


# AP English Language and Composition

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| Grade: | 11 |
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20 Welden Drive
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# Teaching and Learning Principles

**1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.**
*Therefore, we will help students activate prior knowledge, connect old and new information, learn new material, and use what they have learned in authentic situations.*

**2. Learning takes place when new information is linked with existing knowledge in meaningful ways.**
*Therefore, it is a priority that we ensure that students understand why we are learning the content. We will begin instruction with an anticipatory set that demonstrates relevancy to students, scaffold instruction to build on existing knowledge, and close lessons with activities that reinforce the connection and relevance of the material.*

**3. Learning involves connecting to the present, to the past, and to the possibilities of the future.**
*Therefore, we will make relevant connections to the real world and will provide opportunities for students to understand that the present connects to the past and affects the future.*

**4. Process and product are equally important in language and instruction.**
*Therefore, we will explicitly model self-reflection and self-assessment and will provide opportunities for self-evaluation and prompt, candid feedback. Our students will receive regular and specific feedback related to progress against standards and timely opportunities to use the feedback to re-do and improve.*

**5. Research shows active learning is essential.**
*Therefore, we will provide tasks that require meaningful use of knowledge: analyzing perspectives, supporting opinions, investigating, solving problems, making decisions, and inventing products.*

**6. Learning is a social activity. Our learning is intimately associated with our connection with other human beings.**
*Therefore, we will build relationships with and among our students by facilitating discussions, building empathy, and structuring a climate of intrinsic motivation.*

**7. Relevance is essential to learning; hence it is essential to teaching and assessing.**
*Therefore, learning will include real world exposure, cross-curricular connections, and high interest materials.*

**8. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.**
*Therefore, we will differentiate instruction and assessment to accommodate different learning styles and educational needs.*

**9. To maximize learning, learners need multiple opportunities to practice in a risk-free environment.**
*Therefore, we will provide a supportive environment based on self-discovery and the respectful exchange of ideas.*

**10. Motivation influences learning.**
*Therefore, we will work to stimulate students with tasks of optimal novelty and difficulty that are relevant to personal interests and provide personal choice and control.*

**11. Assessment is vital for learning.**
*Therefore, we will create a variety of differentiated assessments that measure knowledge, application, process and product, self-evaluation, and growth.*

**12. Technology should be an integral part of the student's experience, enhancing learning and the ability to express ideas.**
*Therefore, we will model and encourage the use of technology as a tool for instruction, research, application, and communication.*

# Enduring Understandings

**Students will understand that:**

**Effective readers…**

1…internalize appropriate reading strategies and use them when they interact with different types of text.
2…read critically across all genres and interpret an author's purpose and bias.
3…interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.
4…extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
5…read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
6…develop an understanding of the world, themselves, and others through engagement with literature.

**Effective writers…**

1…communicate using appropriate forms for various purposes.
2…think, plan, draft, respond, revise, edit, and publish.
3…consider audience before and while writing.
4…employ proper mechanics, usage, and grammar.
5…reflect on their writing and strive to improve their writing skills.
6…develop their voice and style.

**Effective researchers…**

1…begin with essential guiding questions.
2…understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
3…select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
4…draw conclusions, create meaning, and construct new knowledge.
5…use information and technology ethically and responsibly by documenting sources appropriately.
6…apply research skills to authentic, real-world issues and contexts.

**Effective communicators…**

1…understand that communication is an exchange between the sender and the receiver.
2…adjust delivery skills to purpose, audience, and occasion.
3…select appropriate media to enhance presentations.
4…focus and negotiate in order to create valuable contributions.
5…are active, critical, and responsible listeners.
6… recognize that communication is essential to understanding themselves and others.

# Essential Questions

**Reading**

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does what I read influence how I read it?
4. How does an author's use of literary devices enhance my understanding of a text?
5. What is an author saying and how do I know?
6. How do I know if my interpretation of a text is valid? What makes an interpretation stronger or weaker?
7. What insights about the world and human experience does literature reveal?
8. How does literature reveal us to ourselves?

