article (Skill 3.A). Groups trade articles again; this time, they locate the thesis statement, making a judgment as to whether that statement previews the article’s structure (Skill 3.B). CR3 CR5 As a

class, students discuss their findings on each article. Students then choose one of the articles to use as the basis for writing. First, students think about their impressions of the article and its implications. They then write a reaction to the article that follows these steps: A. Write a thesis statement that makes a claim about the content of the article, previewing the structure if possible (Skill 4.B). CR6 B. Write a paragraph that demonstrates an understanding of the audience’s beliefs, values or needs (Skill 2.B) by utilizing claim, evidence, and commentary (Skill 4.A).

Speeches:

“The Speech of Miss Polly Baker” by Benjamin Franklin; Florence Kelley’s speech (AP prompt); Sojourner Truth’s “Ain’t I A Woman?”

Letters and Op-Eds:

Letters of John and Abigail Adams Essays and Book Excerpts: “Arthur Miller’s The Crucible: Fact and Fiction” by Margo Burns; “Guys vs. Men” by Dave Barry; “Vindication of the Rights of Women” by Mary Wollstonecraft; “Declaration of Sentiments” by Elizabeth Cady Stanton

Biography/Autobiography:

“Joseph McCarthy,” U.S. History.com

Science and Technology:

Articles by Martin Salazar, reporting on the Wenatchee Witch Hunts of 1995; “What Caused the Salem Witch Trials?” by Rebecca Beatrice Brooks, History of Massachusetts.org

Visuals:

Photographs from the Salem Witch Trials archive

Other Texts:

The Crucible by Arthur Miller; “Observations of a Bewitched Child” from Remarkable Providences (1684) by Cotton Mather

Unit Three: The Power of Controversy:Argument and Storytelling

In Unit Three, students delve into the intricacies of argument. The big idea of reasoning and organization can be especially challenging because students must examine and understand how a line of reasoning develops in writing. Assigning the corresponding Topic Questions for these skill categories in AP Classroom can reveal misunderstandings and guide student practice.

Unit Three Activities:

- Students read and annotate “The Case for Working with Your Hands” by Matthew Crawford, marking the text for claim, evidence, and commentary (Skill 3.A). They then write and compare claims made by Crawford within the text, making a bullet-point list of evidence to support at least three claims (Skill 3.A). Students prepare a chart or short video that describes Crawford’s line of

reasoning in the article; they explain how the line of reasoning supports his argument's overarching thesis, as well as the method of development used to create the argument (Skills 5.A, 5.C). Students then write a thesis statement and a paragraph using claim, evidence, and commentary in which they describe the effect of Crawford's arguments (Skill 4.A).

- Students read and listen to President Roosevelt's Fireside Chat #4, "On Economic Progress." They then read "Dear Mrs. Roosevelt: Cries for Help from Depression Youth" by Robert Cohen. This text is a springboard for classroom discussion about the economic concerns that impacted teens during the 1930s versus the economic realities that impact high school students today. After discussing the economic issues faced during the Depression, they research one current economic issue faced by youth today. Students must find a minimum of four sources; one must be an interview and one must be a visual source. After completing their research and analyzing the source information, students write an argument that develops a position on the role that state and local governments should play in eliminating negative economic factors for U.S. teenagers. The essay includes a clear thesis and the development of a line of reasoning and commentary to support the reasoning (Skill 6.A). Students choose an appropriate method of development in which to present their argument, depending on the information gathered (Skills 4.A, 6.C). The argument must also synthesize at least three of the sources, including the visual.

