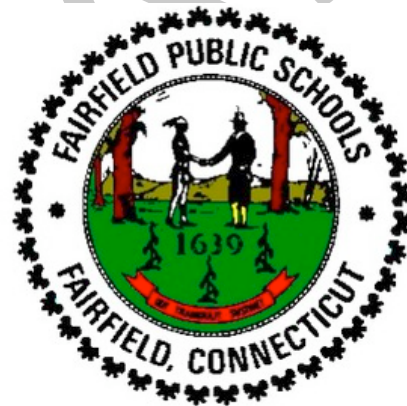


# Fairfield Public Schools English Curriculum

Reading, Writing, Speaking and Listening, Language

## AP Language and Composition



## AP Language and Composition Overview

The course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam. Students will read a wide variety of American prose styles from many disciplines and historical periods and consider how selections of American fiction and non-fiction highlight stylistic decisions. Students learn to understand and appreciate the diverse ways that American authors make meaning in oral, written, and visual texts. Students also identify elements of literary and rhetorical style and use them in their own writing. Through the process of reading, writing, and discussing texts, students become skilled in composing for different audiences and purposes. The course is designed to enable students to analyze complex American texts and to write highly effective and stylistically sophisticated expository writing. AP Language and Composition emphasizes the teaching of writing strategies and requires student to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Students write in forms such as narrative, exploratory, expository, and argumentative and on a variety of subjects such as personal experiences, public policies, imaginative literature, and pop culture. As the course progresses, students become aware of their own composition process through self-assessment and evaluations by peers and the teacher. It is anticipated that all students will take the AP Language and Composition exam in the spring. Completion of assigned summer reading and writing is a course requirement.

### AP Language and Composition: Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Writing to Explore Assumptions: Locating Ourselves as Americans	<ul style="list-style-type: none"> <li>• Read and discuss a variety of nonfiction texts that address aspects of American culture.</li> <li>• Independently read book-length</li> </ul>	<ul style="list-style-type: none"> <li>• Write in a narrative voice to engage in metacognition.</li> <li>• Set writing goals for the first quarter based on the summer</li> </ul>	<ul style="list-style-type: none"> <li>• Identify individual grammar and usage problems, based on their writing about summer reading.</li> <li>• Review grammar and usage</li> </ul>	<ul style="list-style-type: none"> <li>• Graded seminar discussions based on the summer reading texts</li> <li>• Profile essay – descriptive and analytical essay in which students</li> </ul>