**Writing**

1. Why do writers write?
2. How do writers begin?
3. What strategies should I use to craft effective writing?
4. How do I improve my writing through reflection and revision?
5. Why is it important to write well?
6. What are the different purposes for writing and how are they achieved?
7. What distinguishes good writing, and what makes it worth reading?

**Research**

1. Why research? What is the value of research?
2. What can be discovered/created through research?
3. How do I formulate effective guiding questions?
4. Where do I find relevant information? How can I use technology to help me?
5. How do I evaluate information to determine its quality and reliability?
6. What do I do if my research points me in a new direction?
7. How can I use the librarian to help me efficiently navigate the research process?
8. How do I know when I have enough information? What do I do with all of it?
9. Why do I give credit to my sources? How do I do that?
10. How will my researching skills enable me to be an agent of change?
11. How will research help me in the real world?

**Communication**

1. What is communication?
2. Why is effective communication important?
3. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
4. What media will best enhance a presentation?
5. In what ways is communication collaborative?
6. What makes a good listener?

# AP English Language and Composition

## Desired Results

Course Description: AP English Language and Composition cultivates college-level reading, analysis, and writing skills. Students analyze and compose evidence-based arguments; perform rhetorical analysis of nonfiction texts; and synthesize information from multiple sources, including visual and quantitative texts. The course emphasizes rhetorical situation, claims and evidence, reasoning and organization, and style, preparing students for the AP Exam and for introductory college composition.

Prerequisite: B grade or better in English 10 or recommendation of 10th grade English teacher.

Committee Members: Kelsey Hughes*, Will Melvin*, Colleen Remar, Kate Rosselli, Aubrey Sebestyen, Jeanine Waldron
*Lead teachers

## Acceptable Evidence

Summative Assessments include timed AP-style rhetorical analysis essays; timed AP-style argument essays; timed AP-style synthesis essays; processed writing pieces (argument, analysis, and synthesis); as well as grammar, vocabulary, and rhetoric quizzes.

## Course Grading

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|---|---|
| Marking Period 1 | 45% |
| Marking Period 2 | 45% |
| Final Exam | 10% |

# AP English Language & Composition – Pacing Guide

| Content | Days |
|---|---|
| **Unit 1 – Introduction to Rhetoric and Analysis (4-5 weeks)** | **26** |
| Review the rhetorical triangle and the three appeals; read prose pieces (speeches, articles, letters) and examine these rhetorical devices | 4 |
| Review syntax terms; read prose pieces (speeches, articles, letters) and examine these rhetorical devices | 2 |
| Discuss patterns of development and organization; read prose pieces (speeches, articles, letters) and examine these rhetorical devices | 1 |
| Provide notes on diction and tone; read prose pieces (speeches, articles, letters) and examine these rhetorical devices | 3 |
| Review figurative language; read prose pieces (speeches, articles, letters) and examine these devices | 1 |
| Review introduction paragraph structure (lead, bridge, main point, thesis); have students complete their draft of an introduction | 1 |
| Review body paragraph structure (topic sentence + transition, evidence, analysis, and concluding sentence); have students complete their draft of a body paragraph | 2 |
| Review conclusion strategies and purpose; have students complete their draft of a conclusion | 1 |
| Editing and revision strategies | 1 |
| Review timed writing for the AP test and how to apply that knowledge through practice essays | 1 |
| Timed writing practice and multiple-choice progress checks (happens throughout the unit at teacher discretion) | 3 |
| Drafted rhetorical analysis writing | 3 |
| Intervention and Enrichment | 1 |
| **Common summative:** Analysis assessment | 2 |
| **Unit 2 – Argument (4-5 weeks)** | **23** |
| Review Classical Argument structure (introduction, narrative, confirmation paragraph, refutation, and conclusion) | 1 |
| Apply Classical Argument structure to AP-style prompts | 5 |
| Review other ways to organize an argument essay (point-counterpoint, concede first, organizing by example, etc.) | 2 |
| Read opinion editorials and analyze the elements of argument and style | 3 |
| Draft processed argument writing | 4 |
| Review logical fallacies | 1 |
| Timed writing practice and multiple-choice progress checks (happens throughout the unit at teacher discretion) | 3 |
| Intervention and Enrichment | 2 |
| **Common Summative:** Argument assessment | 2 |
| **Unit 3 – Synthesis (2-3 weeks)** | **17** |
| Introduce the synthesis genre and provide AP examples | 1 |

