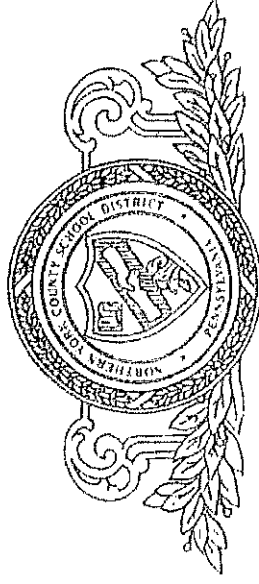


NORTHERN YORK COUNTY SCHOOL DISTRICT



ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

June 2013

NORTHERN YORK COUNTY SCHOOL DISTRICT
ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

I. Philosophy

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students 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 effectiveness in writing. The class prepares students to take the AP Exam, which ordinarily consists of 60 minutes for multiple-choice questions, 15-minutes for reading period the sources of the synthesis essay and planning a response, and 120 minutes for essay questions. Throughout the year, substantial writing assignments prepare students for the exam.

II. Core Concepts

A. Strategies

Students receive instruction in the SOAPStone strategy developed by Tommy Boley for use in analyzing prose and visual texts. They are also introduced to strategies for analyzing in relation to three of the five canons of rhetoric: invention, arrangement, and style.

B. Discussion

The course offers many opportunities for students to practice the skills they need collaboratively, derived from the belief that learning can occur if students have opportunities to check their understanding and clarify their thinking. Students need to come prepare for these discussions or this opportunity to collaborate will not facilitate productive results.

C. Style

Because style is a major component of writing skill, students review appositive phrases, participial phrases, and absolute phrases to improve the quality and sophistication of their writing. Initially, they complete sentence and paragraph-imitation exercises; later, they are expected to highlight their use of these phrases in their major compositions. In addition, students receive instruction in how to recognize and incorporate figures of rhetoric in a piece of writing, particularly schemes and tropes. Our study of schemes in context includes parallelism, isocolon, antithesis, zeugma, anastrophe, parenthesis, ellipsis, asyndeton, polysyndeton, alliteration, anaphora, epistrophe, anadiplosis, antimetabole, chiasmus, erotema, hypophora, and epiphesis; our study of tropes includes metaphor, simile, synecdoche, metonymy, antonomasia (periphrasis), personification, anthimeria, litotes, irony, oxymoron, and paradox.

D. Timed Writings

During the fall and spring semester, students complete several timed essay questions, one of which appears on the semester exam. Of all the techniques, integrating the timed writings into the natural progression of the course will build students' confidence and expertise.

E. Vocabulary

Students will work to gain vocabulary and practice using new terms in context in order to develop a wide-ranging vocabulary used appropriately as well as having a traditional bi-weekly vocabulary test

F. Research and Synthesis

In preparation for the research-based causal argument, students will review research skills, including identification and evaluation of primary and secondary sources; organization and integration of source material; and documentation and organization of a researched argument.

The major project of the second semester is a research-based causal argument examining the contextual influences (historical, cultural, environmental, etc.) on a selected twentieth-century American novelist and the impact and effects of those influences on his or her style, purpose, and intent in at least one representative essay. The causal argument is different from a traditional research paper because the student must consider and present alternative causes and effects in direct opposition to his or her position. Students are required to synthesize at least five sources into their project

G. Newspaper Article/Quote Analysis

Students receive one article or quote per week from a writer. For each article or quote, they must provide a clear explanation of the writer's assertion, then defend or challenge it, noting the complexity of the issue and acknowledging any possible objections to the students' point of view. These "short writes" are only 300 to 400 words, just enough to practice a key concept in argumentation: acknowledging alternative points of view. As the students become comfortable with these informal pieces of writing and as we review components of clarity and style, they must include one example of each of the following syntactical techniques in their newspaper or quote analyses: coordination, subordination, varied sentence beginning, periodic sentence, and parallelism. As students develop a sense of their own style through sentence structure, they also learn organizational strategies such as parallel structure, transitional paragraphs, and appropriate balance and sequencing of generalization and specific detail.

H. Newspaper Article/Quote Analysis

Each semester students will read at least two novels. For each book, they will complete five complementary assignments:

1. *Cultural Context Analysis.*

- a. Type one page or less on the cultural context of the book's setting and the social class of the characters. Address the major events of the era, social norms, and typical concerns of people living in this geographical area and era.