	<p>text and apply reading strategies developed in grade 9 and 10 English classes as they read.</p> <ul style="list-style-type: none"> <li>Respond in their journals to non-fiction texts by either demonstrating a analysis of style and structure through a close reading of the text or by imitating the style and structure of non-fiction texts.</li> </ul>	<p>reading work.</p> <ul style="list-style-type: none"> <li>Conduct an interview to collect material for a descriptive essay.</li> </ul>	<p>conventions as needed.</p> <ul style="list-style-type: none"> <li>Revise writing to address identified grammar and usage concerns.</li> </ul>	<p>interview a person who has been influential in shaping his/her own view of American society; final product will profile an individual and implicitly or explicitly reveal the author's view of American society Metacognitive/ Narrative of Thought essay – Students will identify a cultural assumption that they hold. Through discussion and analysis of American cultural artifacts, students will write the story of how they came to hold these assumptions in the form of a narrative essay. Additionally, students will weave in analysis of a cultural artifact to support or question the validity of what they have assumed to be true</p>
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				about American culture.
2. Voices from the Past: Locating Ourselves as Writers	<ul style="list-style-type: none"> <li>• Correctly identify and demonstrate understanding of specified rhetorical and stylistic elements.</li> <li>• Identify and analyze rhetorical and stylistic devices in texts read as a class and in a text read independently.</li> <li>• Read and analyze an exemplary book review in order to create an assessment list for the book review assignment.</li> <li>• Respond in their journals to non-fiction texts by demonstrating a analysis of style and structure through a close reading of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate innovation with rhetorical and stylistic devices in their own writing.</li> <li>• Demonstrate “voice” in their writing.</li> <li>• Informational Writing – focus on thesis development, logic, and cohesion.</li> <li>• Respond in their journals to non-fiction texts by imitating the style and structure of non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Review sentence structure (simple, compound, complex, compound-complex).</li> <li>• Revise for sentence variety.</li> <li>• Avoid sentence sprawl.</li> <li>• Correctly punctuate compound and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• “Cloud of Dust” model book review Students will critique the book they read for the Summer Reading Book Chat in the form of a <i>New Yorker</i>-style book review for which they have collaboratively determined the assessment criteria.</li> <li>• AP Lang. and Comp. Multiple choice questions on style and rhetorical devices</li> <li>• Innovative Style Essay: From the chronological survey of texts studied in the unit, students will each select, analyze, and imitate the features of a particular essay. The essay which a student selects should be written in a style dissimilar from the student’s own writing</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze theme and style of visual texts in order to make connections in discussions and in their writing.</li> </ul>			<p>and should encourage the student to broaden his or her stylistic techniques.</p> <ul style="list-style-type: none"> <li>Book review of independent reading text</li> </ul>
<p>3. Ourselves Among Others: Writing the Memoir</p>	<ul style="list-style-type: none"> <li>Analyze unit texts for effectiveness in crafting a personal story that has an impact beyond the self.</li> <li>Independently read book-length text and apply reading strategies developed in grade 9 and 10 English classes as they read (e.g. Asking interpretive and evaluative questions, making personal connections and connections to</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of stylistic devices to craft an effective memoir.</li> <li>Actively participate in writers' workshop sessions by submitting a memoir for peer review and by offering constructive written and oral criticism to peers.</li> <li>Write and assess a timed essay in response to an AP style prompt by analyzing anchor sets, and</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and effectively use participles and gerunds to enliven their writing.</li> <li>Use parallel structure with participles, phrases, and clauses to diversify their writing style.</li> <li>Correctly punctuate introductory participial phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Memoir: Students will craft a memoir using an innovative and effective organizational technique. The memoir should be an exploration of how personal identity is shaped by membership in or exclusion from parts of American culture. For example, students may write about feeling marginalized or the significance of recognizing that they are part of "the mainstream."</li> <li>Timed AP prompt</li> </ul>

	<p>other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning).</p> <ul style="list-style-type: none"> <li>• Participate in-class discussion, either in class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors.</li> </ul>	<p>completing self and peer assessments.</p>		
4. Synthesis	<ul style="list-style-type: none"> <li>• Collect a variety of types of information about their community from sources such as interviews, observation, local media, and their own reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Write an annotated bibliography, documenting research in MLA format.</li> <li>• Present research findings to the class, using visual</li> </ul>	<ul style="list-style-type: none"> <li>• Use MLA citations and guidelines correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated bibliography of research findings in which students offer critical analysis of no fewer than five sources. Sources come from a variety of types of research, including interviews, reading,</li> </ul>

	<ul style="list-style-type: none"> <li>• Read, analyze, and discuss texts that model effective documentary styles.</li> <li>• Analyze theme and style of visual texts in order to make connections in discussions and in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• and/ or audio technology.</li> <li>• Synthesize class findings to support a written argument about some aspect of their community's cultural foundations.</li> </ul>		<ul style="list-style-type: none"> <li>• observation, and local media.</li> <li>• Presentation in which students share their research findings with the class</li> <li>• Synthesis essay in which students use primary documents to support a written argument.</li> </ul>
5. Writing to Promote Social Change	<ul style="list-style-type: none"> <li>• Recognize and analyze the characteristics that motivate us to act independently through a close reading of major texts of the unit.</li> <li>• Analyze sample argument prompts from the AP Language and Composition exam.</li> <li>• Recognize and evaluate the</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and model the stylistic and polemical elements present in different types of writing and media.</li> <li>• Demonstrate an understanding of the features of effective argumentation by taking a position on a social issue and experimenting with making the</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and avoid exaggeration, hyperbolically empty language, over-generalizations, platitudes, clichés, jargon, slang, and colloquialisms.</li> <li>• Use adverbial connectives for emphasis and transition.</li> <li>• Punctuate adverbial connectives, using</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments in various genres: Students will select a contemporary American social issue (local, regional, or national) and present an argument about that issue, writing in at least two distinct genres (satire, letters, poetry, slogans, etc.) in order to experiment with rhetoric, style, and audience</li> <li>• Timed AP Argument Question – Support, refute, or qualify</li> </ul>

