

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 11-AP Language and Composition

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently.
- Cite strong textual evidence to support analysis of informational text.
- Determine and analyze the relationship between two or more themes or central ideas of an informational text.
- Provide an objective summary of informational text.
- Identify rhetorical strategies and authors purpose in a text
- Evaluate how an author's point of view shapes text content and style.
- Analyze and evaluate the effectiveness of text structure.
- Analyze the development of complex ideas or sequence of events.
- Evaluate how words and phrases create meaning and tone.
- Analyze seminal texts
- Analyze foundational U.S. and world documents of historical and literary significance.
- Determine and clarify the meaning of unknown words.
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently.
- Cite strong textual evidence to support analysis of fictional text.
- Determine and analyze the relationship between two or more themes/ central ideas of a text
- Analyze the impact of the author's choices regarding development of a story or drama.
- Evaluate how an author's point of view or purpose shapes text content and style.
- Evaluate text structure including how portions of text relate as a whole.
- Evaluate how words and phrases shape meaning and tone.
- Determine and clarify the meaning of unknown words.
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of takes and purposes.
- Write with sharp, distinct focus identifying topic, task and audience.
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling.
- Draw evidence from literary or informational texts to support analysis and reflection.
- Write narratives to develop real or imagined experiences.
- Utilize rhetorical language and analysis
- Use narrative techniques such as dialogue, description, characterization.
- Create a smooth progression of events and provide a conclusion that reflects on what is experienced over the course of the narrative.
- Write with an awareness of parallel structure.
- Strengthen writing skills by planning, editing, rewriting or trying a new approach.
- Use technology to produce and publish individual or shared writing projects.
- Conduct short and long term research projects to answer a question or solve a problem.
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources.
- Integrate information while maintaining the flow of ideas while avoiding plagiarism.

Speaking & Listening 1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues.
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument.
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility.
- Adapt speech to a variety of contexts and tasks.
- Demonstrate command of the conventions of standard English when speaking.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 11

Reading Informational Text

1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Identify rhetorical strategies and authors purpose in a text
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature

1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of a text
- Analyze the impact of the author's choices regarding development of a story or drama
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing

1.4

- Write routinely over extended and shorter time frames for a variety of takes and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Utilize rhetorical language and analysis
- Draw evidence from literary or informational texts to support analysis and reflection
- Write informative/explanatory texts to examine and convey complex information clearly
- Organize complex ideas, concepts and information so that each new element builds on the former and creates a whole
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism

Speaking and Listening

1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- Present information, findings, and evidence conveying clear perspective, organization and style
- Adapt speech to a variety of contexts and tasks
- Demonstrate command of the conventions of standard English when speaking
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 11

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Identify rhetorical strategies and authors purpose
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of a text
- Analyze the impact of the author's choices regarding development of a story or drama
- Demonstrate knowledge of foundational works of literature reflective of multiple genres in major periods of literature including how two texts treat similar themes or topics
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of takes and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling
- Draw evidence from literary or informational texts to support analysis and reflection
- Write arguments to support claims in an analysis of substantive topics
- Distinguish the claim from opposing claims, develop counterclaims while supplying relevant evidence for each while pointing out the strengths and limitations of both
- Create logical organization and cohesion and clarify the relationships between claims, reasons, evidence and counterclaims
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism
- Utilize rhetorical language and analysis

Speaking and Listening 1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- Present information, findings, and evidence conveying clear perspective, organization and style
- Adapt speech to a variety of contexts and tasks
- Demonstrate command of the conventions of standard English when speaking
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 11

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Identify rhetorical strategies and authors purpose
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of literary text
- Analyze the impact of the author's choices regarding development of a story or drama
- Demonstrate knowledge of foundational works of literature reflective of multiple genres in major periods of literature including how two texts treat similar themes or topics
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of takes and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling
- Draw evidence from literary or informational texts to support analysis and reflection
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism
- Utilize rhetorical language and analysis

Speaking and Listening 1.5

- initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- present information, findings, and evidence conveying clear perspective, organization and style
- adapt speech to a variety of contexts and tasks
- demonstrate command of the conventions of standard English when speaking
- make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence

Course/ Grade:	11 AP Language and Composition	Instructional Unit:	Unit 1: Rhetorical analysis and vocab	Suggested Timeline:	6-8 weeks
Overview: This quarter focuses on an introduction to rhetoric and rhetorical analysis. Throughout this 8 week period, students will learn the basics of rhetoric as well as the components of the aristotelian triangle (logos, pathos, ethos). Students will practice close reading strategies in which they evaluate the ways in which a writer's choice of style, diction, and rhetorical techniques impact his/her writing. Students will also be introduced to different modes of writing, including exemplification and compare and contrast.			Essential Questions: <ul style="list-style-type: none">• How do individual authors craft their arguments?		