2. *Author's Background.*

- a. Type one page or less on the author's background and where this book fits in his or her career.
 - i. Is the author an activist, an award-winner, a member of the class about which he or she writes?
 - ii. Is the author a college graduate, self-taught, a politician, a parent, young or old?
 - iii. How do any of these things foretell the statement made with the book?

3. *Reading Response Journal.* Keep a hand-written journal. For each chapter/section, include:

- a. connections you make (text-to-self, text-to-itself, text-to-text, text to world); your appreciation/notice of the author's use of rhetorical strategies;
- b. a running list of words (and page numbers) to add to your lexicon; a summary of plot and character development;
- c. if reading nonfiction, a summary of the information; a description of the purpose of each chapter – both the literary and rhetorical purpose, if any;
- d. a record of the affect of the chapter on readers, both a personal response and what you imagine the contemporary response may have been.

4. *Analysis Paper.*

- a. Type two-three pages discussing the major themes of the book.
 - i. Are they universal or specific to the era/setting?
- b. Address the role this book plays in the cultural context of the era, as well as the purpose of the author's message.
 - i. Was it successful?

I. **Course of Study**

1. Semester One-Introduction to Rhetoric and Argument

- a. "The Box Man"-Barbara Lazear Ascher
- b. "Once More to the Lake"-E.B. White
- c. "Salvation"-Langston Hughes
- d. "The Chase"-Annie Dillard
- e. "Black Men and Public Space"-Brent Staples
- f. The Scarlet Letter-Nathaniel Hawthorne
- g. To Kill a Mockingbird-Harper Lee

2. Semester Two-Further Development of Rhetorical Theory and Argument

- a. "The Ritual of Fast Food"-Margaret Visser
- b. "The Men We Carry in Our Minds"-Scott Russell Sanders
- c. "I Have a Dream"-Martin Luther King Jr.
- d. "Why Don't We Complain?"-William F. Buckley, Jr.
- e. The Adventures of Huckleberry Finn-Mark Twain
- f. Of Mice and Men-John Steinbeck
- g. The Grapes of Wrath-John Steinbeck

3. Semester Three-Argument and Synthesis

- a. "Death and Justice"-Ed Koch
- b. "The Death Penalty"-David Bruck
- c. "Professions for Women"-Virginia Woolf
- d. "Our Barbies, Ourselves"-Emily Prager
- e. Walden-Henry David Thoreau

4. Semester Four-Visual Rhetoric and Test Preparations

- a. "The Way to Rainy Mountain"-N. Scott Momaday
- b. "She's Your Basic L.O.L in N.A.D"-Perri Klass
- c. "Our Town"-Thornton Wilder
- d. The Great Gatsby-F. Scott Fitzgerald
- e. Fahrenheit 451-Ray Bradbury

J. Texts and Resources

Aaron, Jane E. 40 Model Essays. New York: Bedford/St. Martin's, 2005. Print.

Graff, Gerald and Cathy Birkenstein. They Say/I Say. New York: W.W. Norton, 2010. Print.

Safier, Fannie. Adventures in American Literature. Athena edition. New York: Holt, Rinehart and Winston, 1996. Print.

Martin's, 2008. Print.

K. Expected Levels of Achievement

Grading System:

93-100	=	A	(excellent progress)
85-92	=	B	(above average progress)
77-84	=	C	(average progress)
70-76	=	D	(below average progress)
Below 70	=	F	(failing)
Unfinished	=	I	(some incomplete work)

L. Procedures for Evaluation

1. Written Work

All written assignments should be submitted on time in standard error-free English. All writing assignments should be turned in electronic format only (instructions for this process will be given later). All written work should be typed DOUBLE-SPACE. Late work will be accepted, but a 20% penalty will be assessed for each day the work is late. Remember to carefully PROOFREAD and SPELLCHECK all of your written work.

2. Plagiarism

Plagiarism is defined as a piece of writing that has been copied from someone else and is presented as being your own work or taking someone's words or ideas as if they were your own. If caught plagiarizing you will receive a zero on the assignment and run the risk of failing the course for the year.