	<p>effective features of argument development in a selected <i>New Yorker</i>-style article.</p> <ul style="list-style-type: none"> <li>Independently read book-length text and apply reading strategies developed in grade 9 and 10 English classes as they read (e.g. Asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning)</li> <li>Participate in class discussion, either</li> </ul>	<p>same argument in varied genres.</p> <ul style="list-style-type: none"> <li>Write persuasively for different audiences.</li> <li>Write a timed essay in response to an AP argument prompt.</li> <li>Write, in order to emulate an argument style, a <i>New Yorker</i>-style piece of social commentary.</li> <li>Analyze theme and style of visual texts in order to make connections in discussions and in their writing.</li> </ul>	<p>semi-colon and comma with transitions such as therefore, for example, and however.</p>	<p>prompt</p> <ul style="list-style-type: none"> <li>Original piece of social commentary modeled on <i>New Yorker</i>-style article</li> </ul>
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	<p>in class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors.</p> <ul style="list-style-type: none"> <li>Analyze theme and style of visual texts in order to make connections in discussions and in their writing.</li> </ul>			
<p>6. Writing to Investigate Culture: Voices in Fiction</p>	<ul style="list-style-type: none"> <li>Discuss unit texts in relation to concepts and characteristics of American culture and American literature.</li> <li>Conduct insightful analysis of two novels, one from the traditional literary canon and</li> </ul>	<ul style="list-style-type: none"> <li>Interact with texts through written responses, seminars, and finalized written response work.</li> <li>Write with voice and conviction about personal ideology in relation to American culture.</li> </ul>	<ul style="list-style-type: none"> <li>Consider stylistic choices that challenge the conventions such as beginning a sentence with a conjunction and using sentence fragments for emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>Literary analysis paper: This paper should be 4-5 pages in length. Students should engage in close analysis of a novel to support some larger interpretation about how ideas or themes in the novel are relevant in contemporary American thought. MLA</li> </ul>

	<p>one contemporary text.</p> <ul style="list-style-type: none"> <li>• Read and analyze supplementary poems, excerpts of literary criticism, essays, and short fiction to deepen examination of the two unit novels.</li> <li>• Make connections between the novels and cultural trends discussed previously in the year.</li> <li>• Independently read book-length text and apply reading strategies developed in Grade 9 and 10 English classes as they read (e.g. Asking interpretive and</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze theme and style visual texts in order to make connections in discussions and in their writing.</li> </ul>		<p>conventions should be used.</p> <ul style="list-style-type: none"> <li>• Graded seminar discussions: Students should lead seminar discussions about the texts studied. Students will write a 2-3 paragraph abstract to introduce and propose the particular focus for the discussion they lead.</li> <li>• Personal Manifesto: Students will write a 5-10 page statement of belief in which they speak from their own experience to take a stand about some aspect of American culture. The manifesto should be an honest attempt to “speak for their generation.” Stylistic experimentation should be encouraged. Teachers may choose to incorporate this</li> </ul>
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	<p>evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning).</p> <ul style="list-style-type: none"> <li>Analyze theme and style visual texts in order to make connections in discussions and in their writing.</li> </ul>			assignment into the final exam.
7. Reflection	<ul style="list-style-type: none"> <li>Evaluate contents of literacy folder to determine portfolio entries.</li> </ul>	<ul style="list-style-type: none"> <li>Written self-reflection</li> </ul>	Review and self-assessment	<ul style="list-style-type: none"> <li>Final Portfolio</li> </ul>

<p><b>Reading Resources</b>  <i>FPS Units of Study for AP Language and Composition</i>  Anchor Texts  Book Club Texts by level</p>	<p><b>Writing Resources</b>  <i>FPS Units of Study for AP Language and Composition</i>  <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen  <i>Image Grammar, 2<sup>nd</sup> Edition</i> by H. Noden</p>
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## AP Language and Composition Overview: Reading and Writing

### Central Understandings

Students will be able to:

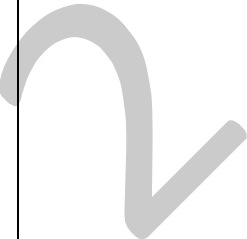
- read and discuss a variety of nonfiction texts that address aspects of American culture.
- identify and analyze a cultural artifact.
- independently read book-length text and apply reading strategies developed in Grade 9 and 10 English classes as they read (e.g. asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning).
- respond in their journals to non-fiction texts by either demonstrating an analysis of style and structure through a close reading of the text or by imitating the style and structure of non-fiction texts.
- correctly identify and demonstrate

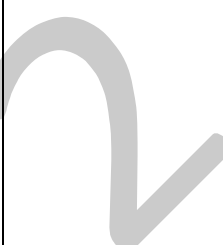
### Course Essential Questions

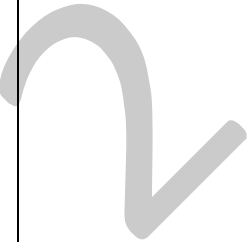
- What assumptions do I hold about American culture?
- How do cultural assumptions shape my reading and writing?
- How can writing be used to analyze and explore the origins of my cultural assumptions?
- How can published texts challenge or reinforce my assumptions?
- What makes my voice in writing unique and effective?
- How has the American essay evolved in style and function over time?
- How does critical reading and response to traditional and contemporary non-fiction texts contribute to our sophistication as readers and writers?
- How do authors use style to develop important ideas in their work?
- How are rhetorical devices used to shape meaning within American texts and within student-generated texts?
- How can one write and speak about intellectual ideas using a distinct