Essential Learning Targets:

At the end of this module, students will be able to define and identify logos, pathos, and ethos, as well as other rhetorical strategies and devices. Students will also master the format of their dialectical journals.

Reading Informational Text	Reading Literature	Writing	Speaking and Listening
	<p>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.</p> <p>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.</p> <p>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.</p>	<p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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</p>	<p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media</p>

	<p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based</p>	<p>multimedia when useful to aiding comprehension.</p> <p>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 a 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.</p> <p>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. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11-12.H Write with a sharp, distinct focus</p>	<p>(e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.</p>
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	<p>on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>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 to 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.</p> <p>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</p>	
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and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.11-12.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11–12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience;

		integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Rhetorical devices: Distinctio Anaphora Antanagoge Polysyndeton	Themes Periods Genres Metaphor Simile	Summarize Paraphrase MLA Format In-text Citation Works Cited	Volume Poise Composure Body Language Eye Contact

<p>Aporia Hypophora Procatalepsis Antithesis Zeugma Parataxis Nominalization Concrete diction Archaic diction Aphorism Anadiplosis</p>	<p>Analogy Imagery Foreshadowing Symbolism Meter Assonance Consonance Rhyme Scheme Internal Rhyme Slant Rhyme Form Couple Hyperbole Allusion Personification Onomatopoeia Alliteration Style Characterization</p>	<p>Thesis Statement Topic Sentence Transitions Evidence Supporting Paragraphs Conclusion Introduction Heading</p>	<p>Projection Visual Aids</p>
Resources	Resources	Resources	Resources
<p>Chapters 1 & 2 from <i>The Language of Composition</i> — Renee Shea and other various selections</p>	<p><i>The Things They Carried</i> — O'Brien</p>	<p>Various selections from <i>The Language of Composition</i> — Renee Shea</p>	

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
- Analytical essays	- Analytical essay		

Course/ Grade:	11 AP Language and Composition	Instructional Unit:	Unit 2: Argument and Research	Suggested Timeline:	6-8 weeks
Overview: This semester focuses on various modes of writing. For each mode, students will read discuss, and analyze published pieces written in that mode in order to evaluate the strengths and weaknesses of the arguments presented as well as the stylistic and rhetorical choices made by each writer.			Essential Questions: <ul style="list-style-type: none">How do individual authors craft their arguments?		
Essential Learning Targets: At the end of this module, students will be able to write an essay in each of the following modes: <ul style="list-style-type: none">Cause and effectClassificationProcess analysisDefinitionDescription/narration					

Reading Informational Text	Reading Literature	Writing	Speaking and Listening
<p>“Why Women Have to Work” — Tyagi</p> <p>“Clan of the One Breasted Women” — Williams</p> <p>“US Students Fare Badly in Mathematics” — Norris</p> <p>“Politics and the English Language” — Orwell</p> <p>“Education” — Emerson</p> <p>“Professions for Women” — Woolf</p> <p>“Show and Tell” — McCloud</p> <p>“Destruction of Culture” — Hedges</p> <p>“Serving in Florida” — Ehrenreich</p> <p>“Sweat” — Hurston</p> <p>“I Stand Here Ironing” — Olsen</p>	<p><i>Narrative of Frederick Douglas</i></p> <p>–Frederick Douglas</p>	<p>Rhetorical analysis that analyzes the effectiveness of the strategies, style, and tone utilized by King in “Letters...”</p> <p>Rhetorical analysis that analyzes the effectiveness of the stylistic devices, and tone utilized by Swift in “A Modest Proposal”</p> <p>An in-class response to The Crucible in which students identify Miller’s purpose in writing his play</p> <p>Full-process argumentative essay</p> <p>Dialectical journals for various readings</p>	

	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story,</p>	<p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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 a 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.</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary,</p>	<p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F</p>
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	<p>drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11-12.I 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.</p>	<p>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. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words,</p>	<p>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.</p>
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		<p>phrases, and clauses as well as varied syntax to link the major sections of the text to 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.</p> <p>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.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
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		<p>CC.1.4.11-12.V</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Rhetorical devices: Distinctio Anaphora Antanagoge Polysyndeton Aporia Hypophora Procatalepsis Antithesis Zeugma Parataxis Nominalization Concrete diction Archaic diction	Themes Periods Genres Metaphor Simile Analogy Imagery Foreshadowing Symbolism Meter Assonance Consonance Rhyme Scheme Internal Rhyme	Summarize Paraphrase MLA Format In-text Citation Works Cited Thesis Statement Topic Sentence Transitions Evidence Supporting Paragraphs Conclusion Introduction Heading	Volume Poise Composure Body Language Eye Contact Projection Visual Aids