Speeches:

Fireside Chat #4, "On Economic Progress," October 22, 1933 by President Franklin Delano Roosevelt

Letters and Op-Eds:

Letter from Elizabeth Stacey to her father-in-law (AP Prompt); "Dear Mrs. Roosevelt: Cries for Help from Depression Youth" by Robert Cohen

Essays and Book Excerpts: "The Case for Working With Your Hands" by Matthew B. Crawford; "Stuff is Not Salvation" by Anna Quindlen; "Blue-Collar Brilliance" by Mike Rose

Biography/Autobiography: Thomas Malthus on Population Growth

Science and Technology: "The Global Importance of the Technology Economy" by Marco Antonio Cavallo

Visuals: "Chancellor Segueir at the Entry of Louis XIV into Paris in 1660" by Charles LeBrun and "The Chancellor Sequier on Horseback" by Kehinde Wiley; Forbes Price Index of Luxury Goods Keeps Pace With Inflation by Scott DeCarlo

Other Texts: "To Be of Use" (poem) by Marge Piercy

Unit Four: The Power of Nature: Analysis 101

In Unit Four, students will learn about Rhetorical Situation; Claims and Evidence; Reasoning and Organization of reading and writing.

Unit Four Activities:

- Students read “The Serpents of Paradise” from *Desert Solitaire*, annotating for rhetorical situation, anthropomorphism, allusions, and diction choices (Skill 1.A). Students also read Henry David Thoreau’s “Where I Lived and What I Lived For,” annotating for the same categories. Students then choose one of these pieces as the subject of study. They identify and describe the overarching thesis, as well as the use of claim, evidence, commentary. Using Toulmin as a model, they write an analytical thesis statement that requires proof and previews the structure of the argument (Skills 3.B, 4.B). CR5 CR6 Students then write an introduction and conclusion to an essay on one of these pieces, paying particular attention to the method of development used by the author or speaker (Skills 2.A, 5.C).
- Students read a variety of texts that focus on how nature impacts individuals. Then, students conduct interviews with classmates about how nature impacts and informs their own experience. They share their findings with the class. After sharing, each student writes a Toulmin-type thesis statement that creates an original argument about nature. Class members vote on the three best thesis statements; they may then adopt one of the three statements for use in their own writing, or they may use their own statement. Students decide on the rhetorical situation underlying their essay and make choices that demonstrate an understanding of their audience’s values or needs. Students then choose a method of development in which to present their findings, write an introduction to support the thesis statement, and develop at least four paragraphs to address argument and counterargument. The essay closes with a well-crafted conclusion (Skills 2.A, 4.B, 6.C).

Speeches: “Mind-Blowing, Magnified Portraits of Insects” by Levon Bliss (TED Talk)

Letters and Op-Eds: “Why Even a Little Nature Is Good for Your Brain” by Alex Hutchinson

Essays and Book Excerpts: From *Nature* by Ralph Waldo Emerson; “Illusions” by Ralph Waldo Emerson; From *The End of Nature* by Bill McKibben; “The Serpents of Paradise” from *Desert Solitaire* by Edward Abbey

Biography/Autobiography: From *Walden* “Where I Lived and What I Lived For” by Henry David Thoreau

Science and Technology: Excerpts from *I Contain Multitudes* by Ed Yong.

Visuals: From Hungry Planet: What the World Eats by Peter Menzel

Unit Five: The Power of Influence: Research, Claims, and Citing Sources

In this unit, the big idea of style can be especially challenging because students must determine how the rhetorical situation informs the strategic stylistic choices that writers make. Assigning the corresponding Topic Questions for these skill categories in AP Classroom can reveal misunderstandings and guide student practice.

Unit Five Activities:

- After reading Macbeth, students brainstorm everything they know about ethics in relationship to categories of professional and personal experience (e.g., education, business, technology, medicine). They read Pinker’s “Is the World Getting Better or Worse? A Look at the Numbers.” In groups, students analyze the line of reasoning and explain whether the reasoning supports the overarching thesis of the argument (Skill 5.A). They explain how the organization of the text creates unity and coherence, supporting the argument’s reasoning (Skill 5.B). CR7 They mark the essay for use of word choice, comparisons, and syntax, explaining how these items contribute to tone and/or style (Skill 7.A). Then, students conduct online research on the topic of ethics in today’s world, narrowing their topics to a specific problem that requires a solution. They write an argument paper that synthesizes a minimum of three sources, one of which must be a visual. Students should follow these steps: outline the articles for claim, evidence, commentary and thesis; create a thesis statement that allows them to develop a position on their chosen topic; write an introduction using the thesis statement; develop a line of reasoning and commentary; use transitional elements to guide the reader through the line of reasoning; and strategically use words, comparisons, and syntax to convey a specific tone or style. All sources must be properly documented (Skills 6.A, 6.B, 8.A).
- During the writing of the synthesis research papers, students discuss outlines with peers and brainstorm arguments and counterarguments, conference individually with the teacher after completion of the first draft, edit for language and syntactical choices, rewrite incorporating feedback, and publish a final product (Skill 8.A). After completing the process, students write a reflection on the task, addressing their understanding of the metacognitive process.

Speeches:

First Inaugural Speech, John F. Kennedy; First Inaugural Speech, Ronald Reagan; “Is the World Getting Better or Worse? A Look at the Numbers” by Steven Pinker

Letters and Op-Eds: Business ethics op-eds from The Wall Street Journal; “Evil Thrives When Good People Remain Silent” by Prince Chinedu Obi

Essays and Book Excerpts: From The Empire Fights Back by Chinua Achebe; ‘The Insane Root that Takes the Reason Prisoner:’ Macbeth, Boston, and the Two Paradoxes of Evil” by Rod Rosenbaum; “Is Greed Ever Good? The Psychology of Selfishness” by Stephen A. Diamond

Science and Technology: “How Evil is Tech?” by David Brooks

Visuals: “Seeing Connections,” p. 2057 Language of Composition, 3rd Edition

Other Texts: Macbeth by William Shakespeare

Unit Six: The Power of Education: Claims and Evidence, Style

In Unit Six, Students will study claims and evidence in reading and writing while analyzing the style of text.

Unit Six Activities:

- Students choose one selection from this list: “School” by Kyoko Mori; “Shanghai Schools’ Approach Pushes Students to Top of Tests” by David Barboza; “I Know Why the Caged Bird Cannot Read” by Francine Prose. Students annotate the selection for claim, evidence, commentary (Skill 3.A). They note the overarching theme of the selection, as well as the indications showing the argument’s structure (Skill 3.B). They outline the use of word choice, comparisons, and syntax to discover the relationship between these elements and the style or tone of the piece (Skill 7.A). CR9 Students then write an analysis of that selection. They write a thesis statement requiring proof and previewing the structure of the argument (Skill 4.B). Then, they write two to four paragraphs that utilize claim, evidence, commentary to analyze the style and organization of the selection (Skill 4.A). CR6 As they write, students use strategically chosen words, comparisons, and syntax to convey a specific tone or style; they may choose to echo or imitate the style or tone of the original piece (Skill 8.A). CR10
- Students will read “Me Talk Pretty One Day” by David Sedaris and “Superman and Me” by Sherman Alexie. They write a comparison/contrast essay that addresses the style, diction choices, organization, comparisons, and syntax used by each author (Skill 7.A). In their own writing, they use strategically chosen words, comparison, and syntax to convey their own tone or style to the argument (Skill 8.A).

Speeches: “A Talk to Teachers” by James Baldwin

Letters and Op-Eds: “Let Teenagers Try Adulthood” by Leon Botstein

Essays and Book Excerpts: From Education by Ralph Waldo Emerson; “School” by Kyoko Mori; “Me Talk Pretty One Day” by David Sedaris; “Best in Class” by Margaret Talbot; From “Shanghai Schools’ Approach Pushes Students to Top of Tests” by David Barboza; “I Know Why the Caged Bird Cannot Read” by Francine Prose

Biography/Autobiography: “Superman and Me” by Sherman Alexie

Science and Technology: “Does Technology in the Classroom Help or Harm Students?” by Seth J. Gillihan

Visuals: “The Spirit of Education,” painting by Norman Rockwell; “What I Learned,” cartoon by Roz Chast; From US Math Performance in Global Perspective by Erica A. Hanushek, et al.