### Assessments:

- Synthesis Assessments
- Portfolio

<p>understanding of specified rhetorical and stylistic elements.</p> <ul style="list-style-type: none"> <li>• complete and discuss sample multiple-choice portions of the AP Language and Composition exam (with a focus on stylistic, rhetorical, and literary devices).</li> <li>• identify and analyze rhetorical and stylistic devices in texts read as a class and in a text read independently.</li> <li>• analyze theme and style of film in order to make connections in discussions and in their writing.</li> <li>• read, analyze, and discuss texts that model effective documentary styles.</li> <li>• recognize and analyze the characteristics that motivate us to act independently through a close reading of major texts of the unit.</li> <li>• identify and model the stylistic and polemical elements present in different types of writing and media.</li> <li>• recognize and evaluate the effective features of argument development in a selected <i>New Yorker</i>-style article.</li> <li>• interact with texts through written</li> </ul>	<p>voice?</p> <ul style="list-style-type: none"> <li>• How are philosophical, political, and social trends in American society evident in the American literary landscape?</li> <li>• How do context, audience, and purpose influence style?</li> <li>• How can the study of model essays inform my awareness and development of my own writing?</li> <li>• How is personal identity shaped in relation to awareness of "others"?</li> <li>• What is the value (academic, emotional, historical) in writing a memoir?</li> <li>• In what ways do personal stories reveal elements of American culture and thinking?</li> <li>• What stylistic and organizational techniques create the greatest impact when writing a memoir?</li> <li>• How, in reference to content and style, is self-analysis used most effectively in memoir writing?</li> <li>• What are the cultural assumptions and beliefs underlying my community in Fairfield?</li> <li>• How can critical examination of data and physical surroundings reveal the cultural foundations of the</li> </ul>	
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<p>responses, seminars, and finalized written response work.</p> <ul style="list-style-type: none"> <li>• read and analyze supplementary poems, excerpts of literary criticism, essays, and short fiction to deepen examination of the two unit novels.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• conduct an interview to collect material for a descriptive essay.</li> <li>• write in a narrative voice to engage in metacognition.</li> <li>• demonstrate innovation with rhetorical and stylistic devices in their own writing.</li> <li>• demonstrate “voice” in their writing.</li> <li>• read and analyze an exemplary book review in order to create an assessment list for the book review assignment.</li> <li>• use a variety of stylistic devices to craft an effective memoir.</li> <li>• analyze unit texts for effectiveness in crafting a personal story that has an impact beyond the self.</li> <li>• actively participate in writers’ workshop sessions by submitting a memoir for peer review and by offering constructive written and</li> </ul>	<p>community?</p> <ul style="list-style-type: none"> <li>• To what extent does my own ideology match the beliefs of others in my community?</li> <li>• What can be gained by a greater awareness of cultural assumptions?</li> <li>• How do authors use different types of data and research effectively?</li> <li>• What past social conditions provoked polemical speech, writing, and organized action?</li> <li>• What current social conditions provoke polemical speech, writing, and organized action?</li> <li>• To what extent are people obligated to act in the interest of bettering society?</li> <li>• What personal characteristics are required to spur movement from independent thought to individual action even in the face of personal risk?</li> <li>• How can literature and varied media be used as tools for social change?</li> <li>• What makes an effective argument?</li> <li>• What genres lend themselves to argumentation? What rhetorical and stylistic elements and devices do these varied genres rely on or share?</li> <li>• How do authors craft rhetoric and style to cater to specific audiences?</li> </ul>	
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<p>oral criticism to peers.</p> <ul style="list-style-type: none"> <li>• write and assess a timed essay in response to an AP style prompt by analyzing anchor sets, and completing self and peer assessments.</li> <li>• collect a variety of types of information about their community from sources such as interviews, observation, local media, and their own reading.</li> <li>• write an annotated bibliography, documenting research in MLA format.</li> <li>• synthesize class findings to support a written argument about some aspect of their community's cultural foundations.</li> <li>• demonstrate an understanding of the features of effective argumentation by taking a position on a social issue and experimenting with making the same argument in varied genres.</li> <li>• write persuasively for different audiences.</li> <li>• analyze sample argument prompts from the AP Lang and Comp exam.</li> <li>• write a timed essay in response to an AP argument prompt.</li> </ul>	<ul style="list-style-type: none"> <li>• What social issues do I care about and how can I write to alter or improve them?</li> <li>• How do critical reading and responding to fiction and non-fiction contribute to our sophistication as readers and writers?</li> <li>• How have philosophical, political, and social trends in American society shaped the American literary landscape?</li> <li>• What aspects of past literary traditions are still evident in contemporary American literature?</li> <li>• What effect does social environment play in shaping a piece of literature?</li> <li>• How are contemporary texts a vehicle for rich examinations of literary, philosophical, and cultural trends in American past and present?</li> <li>• What do members of the current generation have to say about America today?</li> </ul>	
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<ul style="list-style-type: none"> <li>• write, in order to emulate an argument style, a <i>New Yorker</i>-style piece of social commentary.</li> <li>• write with voice and conviction about personal ideology in relation to American culture.</li> <li>• respond in their journals to non-fiction texts by either demonstrating an analysis of style and structure through a close reading of the text or by imitating the style and structure of non-fiction texts.</li> <li>• correctly identify and demonstrate understanding of specified rhetorical and stylistic elements.</li> <li>• interact with texts through written responses, seminars, and finalized written response work.</li> <li>• conduct insightful analysis of two novels, one from the traditional literary canon and one contemporary text.</li> <li>• make connections between the novels and cultural trends discussed previously in the year.</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>• actively participate in seminar discussions.</li> <li>• set writing goals for the first</li> </ul>	<p style="text-align: center; opacity: 0.5; font-size: 4em; transform: rotate(-45deg);">DRAFT 2</p>	
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quarter based on the summer reading work.

- acquire and use a sophisticated vocabulary for discussion of rhetorical elements.
- participate in class discussion, either in class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors.
- present research findings to the class, using visual and/ or audio technology.
- discuss unit texts in relation to concepts and characteristics of American culture and American literature.
- conduct insightful analysis of two novels, one from the traditional literary canon and one contemporary text.
- make connections between the novels and cultural trends discussed previously in the year.
- interact with texts through written responses, seminars, and finalized written response work.

<b>Standards</b> Common Core State Standards		<b>National Assessments:</b> SBAC
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DRAFT 2

## AP Language and Composition Unit 1: Writing to Explore Assumptions: Locating Ourselves as Americans

### Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What assumptions do I hold about American culture?
- How do cultural assumptions shape my reading and writing?
- How can writing be used to analyze and explore the origins of my cultural assumptions?
- How can published texts challenge or reinforce my assumptions?
- What makes my voice in writing unique and effective?

#### Reading Focus

- Read and discuss a variety of nonfiction texts that address aspects of American culture.
- Identify and analyze a cultural artifact.
- Independently read book-length text and apply reading strategies developed in grade 9 and 10 English classes as they read (e.g. asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning).