3. Missed Work

Missed work is YOUR responsibility, NOT mine. It is the school policy that you have the number of days that you were absent to make up the work that you have missed. **HOMEWORK is ALWAYS your responsibility and it is DUE upon your return or it is a ZERO.** Contact a classmate, check my website, or e-mail me ecarskad@nycsd.k12.pa.us Look at the homework board and check the website!

Northern York County School District Curriculum

Course Name	Advanced Placement English Language & Composition (1401)
Grade Level	Grade 11
Credits	1.00 Credits (1.12)
Instructional Procedures	• Reading and Responding • Discussion • Writing literary analyses • Vocabulary Testing

Unit 1	Introduction to Rhetoric and Argument		
Time Frame	5 Weeks		
1.1	40 Model Essays		
Key Concepts	Essential Questions	PA Common Core Content Standard	Terminology
Students read nonfiction readings (e.g., essays, political writing, science writing, nature writing, autobiographies/biographies, history, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.	What can be learned by strictly looking at the short story?	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text	SOAPSTone: Speaker Occasion Audience Purpose Subject Tone
Students write expository, analytical (literary and rhetorical analysis), and argumentative writing assignments based on readings representing a wide variety of prose styles and genres.	How can I apply the techniques of the author to my own work?	CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Thesis Theme

Students will annotate texts to provide them with analysis and understanding.	How does the author develop the plot structure?	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Logos Ethos Pathos
Students will annotate texts to provide them with analysis and understanding.	How does the author's choice of point of view affect the work?	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Rhetoric
Students will annotate texts to provide them with analysis and understanding.	How has the author developed a convincing argument?	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Logos Ethos Pathos
Students will annotate texts to provide them with analysis and understanding.	How does the language the author uses contribute to the effectiveness of the essay?	CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Context
Students will use research tools to compare and contrast works to provide synthesis and create argument.	In what way is the essay being analyzed similar or different to others?	CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	Compare Contrast
Creating and using annotation while they read, students will learn new ways to comprehend texts.	What purpose does the author have in writing the work?	CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Theme

Unit 1	Introduction to Rhetoric and Argument		
Time Frame	4 Weeks		
1.2	<u>The Scarlet Letter/To Kill a Mockingbird</u>		
Key Concepts	Essential Questions	PA Common Core Content Standard	Terminology
Students read fiction and poetry selections to understand how various effects are achieved by writers' linguistic and rhetorical choices.	What is Hawthorne's view on sin? How does Scout's point of view effect the message of the story?	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text	Rhetoric Argument

Students write expository, analytical (literary and rhetorical analysis), and argumentative writing assignments based on readings representing a wide variety of prose styles and genres.	What evidence can you provide to support your beliefs of Hawthorne? What evidence in Lee's story provide the bias in the novel?	CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Logos Ethos Pathos
Students will annotate texts to provide them with analysis and understanding.	How does the author develop the plot structure?	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Logos Ethos Pathos
Students will annotate texts to provide them with analysis and understanding.	How does the author's choice of point of view affect the work?	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Rhetoric
Students will annotate texts to provide them with analysis and understanding.	How has the author developed a convincing argument?	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Logos Ethos Pathos
Students will annotate texts to provide them with analysis and understanding.	How does the language the author uses contribute to the effectiveness of the essay?	CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Context
Students will use research tools to compare and contrast works to provide synthesis and create argument.	In what way is the essay being analyzed similar or different to others?	CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	Compare Contrast
Creating and using annotation while they read, students will learn new ways to comprehend texts.	What purpose does the author have in writing the work?	CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Theme

Unit 2		Further Development of Rhetorical Theory and Argument		
Time Frame		4 Weeks		
2.1		40 Model Essays		
Key Concepts		Essential Questions	PA Common Core Content Standard	Terminology
Students read nonfiction readings (e.g., essays, political writing, science writing, nature writing, autobiographies/biographies, history, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.		What is the argument made by the author? How is the argument effective?	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text	Logos Ethos Pathos Rhetoric
Students read fiction and poetry selections to understand how various effects are achieved by writers' linguistic and rhetorical choices.		How can the techniques used to create an effective argument be made in writing?	CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Logos Ethos Pathos
Students write expository, analytical (literary and rhetorical analysis), and argumentative writing assignments based on readings representing a wide variety of prose styles and genres.		How does the author develop the plot structure?	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Logos Ethos Pathos
Students will annotate texts to provide them with analysis and understanding.		How does the author's choice of point of view affect the work?	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Rhetoric
Students will annotate texts to provide them with analysis and understanding.		How has the author developed a convincing argument?	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Logos Ethos Pathos