Unit Seven: The Power of the Written Word: Diction, Style, Mechanics, and Structure

In Unit Seven, students will look at rhetorical situations using claims and evidence, Students will also analyze style of reading and writing.

Unit Seven Activities:

- Students read “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan. They then view the TED Talk, “How Language Shapes the Way We Think” by Lera Boroditsky. In groups,

they consider the rhetorical situation for both the essay and the TED Talk (Skill 1.A); and explain the manner in which both authors qualify their claims, using modifiers, counterarguments, and alternate perspectives (Skill 3.C). They then discuss and explain the authors' uses of independent and dependent clauses to show relationships between and among ideas (Skill 7.B), as well as the contribution made by grammar and mechanics to the clarity and effectiveness of each argument (Skill 7.C).

- Students react to “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan or “How Language Shapes the Way We Think” by Lera Boroditsky by writing a claim about one of the selections. They write a cogent introduction to an essay in which they make a claim and then qualify it, using modifiers, counterarguments, or alternate perspectives. The sentences in their essay should clearly convey their ideas and arguments; they use the established conventions of grammar and mechanics to communicate clearly and effectively (Skills 2.A, 4.C, 8.B, 8.C).

Speeches: “How I Used Dungeons and Dragons to Teach Ethics” by Christopher Robichaux (TED Talk); “How Language Shapes the Way We Think” by Lera Boroditsky (TED Talk)

Letters and Op-Eds: “What Students Know that Experts Don’t: School Is All about Signaling, Not Skill-Building” by Bryan Caplan

Essays and Book Excerpts: “An Innocent at Rinkside” by William Faulkner; “Warren Buffett, Bill Gates, and the Billionaire Challenge” by the Christian Faith Monitor Editorial Board; “Slang in America” by Walt Whitman

Biography/Autobiography: “Learning to Read” from The Autobiography of Malcolm X by Malcolm X; “Learning to Read and Write” from Narrative of the Life of Frederick Douglass by Frederick Douglass

Science and Technology: “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan.

Visuals: Cartoon from World Economic Forum by Zapiro

Other Texts: “For Mohammed Zeid of Gaza,

Unit Eight: The Power of Beauty: Visual Rhetoric

In Unit Eight, students will view rhetorical situation through a popular culture lens. Students will also analyze the style of text.

Unit Eight Activities:

- Students view the two Hogarth paintings: “Marriage a la Mode: The Marriage Contract” and “Marriage a la Mode: The Toilette.” They deconstruct the painting, utilizing their knowledge of rhetorical situation to deduce the elements of the rhetorical triangle, as well as anything else they can glean from the paintings, considering the paintings as visual arguments (Skill 1.B). They then read Thackeray’s selection describing the paintings from English Humorists of the 18th Century. Again,

students consider the rhetorical situation; then, they explain Thackeray's word choice, comparisons, and syntax to create tone or style, as well as explaining how the author creates, combines, and places independent and dependent clauses to show relationships (Skills 7.A, 7.B). Finally, students choose a school-appropriate painting to use as the basis for their own description and analysis. They will write an essay defining the rhetorical situation and analyzing the visual and its message; they strategically use words, comparisons, and syntax to convey tone or style (in imitation of Thackeray) and write sentences that clearly convey ideas and arguments (Skills 8.A, 8.B).