#### Writing Focus

- Write in a narrative voice to engage in metacognition.
- Set writing goals for the first quarter based on the summer reading work.
- Conduct an interview to collect material for a descriptive essay.

#### Grammar, Usage, and Mechanics Focus

- Identify individual grammar and usage problems, based on their writing about summer reading.
- Review grammar and usage conventions as needed.
- Revise writing to address identified grammar and usage concerns.

- Respond in their journals to non-fiction texts by either demonstrating a analysis of style and structure through a close reading of the text or by imitating the style and structure of non-fiction texts.

### Assessments

- Graded seminar discussions based on the summer reading texts
- Profile essay – descriptive and analytical essay in which students interview a person who has been influential in shaping his/her own view of American society; final product will profile an individual and implicitly or explicitly reveal the author’s view of American society
- Metacognitive/ Narrative of Thought essay – Students will identify a cultural assumption that they hold. Through discussion and analysis of American cultural artifacts, students will write the story of how they came to hold these assumptions in the form of a narrative essay. Additionally, students will weave in analysis of a cultural artifact to support or question the validity of what they have assumed to be true about American culture.

### Common Core Standards Emphasized in the Unit

- RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12. 5** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.7** 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.)

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W. 11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W. 11-12.5.** 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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## AP Language and Composition Unit 2: Voices from the Past: Locating Ourselves as Writers

### Unit Overview

By the end of this unit, students will be able to:

- How has the American essay evolved in style and function over time?
- How does critical reading and response to traditional and contemporary non-fiction texts contribute to our sophistication as readers and writers?
- How do authors use style to develop important ideas in their work?
- How are rhetorical devices used to shape meaning within American texts and within student-generated texts?
- How can one write and speak about intellectual ideas using a distinct voice?
- How are philosophical, political, and social trends in American society evident in the American literary landscape?
- How do context, audience, and purpose influence style?
- How can the study of model essays inform my awareness and development of my own writing?

#### Reading Focus

- Correctly identify and demonstrate understanding of specified rhetorical and stylistic elements.
- Identify and analyze rhetorical and stylistic devices in texts read as a class and in a text read independently.
- Read and analyze an exemplary book review in order to create an assessment list for the book review assignment.
- Respond in their journals to non-

#### Writing Focus

- Demonstrate innovation with rhetorical and stylistic devices in their own writing.
- Demonstrate “voice” in their writing.
- Informational Writing – focus on thesis development, logic, and cohesion.
- Respond in their journals to non-fiction texts by imitating the style and structure of non-fiction texts.

#### Grammar, Usage, Mechanics

- Review sentence structure (simple, compound, complex, compound-complex).
- Revise for sentence variety.
- Avoid sentence sprawl.
- Correctly punctuate compound and complex sentences.

<p>fiction texts by demonstrating a analysis of style and structure through a close reading of the text</p> <ul style="list-style-type: none"> <li>Analyze theme and style of visual texts in order to make connections in discussions and in their writing.</li> </ul>		
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**Assessments**

- “Cloud of Dust” model book review  
Students will critique the book they read for the Summer Reading Book Chat in the form of a *New Yorker*-style book review for which they have collaboratively determined the assessment criteria.
- AP Lang. and Comp. Multiple choice questions on style and rhetorical devices
- Innovative Style Essay: From the chronological survey of texts studied in the unit, students will each select, analyze, and imitate the features of a particular essay. The essay which a student selects should be written in a style dissimilar from the student’s own writing and should encourage the student to broaden his or her stylistic techniques.
- Book review of independent reading text

**Common Core Standards Emphasized in the Unit**

- RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12. 5** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.7** 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.)

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W. 11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,

and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W. 11-12.5.** 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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## AP Language and Composition Unit 3: Ourselves Among Others: Writing the Memoir

### Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How is personal identity shaped in relation to awareness of "others"?
- What is the value (academic, emotional, historical) in writing a memoir?
- In what ways do personal stories reveal elements of American culture and thinking?
- What stylistic and organizational techniques create the greatest impact when writing a memoir?
- How, in reference to content and style, is self-analysis used most effectively in memoir writing?