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| Review how to summarize sources | 1 |
| Provide notes and examples on how to use sources for support in a paragraph | 3 |
| Discuss how to use visuals and data effectively in paragraphs | 2 |
| Draft processed synthesis writing piece | 4 |
| Timed writing practice and multiple-choice progress checks (happens throughout the unit at teacher discretion) | 3 |
| Intervention and Enrichment | 1 |
| **Common summative:** Synthesis assessment | 2 |
| **Unit 4 - College Essay (2 weeks)** | **13** |
| Read and analyze sample college essays with attention to audience and stylistic technique | 3 |
| Brainstorm ideas | 2 |
| Compose rough draft | 2 |
| Allow time for teacher feedback (whether in print commentary or conferencing) and student revision based on teacher feedback. | 3 |
| Intervention and Enrichment | 1 |
| Common summative: College Essay | 2 |
| **Unit 5 Enrichment – (3-4 weeks)**<br>**The sequence and completeness of this unit is dependent on school and students' needs.** | **11** |
| Engage in literature exploration, whether through whole-class or independent study | 11 |
| Explore satirical elements and/or propaganda techniques in a variety of media | |
| Participation in project-based learning to reinforce course content | |

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines whether a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software

**Textbook:**
*The Language of Composition*: *Reading, Writing, Rhetoric*
by Lawrence Scanlon, Renee H. Shea, and Robin Dissin Aufses

**Commonly Used Fictional Texts:**

- *1984*-George Orwell
- *Macbeth*-William Shakespeare
- *Gulliver's Travels*-Jonathan Swift
- *Brave New World*-Aldous Huxley

**Nonfiction Texts:**

As per the AP Language and Composition Course Overview from the College Board, because the discipline is vast, valuable written, spoken, and visual rhetoric is always being created. There should be no implication that any texts, authors, or speakers are better suited for study than others. There are many excellent texts, both historical and contemporary, that support the critical reading and analysis required for this course.

**Summer Reading**
This course has a summer reading requirement developed each year by building.

The number of works appropriate for study in this course is vast, and new course appropriate texts are published each year. Authors and titles of study may include but are not limited to the following:

- *Columbine* – Dave Cullen
- *Eating Animals* – Jonathan Safran Foer
- *Between the World and Me* –Ta-Nehisi Coates
- *Educated* – Tara Westover
- *Minor Feelings* – Cathy Park Hong
- *Killers of the Flower Moon* – David Grann
- *Lab Girl* – Hope Jahren
- *The Immortal Life of Henrietta Lacks*- Rebecca Skloot
- *Born a Crime*- Trevor Noah
- *Devil in the White City*- Erik Larson
- *Stiff*- Mary Roach
- *Outliers*- Malcolm Gladwell
- *Accountable*- Dashka Slater
- *The Overachievers*- Alexandra Robbins
- *Into Thin Air*- John Krakauer
- *Careless People: A Cautionary Tale of Power, Greed, and Lost Idealism*-Sarah Wynn-Williams
- *Unfair: The New Science of Criminal Injustice* - Adam Benforado
- *Algospeak: How Social Media is Transforming the Future of Language* - Adam Aleksic
- *Because Internet: Understanding the New Rules of Language* - Gretchen McCulloch
- *Revenge of the Tipping Point: Overstories, Superspreaders, and the Rise of Social Engineering*- Malcolm Gladwell
- *Pandemic: Tracking Contagions, from Ebola to Cholera and Beyond* - Sonia Shah
- *Andy Warhold Was a Hoarder: Inside the Minds of History's Great Personalities* – Claudia Kalb
- *Just Mercy: A Story of Justice and Redemption* – Bryan Stevenson

The above is not an exhaustive list. It is simply an example of the kinds of texts and authors who are frequently represented on the test and in AP classroom materials and that teachers may consider using in the course.