- After reading *The Great Gatsby*, students write an analytical essay considering one of the major themes of the book and comparing those themes to "The New American Dream" by Courtney E. Martin (TED Talk) or *Gatsby's American Dream: Reading The Great Gatsby Critically, Chapter 1* by John Green (YouTube). They pay particular attention to defining the rhetorical situation; they strategically use words, comparisons, and syntax to convey tone or style and write sentences that clearly convey ideas and arguments. Students also identify the audience to whom they are writing. They include language that appeals specifically to their intended audience. (Skills 2.B, 8.A, 8.B). After finishing their first drafts, students utilize peer workshops, conferencing (with teacher and others), revision, rewriting, and publishing. After completing the process, students write a reflection on the entire process, addressing their understanding of the metacognitive process. CR12 CR13 3. As part of their study of style, students examine short reading passages, annotating for language and syntax that develop a particular tone or style. Students highlight sentences with independent and dependent clauses and discuss the relationship between the parts of the sentence. Students then write their own sentences to practice what they have just read and discussed. (Skills 7.A, 7.B, 8.A, 8.B).

Speeches:

"The New American Dream" by Courtney E. Martin (TED Talk); *Gatsby's American Dream: Reading The Great Gatsby Critically, Chapter 1* by John Green (YouTube)

Letters and Op-Eds:

Letter: F. Scott Fitzgerald to Willa Cather and Cather's answer; "My Zombie, Myself: Why Modern Life Feels Rather Undead" by Chuck Klosterman

Essays and Book Excerpts:

"An Image a Little Too Carefully Coordinated" by Robin Givhan; "High School Confidential: Notes on Teen Movies" by David Denby; "Hogarth" from *English Humorists of the 18th Century* by William Makepeace Thackeray

Biography/Autobiography:

"A Miserable Merry Christmas" from *Autobiography of Lincoln Steffens* by Lincoln Steffens
Science and Technology: "Learning Through

Visuals:

Visual Imagery in the Classroom" by Haig Kouyoumdjian
Visuals: "Finding the Story Inside the Painting" by Tracy Chevalier (TED Talk); cartoon: From Show and Tell by Scott McCloud; Hogarth's paintings "Marriage a la Mode: The Marriage Contract" and "Marriage a la Mode: The Toilette."

Other Texts:

The Great Gatsby; “To – ” by Percy Bysshe Shelley (poem); Everyday Use: Rhetoric at Work in Reading and Writing by Hephzibah Roskelly and David A. Jolliffe.

Unit Nine: The Power of Winning

In Unit Nine, students will view claim and evidence through a sports lens. Students will also analyze the style of text.

Unit Nine Activities:

- Students view the cartoon, “The 12th Player in Every Football Game” and then read “Can Science Solve Football’s Concussion Crisis?” by Ryan Blasen and “What Happens to the Brain During a Concussion?” by Richard Smayda. They explain the ways that Blasen and Smayda qualify their claims through modifiers, counterarguments, and alternate perspectives (Skills 3.C).
- Students choose a controversial topic from the field of sports, possibly including pay inequity between the genders, paying college athletes, young people and injuries, or any other topic that interests them. They then choose two articles they find on the internet; the articles should present two sides of the chosen controversy. They create a thesis statement and outline an essay; they choose one paragraph to write, in which they qualify their claim using modifiers, counterarguments, or alternate perspectives (Skill 4.C).

Speeches: Lou Gehrig’s Farewell Speech; another student-chosen speech given by an athlete or coach, showing quality of thought and organization

Letters and Op-Eds: “Paying Students to Play Would Ruin College Sports” by Cody J. McDavis

Essays and Book Excerpts: “Barbaro” by Jane Smiley; “The Silent Seasons of a Hero” by Gay Talese; “The Four Horsemen” by Grantland Rice

Biography/Autobiography: From How I Learned to Ride the Bicycle by Frances Willard

Science and Technology: “Can Science Solve Football’s Concussion Crisis?” by Ryan Blasen; “What Happens to the Brain During a Concussion?” by Richard Smayda

Visuals: “The 12th Player in Every Football Game,” cartoon, 1897 New York World; “Yes!” 1999 Sports Illustrated

Other Texts: “Ex-Basketball Player” by John Updike (poem)