#### Reading Focus

- Analyze unit texts for effectiveness in crafting a personal story that has an impact beyond the self.
- Independently read book-length text and apply reading strategies developed in grade 9 and 10 English classes as they read (e.g. Asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning).
- Participate in-class discussion, either in

#### Writing Focus

- Use a variety of stylistic devices to craft an effective memoir.
- Actively participate in writers' workshop sessions by submitting a memoir for peer review and by offering constructive written and oral criticism to peers.
- Write and assess a timed essay in response to an AP style prompt by analyzing anchor sets, and completing self and peer assessments.

#### Grammar, Usage, and Mechanics Focus

- Recognize and effectively use participles and gerunds to enliven their writing.
- Use parallel structure with participles, phrases, and clauses to diversify their writing style.
- Correctly punctuate introductory participial phrases.

class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors.

### Assessments

- Memoir: Students will craft a memoir using an innovative and effective organizational technique. The memoir should be an exploration of how personal identity is shaped by membership in or exclusion from parts of American culture. For example, students may write about feeling marginalized or the significance of recognizing that they are part of "the mainstream."
- Timed AP prompt

### Common Core Standards Emphasized in the Unit

**RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**RL.11-12.7** 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.)

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W. 11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W. 11-12.5.** 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## AP Language and Composition Unit 4: Synthesis

### Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What are the cultural assumptions and beliefs underlying my community in Fairfield?
- How can critical examination of data and physical surroundings reveal the cultural foundations of the community?
- To what extent does my own ideology match the beliefs of others in my community?
- What can be gained by a greater awareness of cultural assumptions?
- How do authors use different types of data and research effectively?

#### Reading Focus

- Collect a variety of types of information about their community from sources such as interviews, observation, local media, and their own reading.
- Read, analyze, and discuss texts that model effective documentary styles.
- Analyze theme and style of visual texts in order to make connections in discussions and in their writing.

#### Writing Focus

- Write an annotated bibliography, documenting research in MLA format.
- Present research findings to the class, using visual and/ or audio technology.
- Synthesize class findings to support a written argument about some aspect of their community's cultural foundations.

#### Grammar, Usage, Mechanics

- Use MLA citations and guidelines correctly.

#### Assessments

- Annotated bibliography of research findings in which students offer critical analysis of no fewer than five sources. Sources come from a variety of types of research, including interviews, reading, observation, and local media.

- Presentation in which students share their research findings with the class
- Synthesis essay in which students use primary documents to support a written argument.

### Common Core Standards Emphasized in the Unit

**RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**RL.11-12.7** 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.)

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W. 11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W. 11-12.5.** 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.



## Unit 5: Writing to Promote Social Change

### Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What past social conditions provoked polemical speech, writing, and organized action?
- What current social conditions provoke polemical speech, writing, and organized action?
- To what extent are people obligated to act in the interest of bettering society?
- What personal characteristics are required to spur movement from independent thought to individual action even in the face of personal risk?
- How can literature and varied media be used as tools for social change?
- What makes an effective argument?
- What genres lend themselves to argumentation? What rhetorical and stylistic elements and devices do these varied genres rely on or share?
- How do authors craft rhetoric and style to cater to specific audiences?
- What social issues do I care about and how can I write to alter or improve them?

#### Reading Focus

- Recognize and analyze the characteristics that motivate us to act independently through a close reading of major texts of the unit.
- Analyze sample argument prompts from the AP Language and Composition exam.
- Recognize and evaluate the effective features of argument development in

#### Writing Focus

- Identify and model the stylistic and polemical elements present in different types of writing and media.
- Demonstrate an understanding of the features of effective argumentation by taking a position on a social issue and experimenting with making the same argument in varied genres.
- Write persuasively for different

#### Grammar, Usage, and Mechanics Focus

- Recognize and avoid exaggeration, hyperbolically empty language, over-generalizations, platitudes, clichés, jargon, slang, and colloquialisms.
- Use adverbial connectives for emphasis and transition.
- Punctuate adverbial connectives, using semi-colon and comma with transitions such as therefore, for