Unit 1 – Introduction to Rhetoric

Desired Results

Essential Questions:

- How does the rhetorical situation shape effective writing?
- How do writers use rhetorical choices to achieve their purpose?

Enduring Understandings:

*Students will understand that…*

- Individuals write within a particular situation and make strategic writing choices based on that situation.
- 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.

Knowledge:

*Students will know…*

- **Writing terms:** Introduction (lead, bridge, main points, thesis); body paragraph (topic sentence, transitions, embedded quotations, analysis/commentary, concluding sentence); conclusion
- **Rhetorical analysis terms:** Rhetorical Triangle, ethos, logos, pathos, tone, diction, syntax, patterns of development

Skills:

*Students will be able to…*

- plan and outline an academic essay.
- draft an introductory paragraph.
- select appropriate evidence for an academic essay.
- write body paragraphs with effective evidence and commentary.
- compose an effective conclusion.
- revise an essay for academic structures.
- break a text into its fundamental parts, noticing the strategical "moves" a speaker/writer makes.
- examine nonfiction texts (visual, informational, persuasive).
- analyze the rhetorical strategies a speaker makes to achieve their purpose, including appeals, diction, syntax, and patterns of development.
- write a rhetorical analysis essay.

Standards:

*Priority:*

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.

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.

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
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.
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.
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.

*Supporting:*
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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.
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.

Acceptable Evidence:

Formative Assessment

- Drafts of the practice writing
- Individual writing conferences
- AP Classroom multiple choice quizzes

Summative Assessment

- Analysis assessment
- Other summative assessments as determined by the teacher

Suggested Learning Experiences and Instruction

Learning Experiences:

- Use an AP prompt as a guiding structure for the unit; use that prompt to model how to break down text, structure an essay, and compose the essay.
- Discuss the AP prompt in class, break down author strategies, and discuss the possible analytical tracts to follow for the essay.

- Provide students with possible content focuses for the essay so they can focus on applying the writing skills for this unit.
- Provide students with your own models of how to break down the prompt; include your own models for a proper introduction, body paragraph, and conclusion.
- Allow students to read, rank, and annotate model pieces and emulate their choices in their own writing.
- Give students time in class to construct their own practice pieces, focusing on feedback on intros, body paragraphs, and conclusions.
- Use a variety of nonfiction texts—visual, informational, persuasive—to teach the rhetorical terms and devices.
- Meet one-on-one with students to provide feedback on their writing.

Instructional Strategies:

- Model for students how to break down texts for rhetorical analysis by chronology (the order the author moves in) and by element or strategy.
- Provide 3-5 concrete strategies for leads; point out the importance of main ideas in an intro; review the importance of a thesis statement and its parts.
- Highlight for students the structure of a body paragraph: topic sentence, evidence, commentary/analysis, closing sentence. Stress this process happens more than once in a paragraph.
- Show students how to embed textual evidence in multiple ways to combine evidence and analysis.
- Review that transitions are needed between body paragraphs and within body paragraphs; give students a list of transition strategies to emphasize their intention.
- Share with students that strong conclusions echo the lead, think universally, ask questions, and find a meaningful way to bring the writing to a close.
- Point out the differences between editing and revising.
- Highlight grammatical concepts that help with fundamental academic writing: colons, semicolons, coordinating and subordinating conjunctions, proper comma usage, participial phrases, etc.
- Review the triangle—audience, speaker, and subject—and discuss it as a foundational aspect of rhetoric.
- Discuss the appeal—ethos, logos, and pathos—and review how each appeal functions and how each appeal cna be used for specific audiences and purposes.
- Examine diction levels and their connection to tone, audience, and purpose.
- Break down syntax terms and their effect on audiences and purposes.
- Unpack patterns of development—compare/contrast, process analysis, narration, cause/effect, etc.--and their impact on specific audiences and purposes.
- Break the unit down into various “levels” of analysis – rhetorical appeals, diction (word-level), syntax (sentence-level), and patterns of development (paragraph-level).