Aphorism Anadiplosis	Slant Rhyme Form Couple Hyperbole Allusion Personification Onomatopoeia Alliteration Style Characterization		
Resources	Resources	Resources	Resources
Various selections from <i>The Language of Composition</i> — Renee Shea	<i>The Crucible</i> — Miller	Various selections from <i>The Language of Composition</i> — Renee Shea	
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

- Analytical essays	- Analytical essay		
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Course/ Grade:	11 AP Language and Composition	Instructional Unit:	Unit 3:	Suggested Timeline:	6-8 weeks
Overview: This quarter focuses on the strategies of argumentation and synthesis. Students will read and evaluate a number of argumentation essays, analyzing the effectiveness of the argument presented by the author throughout. Students will also use rhetorical strategies to construct their own argument.			Essential Questions: <ul style="list-style-type: none">● How do individual authors craft their arguments?		
Essential Learning Targets: At the end of this module, students will be able to write an essay in each of the following modes: <ul style="list-style-type: none">- Argument- Synthesis					
Reading Informational Text		Reading Literature		Writing	
Speaking and Listening					

<p>“Blank Slate” — Pinker “Letters” — John and Abigail Adams “Civil Disobedience” — Thoreau “Letter from Birmingham Jail” — King “Love is a Fallacy” — Schulmann “A Modest Proposal” — Swift “The Declaration of Independence” — Jefferson “The Gettysburg Address” — Lincoln</p>	<p><i>The Crucible</i> — Miller</p>	<p>Rhetorical analysis that analyzes the effectiveness of the strategies, style, and tone utilized by King in “Letters...”</p> <p>Rhetorical analysis that analyzes the effectiveness of the stylistic devices, and tone utilized by Swift in “A Modest Proposal”</p> <p>An in-class response to <i>The Crucible</i> in which students identify Miller’s purpose in writing his play</p> <p>Full-process argumentative essay</p> <p>Dialectical journals for various readings</p>	
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.G</p>	<p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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 a 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.</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise</p>	<p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p>
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	<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11-12.I 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.</p>	<p>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. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11-12.J Create organization that logically</p>	<p>CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.</p>
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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 to 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.

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.

CC.1.4.11–12.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and

		<p>audience.</p> <p>CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Rhetorical devices: Distinctio Anaphora Antanagoge Polysyndeton	Themes Periods Genres Metaphor Simile	Summarize Paraphrase MLA Format In-text Citation Works Cited	Volume Poise Composure Body Language Eye Contact

<p>Aporia Hypophora Procatalepsis Antithesis Zeugma Parataxis Nominalization Concrete diction Archaic diction Aphorism Anadiplosis</p>	<p>Analogy Imagery Foreshadowing Symbolism Meter Assonance Consonance Rhyme Scheme Internal Rhyme Slant Rhyme Form Couple Hyperbole Allusion Personification Onomatopoeia Alliteration Style Characterization</p>	<p>Thesis Statement Topic Sentence Transitions Evidence Supporting Paragraphs Conclusion Introduction Heading</p>	<p>Projection Visual Aids</p>
Resources	Resources	Resources	Resources
<p>Various selections from <i>The Language of Composition</i> — Renee Shea</p>	<p><i>The Crucible</i> — Miller</p>	<p>Various selections from <i>The Language of Composition</i> — Renee Shea</p>	

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
- Analytical essays	- Analytical essay		

Course/ Grade:	11 AP Language and Composition	Instructional Unit:	Unit 4: Finish synthesis, AP bootcamp	Suggested Timeline:	6-8 weeks
Overview: The work this quarter will serve to revisit and review the concepts presented throughout the year. A large section of the quarter will be dedicated to AP test preparation. After the AP exam, students will			Essential Questions: <ul style="list-style-type: none">• How do individual authors craft their arguments?		

Essential Learning Targets:

At the end of this module, students will be able to complete the AP Language and Composition exam, and complete a synthesis essay.

Reading Informational Text	Reading Literature	Writing	Speaking and Listening
Teacher selected readings; pre-test items	<i>The Things They Carried</i> — O'Brien	Extensive synthesis essay In-class response to <i>The Things They Carried</i>	

	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story,</p>	<p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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 a 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.</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary,</p>	<p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F</p>
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	<p>drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I 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.</p>	<p>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. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words,</p>	<p>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>
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		<p>CC.1.4.11-12.V</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	
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Resources	Resources	Resources	Resources
Teacher selected readings; pre-test items	<i>The Things They Carried</i> — O'Brien	Teacher selected prompts; pre-test items	
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

<ul style="list-style-type: none"> - Analytical essays - AP Exam 	<ul style="list-style-type: none"> - Analytical essay - AP Exam 	-AP Exam	
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