<p>a selected <i>New Yorker</i>-style article.</p> <ul style="list-style-type: none"> <li>Independently read book-length text and apply reading strategies developed in grade 9 and 10 English classes as they read (e.g. Asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning)</li> <li>Participate in class discussion, either in class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors.</li> <li>Analyze theme and style of visual texts in order to make connections in discussions and in their writing.</li> </ul>	<p>audiences.</p> <ul style="list-style-type: none"> <li>Write a timed essay in response to an AP argument prompt.</li> <li>Write, in order to emulate an argument style, a <i>New Yorker</i> -style piece of social commentary.</li> <li>Analyze theme and style of visual texts in order to make connections in discussions and in their writing.</li> </ul>	<p>example, and however.</p>
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### Assessments

- Arguments in various genres
  - Students will select a contemporary American social issue (local, regional, or national) and present an argument about that issue, writing in at least two distinct genres (satire, letters, poetry, slogans, etc.) in order to experiment with rhetoric, style, and audience
- Timed AP Argument Question – Support, refute, or qualify prompt
- Original piece of social commentary modeled on *New Yorker*-style article

### Common Core Standards Emphasized in the Unit

**RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**RL.11-12.7** 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.)

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W. 11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W. 11-12.5.** 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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## AP Language and Composition Unit 6: Writing to Investigate Culture: Voices in Works of Fiction

### Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How do critical reading and responding to fiction and non-fiction contribute to our sophistication as readers and writers?
- How have philosophical, political, and social trends in American society shaped the American literary landscape?
- What aspects of past literary traditions are still evident in contemporary American literature?
- What effect does social environment play in shaping a piece of literature?
- How are contemporary texts a vehicle for rich examinations of literary, philosophical, and cultural trends in American past and present?
- What do members of the current generation have to say about America today?

#### Reading Focus

- Discuss unit texts in relation to concepts and characteristics of American culture and American literature.
- Conduct insightful analysis of two novels, one from the traditional literary canon and one contemporary text.
- Read and analyze supplementary poems, excerpts of literary criticism, essays, and short fiction to deepen examination of the two unit novels.

#### Writing Focus

- Interact with texts through written responses, seminars, and finalized written response work.
- Write with voice and conviction about personal ideology in relation to American culture.
- Analyze theme and style visual texts in order to make connections in discussions and in their writing.

#### Grammar, Usage, and Mechanics Focus

- Consider stylistic choices that challenge the conventions such as beginning a sentence with a conjunction and using sentence fragments for emphasis.

<ul style="list-style-type: none"> <li>• Make connections between the novels and cultural trends discussed previously in the year.</li> <li>• Independently read book-length text and apply reading strategies developed in Grade 9 and 10 English classes as they read (e.g. Asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning).</li> <li>• Analyze theme and style visual texts in order to make connections in discussions and in their writing.</li> </ul>		
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<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Literary analysis paper: This paper should be 4-5 pages in length. Students should engage in close analysis of a novel to support some larger interpretation about how ideas or themes in the novel are relevant in contemporary American thought. MLA conventions should be used.</li> <li>• Graded seminar discussions: Students should lead seminar discussions about the texts studied. Students will write a 2-3 paragraph abstract to introduce and propose the particular focus for the discussion they lead.</li> <li>• Personal Manifesto: Students will write a 5-10 page statement of belief in which they speak from their own experience to take a stand about some aspect of American culture. The manifesto should be an honest attempt to “speak for their generation.” Stylistic experimentation should be encouraged. Teachers may choose to incorporate this assignment into the final exam.</li> </ul>
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### Common Core Standards Emphasized in the Unit

**RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**RL.11-12.7** 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.)

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing

one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W. 11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W. 11-12.5.** 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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## AP Language and Composition Unit 7: Reflecting

### Unit Overview

At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

#### Reading Focus

- Evaluate contents of literacy folder to determine portfolio entries.
- Create a portfolio that demonstrates progress towards literacy goals and evidence of growth.
- Articulate their evolution as writers and readers by sharing their portfolio with parent/guardian.
- Analyze independently a theme common to more than one text.
- Provide textual evidence to support interpretations of themes in their independent reading.
- Choose personally challenging independent reading selections and reflect upon these choices.

#### Writing Focus

- Write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language.

#### Grammar, Usage, and Mechanics Focus

- Review of major concepts

<ul style="list-style-type: none"> <li>• Create personal meaning from their independent reading.</li> </ul>		
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<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolio</li> </ul>
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Common Core Standards Emphasized in the Unit
<p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.11-12.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.11-12.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>

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