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for written responses and for larger writing assignments.

- Students can be provided specific annotation guidelines, comprehension questions, and article “look fors” when reading articles in this unit. These articles can also be chunked and modified for length.
- Enrichment option: Students can be tasked with independent research on topics of interest covered in this unit.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students’ first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student’s first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student’s first language can be used in the presentation of new information.

Unit 2 – Argument

Desired Results

Essential Questions: How do writers use rhetorical choices to achieve their purpose?

Enduring Understandings:
Students will understand that…

- Individuals write within a particular situation and make strategic writing choices based on that situation.
- 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.

Knowledge:
Students will know…

- Vocabulary:
    - Stance (thesis)
    - Claim (topic sentence)
    - Concrete evidence
    - Line of reasoning
- Ways to Organize the argument essay
    - Classical Argument
    - Other ways to organize an argument, such as: Modified Classical Argument, Concede First, Point-Counterpoint, and Argue by Example

Skills:

**Students will be able to…**

- Interpret an argument prompt and craft an essay that responds to the prompt question
- Write an argument essay replete with a clear stance, organized line of reasoning, concrete evidence, and commentary (explanations of how their evidence proves their claim)

Standards:

*Priority:*

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. · Introduce the precise, knowledgeable claim.
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.
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.
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.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

*Supporting:*
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.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
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.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

Acceptable Evidence

Formative Assessments

- AP Classroom multiple choice quizzes
- Practice argument paragraphs
- Practice timed AP essays
- Individual writing conferences

Summative Assessment

- Argument assessment
- Other summative assessments as determined by the teacher

Suggested Learning Experiences and Instruction

Learning Experiences:

- Use an AP prompt as a guiding structure for the unit; use that prompt to model how to break down text, structure an essay, and compose the essay
- Read and annotate pieces for claims, counterclaims, rebuttals
- Gallery walk/Whiteboard activity to practice responding to prompts with specific examples
- Use a mnemonic device to generate evidence in responding to a prompt (CHORES, SSS, etc.)
- Consider how visuals make a claim and how visual evidence support that claim
- Practice writing in different argument forms (confirmation, point-counterpoint, etc.)
- Provide feedback on writing

Instructional Strategies:

- Consider with pro/con lists; consider both sides of an issue to help develop claims
- Model taking a stance instead of remaining neutral or restating the prompt and reinforcing that in topic sentences

- Discuss how to generate different types of evidence, including science, sports, fiction, personal experience, etc.
- Instruct in fallacies
- Practice classical model of argument
- Instruct in alternative forms of argument as time allows

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.

Unit 3 – Synthesis

Desired Results

Essential Questions:

- How do authors use research and data to support their argument?

Enduring Understandings:

*Students will understand that…*

- 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.
- Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Knowledge:

**Students will know…**

- Vocabulary:
    - Synthesis
    - Stance (thesis)
    - Claim (topic sentence)
    - Counterclaim
    - Concrete evidence
    - Line of reasoning

Skills:

*Students will be able to…*

- read and summarize sources.
- synthesize sources for an original claim.
- draw conclusions based on sources.
- interpret data and examine its meaning.
- Interpret visuals and examine their meaning.
- plan an effective synthesis paragraph.

Standards:

*Priority:*

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.
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.
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.
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. · Introduce the precise, knowledgeable claim.
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.
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.
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.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

*Supporting:*
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.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
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.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

Acceptable Evidence:

Formative Assessment

- Practice synthesis paragraphs
- Practice timed AP essays
- AP Classroom multiple choice quizzes

Summative Assessment

- Synthesis assessment
- Other summative assessments as determined by the teacher

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide students with a sample synthesis prompt and a sample synthesis essay to introduce the genre.
- Plan the unit through the lens of a theme (technology, gender, etc.) and have the articles and sources fit that theme.
- Give students two articles in class; have them read and summarize them; then, have them create a claim that connects the articles together as a way to practice synthesizing ideas.