Students will annotate texts to provide them with analysis and understanding.	How does the language the author uses contribute to the effectiveness of the essay?	CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Context
Students will use research tools to compare and contrast works to provide synthesis and create argument.	In what way is the essay being analyzed similar or different to others?	CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	Compare Contrast
Creating and using annotation while they read, students will learn new ways to comprehend texts.	What purpose does the author have in writing the work?	CC.1.2.11-12.I Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Theme
Students will analyze work created in the US Revolutionary period.	How do authors of the American Revolution create effective arguments?	CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	Logos
Students will read The Declaration of Independence.	How does Jefferson create his argument?	CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Logical fallacy

Unit 2	Further Development of Rhetorical Theory and Argument		
Time Frame	6 Weeks		
2.2	<u>The Adventures of Huckleberry Finn/ Of Mice and Men/ The Grapes of Wrath</u>		
Key Concepts	Essential Questions	PA Common Core Content Standard	Terminology
Students read nonfiction readings (e.g., essays, political writing, science writing, nature writing, autobiographies/biographies, history, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.	How does Twain use satire to lambast slavery? How does Steinbeck define friendship? What is to be learned from the stories of The Great Depression?	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text	Rhetoric Argument
Students read fiction and poetry selections to understand how various effects are achieved by	What evidence supports Twain's societal views? What evidence can you provide	CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions	Logos Ethos Pathos

writers' linguistic and rhetorical choices.	to support your beliefs on Steinbeck's views of friendship?	based on and related to an author's implicit and explicit assumptions and beliefs.	
Students write expository, analytical (literary and rhetorical analysis), and argumentative writing assignments based on readings representing a wide variety of prose styles and genres.	How does the author develop the plot structure?	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Logos Ethos Pathos
Students will annotate texts to provide them with analysis and understanding.	How does the author's choice of point of view affect the work?	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Rhetoric
Students will annotate texts to provide them with analysis and understanding.	How has the author developed a convincing argument?	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Logos Ethos Pathos
Students will annotate texts to provide them with analysis and understanding.	How does the language the author uses contribute to the effectiveness of the essay?	CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Context
Students will use research tools to compare and contrast works to provide synthesis and create argument.	In what way is the essay being analyzed similar or different to others?	CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	Compare Contrast
Creating and using annotation while they read, students will learn new ways to comprehend texts.	What purpose does the author have in writing the work?	CC.1.2.11-12.I Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Theme
Students will use their historical knowledge of the Great Depression in analyzing novels of that period.	What can be gained from Steinbeck's insight?	CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	

Argument and Synthesis			
9 Weeks			
40 Model Essays/Walden			
Unit 3	Time Frame	3.1	Key Concepts
PA Common Core Content Standard			
Essential Questions	PA Common Core Content Standard	Terminology	
Students analyze and synthesize ideas from an array of sources (print and visual) to present a researched argument paper of their own which includes appropriate documentation of sources.	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Rhetoric Argument Synthesis	
Students learn and use research skills, in particular, how to evaluate and use primary and secondary sources and properly introduce, incorporate, explain, and cite quoted, paraphrased, and summarized information.	CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.	Logos Ethos Pathos	
Students will annotate texts to provide them with analysis and understanding.	CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Claim Grounds Warrant	
Students will annotate texts to provide them with analysis and understanding.	CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.		

Students will annotate texts to provide them with analysis and understanding.	How has the author developed a convincing argument? What elements of Thoreau's argument are convincing?	CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style.	
Students will annotate texts to provide them with analysis and understanding.	How does Thoreau structure his argument?	CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	
Students will annotate texts to provide them with analysis and understanding.	What evidence can be given to define Thoreau's style?	CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style.	
Creating and using annotation while they read, students will learn new ways to comprehend texts.	What purpose does the author have in writing the work?	CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	
Creating and using annotation while they read, students will learn new ways to comprehend texts.	In what ways can Thoreau's vocabulary be introduced into my own lexicon?	CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Creating and using annotation while they read, students will learn new ways to comprehend texts.	What words are used that I do not understand?	CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
--	---	--	--