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

- Rhetorical Situation – Writing: Make strategic choices in a text to address a rhetorical situation.
- Claims and Evidence – Writing: Analyze and select evidence to develop and refine a claim.
- Reasoning and Organization – Writing: Use organization and commentary to illuminate the line of reasoning in an argument.
- Style – Writing: Select words and use elements of composition

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: The Language of Composition

Edition: 2nd

Author: Shea, Scanlon, Aufses

ISBN: 978-0312676506

Publisher: Bedford, Freeman & Worth Publishers

Publication Date: 2012

Usage:

- Primary Text
 Read in entirety or near

Textbook #2

Title: The Language of Composition

Edition: 4th

Author: Shea, Scanlon, Aufses, Harowitz, Cordes, Escobar

ISBN: 9781319409258

Publisher: Bedford, Freeman & Worth Publishers

Publication Date: 2023

Usage:

- Primary Text
 Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

- *Into the Wild*, Jon Krakauer
- *The Color of Water*, James McBride
- *In Cold Blood*, Truman Capote
- *Rumor of War*, Philip Caputo
- *The Crucible*, Arthur Miller
- *Death of a Salesman*, Arthur Miller
- *Killers of the Flower Moon*, David Grann
- *Born a Crime*, Trevor Noah

- *The Jungle*, Upton Sinclair
- *The Great Gatsby*, F. Scott Fitzgerald
- *The Things They Carried*, Tim O'Brien
- *Kite Runner*, Khaled Hosseini
- *Catch 22*, Joseph Heller
- *Just Mercy*, Bryan Stevenson
- *Hamlet*, William Shakespeare
- *Catcher in the Rye*, JD Salinger

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
 If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

The course skills are organized within nine units that scaffold student development of the analysis and composition skills required for college credit. For each unit, the teacher selects a theme or topic and then chooses texts, typically short nonfiction pieces, that enable students to practice and develop the reading and writing skills for that unit.

Each unit culminates in a Personal Progress Check. made up of 1) a free-response question and scoring rubric for the teacher to administer in class or online and 2) online multiple-choice questions that provide each student with personalized feedback and the teacher with a class summary of skills. The following big ideas serve as the foundation of the course, enabling students to create meaningful connections among concepts. Each big idea correlates with an enduring understanding, a long-term takeaway related to the big idea:

- **Rhetorical Situation:** Individuals write within a particular situation and make strategic writing choices based on that situation.
- **Claims and Evidence:** 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.
- **Reasoning and Organization:** Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

- Style: The rhetorical situation informs the strategic stylistic choices that writers make.

Course Skills

The following skill categories, tied to the big ideas, describe what skills students should develop during the course:

- Rhetorical Situation – Reading: Explain how writers’ choices reflect the components of the rhetorical situation.
- Rhetorical Situation – Writing: Make strategic choices in a text to address a rhetorical situation.
- Claims and Evidence – Reading: Identify and describe the claims and evidence of an argument.
- Claims and Evidence – Writing: Analyze and select evidence to develop and refine a claim.
- Reasoning and Organization – Reading: Describe the reasoning, organization, and development of an argument.
- Reasoning and Organization – Writing: Use organization and commentary to illuminate the line of reasoning in an argument.
- Style – Reading: Explain how writers’ stylistic choices contribute to the purpose of an argument.
- Style – Writing: Select words and use elements of composition

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

The AP English Language and Composition Exam assesses student understanding of the skills and essential knowledge outlined in the course framework. The exam is 3 hours and 15 minutes long and

includes 45 multiple-choice questions and 3 free-response questions.

Format of Assessment

Section I: Multiple-choice | 45 Questions | 60 Minutes | 45% of Exam Score

- Includes 23–25 Reading Questions
- Includes 20–22 Writing Questions

Section II: Free-response | 3 Questions | 2 Hours, 15 Minutes 55% of Exam Score

- Question 1: Synthesis (6 points).
- Question 2: Rhetorical Analysis (6 points).
- Question 3: Argument (6 points).