- Distribute visual rhetoric examples that fit the theme of the unit; have students annotate the visuals and use them as support for a practice synthesis prompt.
- Provide students time in class to use the sources (articles and visuals) provided to write practice paragraphs.
- Give students charts, graphs, and data that fit the theme of the unit; have students study the data and make connections that support, contrast, and build on a synthesis prompt.
- Toward the end of the unit, give students an AP prompt and have them construct a collaborative outline as practice; provide feedback.
- Choose 2-3 AP prompts for students to use as practice synthesis writing.
- Provide students time in class to compose their drafted synthesis essays.

Instructional Strategies:

- Define the term "synthesis" as the blending of multiple ideas, thoughts, and sources into one coherent and original argument.
- Compare and contrast the argument and synthesis genres as a way to introduce the unit.
- Review with students the types of sources they'll see in the AP packet, including pro, con, neutral, data, and visual sources
- Discuss ways to organize synthesis essays (similar to argument) and ways to organize their paragraphs, focusing on blending *different* sources together to create an original and coherent argument.
- Review with students how to paraphrase, summarize, and directly quote sources.
- Define ways to use sources in writing: confirming a claim, confirming an abstract idea, refuting an idea, conceding a point, supplementing personal evidence, playing sources "off each other."
- Explain to students that that using the sources in a variety of ways can enhance the content, style, and effectiveness of a synthesis piece of writing.
- Remind students the importance of understanding sources before using them in their own writing.
- Discuss with students the importance of commenting on graphs, charts, and statistics and of telling the story behind the numbers.
- Point out that visual rhetoric and analysis comes in handy when examining the visual sources.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.

- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.

Unit 4 – College Essay

Desired Results

Essential Questions:

- How can students' understanding of occasion and audience inform their writing of the college essay?
- How should students convey their character and best qualities through their writing?
- How can style enhance students' presentation of their character and qualities?
- How can a well-crafted hook succeed in engaging a reader?

Knowledge:

Students will know…

- Writing terms: hook, audience, occasion, transition

Skills:

Students will be able to…

- Select a prompt that best allows them to tell their story
- Plan and brainstorm their ideas
- Draft an introductory paragraph that works to hook the reader
- Develop their story and reflect on significance in order to convey their character to the college admissions counselor
- Revise effectively

Standards:

*Priority:*

- CC.:1.4.11-12.M: Write narratives to develop real or imagined experiences or events.
- CC.1.4.11-12O: Use narrative techniques such as dialogue, description, reflection, multiple, plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences of the events, settings, and/or characters.
- CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they bm1d on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what ls experienced, observed, or resolved over the course of the narrative.

*Supporting:*

- CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.4.11-12.Q: Write with an awareness of the awareness of the stylistic aspects of writing:
    - Use parallel structure.
    - Use various types of phrases and clauses to convey specific meanings and add variety and interest.
    - Use precise language; domain-specific vocabulary, and techniques, such as metaphor, simile, and analogy to manage the complexity of the topic.

- CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Acceptable Evidence:

Performance Tasks

- College essay in response to one of the Common Application prompts

Formative Assessment

- Brainstorming
- Essay draft

Summative Assessment

- Narrative essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Read sample college essays and critique for elements of style and development of reflection
- Present samples, both human and AI-generated; can students tell the difference? What's the importance of authenticity and voice in the college essay?
- Brainstorm ideas
- Draft
- Conference
- Peer edit

Instructional Strategies:

- Instruct in style: avoiding cliches
- Reminders about how diction creates tone; what tone does student write wish to create?
- Reminders about technique in hook (imagery, questions, anecdote, etc.)

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses.
- Students can be provided mentor texts and models for the written response.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
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