Unit 3	Argument and Synthesis		
Time Frame	4 Weeks		
3.2	Research Writing		
Key Concepts	Essential Questions	PA Common Core Content Standard	Terminology
Students analyze and synthesize ideas from an array of sources (print and visual) to present a researched argument paper of their own which includes appropriate documentation of sources.	How does argumentation differ from persuasion? How are opposing arguments handled?	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	
Students learn and use research skills, in particular, how to evaluate and use primary and secondary sources and properly introduce, incorporate, explain, and cite quoted, paraphrased, and summarized information.	How does the argument take into consideration the audience's view?	CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.	
Students will develop and refine their topic through research.	How do I outline and compose a logical thesis as the basis for developing a convincing argument?	CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Claim Grounds Warrant

Students will gather information and create a variety of outlines to work through the various questions about their research subject.	How do I gather information on my topic? What format or approach will my outline take?	CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	
Students will write a variety of drafts to attempt to express their idea while trying to prove their research topic.	Based on my reading, how can I identify my audience and write appropriately for that target?	CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style.	
Using their outlines, research and drafting experience, students will finalize their synthesized argument.	What elements in my paper will be kept and what elements will be excised? Which arguments in my research are strong and which are weak?	CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	
(this looks the same as CC.1.4.11-12.E)		CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style.	
Students will proofread their paper.	What is the best method to proofread a research paper?	CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	

Students will create well developed topic sentences, provide sufficient support, and aptly conclude each paragraph.	How does each paragraph of your paper help you prove your thesis?	CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
---	---	---	--

Unit 4	Visual Rhetoric		
Time Frame	4 Weeks		
4.1	The Language of Writing and Composition		
Key Concepts	Essential Questions	PA Common Core Content Standard	Terminology
Students analyze how graphics and visual images are used to address specific audiences, make arguments, relate to written texts, and serve as alternative forms of text themselves.	How can an image convey a thematic idea?	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	
Students analyze how graphics and visual images are used to address specific audiences, make arguments, relate to written texts, and serve as alternative forms of text themselves.	What is the artist's goal that the reader will infer from the image?	CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	

Students analyze how graphics and visual images are used to address specific audiences, make arguments, relate to written texts, and serve as alternative forms of text themselves.	What is the artist's message?	CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	
Students analyze how graphics and visual images are used to address specific audiences, make arguments, relate to written texts, and serve as alternative forms of text themselves.	What is the purpose of the visual?	CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	

Unit 5	Test Preparation		
Time Frame	6 Weeks		
5.1	40 Model Essays		
Key Concepts	Essential Questions	PA Common Core Content Standard	Terminology
Students read nonfiction readings (e.g., essays, political writing, science writing, nature writing, autobiographies/biographies, history, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.	What rhetorical techniques is the author using? What is the argument made by the author? How is the argument effective? How can several writings be used to prove a point?	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text	Logos Ethos Pathos Rhetoric
Students read fiction and poetry selections to understand how various effects are achieved by writers' linguistic and rhetorical choices.	How can the techniques used to create an effective argument be made in writing?	CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Logos Ethos Pathos
Students write expository, analytical (literary and rhetorical analysis), and argumentative writing assignments based on readings representing a wide variety of prose	How does the author develop the plot structure?	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Logos Ethos Pathos

styles and genres.				
Students will practice a variety of timed testing experiences to simulate what will be occurring in the AP exam.	What skill do I need to work on to pass the AP test?	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Rhetoric Argument Synthesis	
Students will annotate texts to provide them with analysis and understanding.	How has the author developed a convincing argument?	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Logos Ethos Pathos	
Students will annotate texts to provide them with analysis and understanding.	How does the language the author uses contribute to the effectiveness of the essay?	CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Context	
Students will annotate texts to provide them with analysis and understanding.	In what way is the essay being analyzed similar or different to others?	CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	Compare Contrast	
Students will use research tools to compare and contrast works to provide synthesis and create argument.	What purpose does the author have in writing the work?	CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Theme	
Creating and using annotation while they read, students will learn new ways to comprehend texts.	How do authors of the American Renaissance create effective arguments?	CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	Logos	
Students will analyze work created in the US Renaissance period.	How does Lincoln create his address?	CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Logos Ethos Pathos	