**Course Description:** AP English Language focuses on rhetoric. Students will study language as a persuasive tool and examine the integral relationships of writer, context, audience, and argument. The course focuses primarily on nonfiction works. Techniques of diction, syntax, imagery, and tone are studied in order to better understand the nature of argumentation. Students should be able to read complex texts with understanding and write in a manner that explores ideas, reconsiders strategies, and emphasizes revision of drafts. Students will write formally and informally through revised essays, journals, collaborative writing, and in-class responses as well as produce expository and argumentative compositions that introduce complex ideas developed through cogent and sustained reasoning.
## Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 5 Weeks    | Argument        | Topic 1: Diagnostic Test  
|            |                 | Topic 2: Fundamentals of Argument  
|            |                 | Topic 3: Close Reading and Annotation  
|            |                 | Topic 4: Essay Construction                                                        |
| 5 Weeks    | Synthesis       | Topic 1: Practice Test  
|            |                 | Topic 2: Fundamentals of Synthesis  
|            |                 | Topic 3: Close Reading and Annotation  
|            |                 | Topic 4: Essay Construction                                                        |
| 5 Weeks    | Rhetorical Analysis | Topic 1: Practice Test  
|            |                 | Topic 2: Fundamentals of Analysis  
|            |                 | Topic 3: Close Reading and Annotation  
|            |                 | Topic 4: Essay Construction                                                        |
| 3 Weeks    | Review          | Topic 1: Practice Test  
|            |                 | Topic 2: Essay Construction - Argument  
|            |                 | Topic 3: Essay Construction - Synthesis  
|            |                 | Topic 4: Essay Construction - Rhetorical Analysis                                  |
Unit 1: Argument

Subject: AP English Language and Composition.
Grade(s): 11-12.
Name of Unit: Argument.
Length of Unit: 5 Weeks
Overview of Unit: Students will learn how to effectively create an evidence-based argument that responds to a given topic.

Priority Standards for Unit:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting Standards for Unit:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Use multiple processes and diverse perspectives to explore alternative solutions.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Write</td>
<td>Create</td>
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<tr>
<td>original arguments based on</td>
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<td>information synthesized from readings,</td>
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<td>research, and/or personal observation</td>
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<td>and experience</td>
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<tr>
<td>over various reading and writing</td>
<td>Gain Control</td>
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<td>processes, with careful attention to</td>
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<td>inquiry (research), rhetorical analysis</td>
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<td>and synthesis of sources, drafting,</td>
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<tr>
<td>revising/rereading, editing, and review</td>
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Board Approved: March 31, 2016
**Essential Questions:**
1. How can I distinguish between argument and rhetoric, and how do appeals to logic, emotion, and ethics relate to both argument and rhetoric in my own writing?
2. How can I demonstrate my understandings of argumentation on the AP, argue-a-position essay?
3. How can I extend my knowledge and skills around argumentation by understanding the four modes of discourse (argument, description, exposition, and narrative), and rhetorical strategies/organizational patterns (exemplification, contrast/comparison, cause/ effect, classification/division, process analysis, definition, description, narration, and argument) as specific approaches a writer or speaker employs to achieve an intended argumentative purpose?

**Enduring Understanding/Big Ideas:**
1. Students recognize how speakers and writers appeal to an audience’s sense of reasoning, emotions, and ethos by analyzing and evaluating argumentative texts, and students use these argumentative appeals to craft their own effective arguments.
2. In timed, on-demand writing and in practice tests, students use their own personal experiences, observations, and background knowledge to create and support a thesis.
3. Students will understand the four modes of discourse as the methods a writer uses to have a conversation with a particular reader or audience, and students will understand various rhetorical strategies authors employ to articulate a specific writing purpose—as evidenced by their analysis of anchor texts and in their argue-a-position essays.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Argumentation</td>
<td>• Description</td>
</tr>
<tr>
<td>• Composition</td>
<td>• Ethos</td>
</tr>
<tr>
<td>• Free-Response (Essay) Question</td>
<td>• Exposition</td>
</tr>
<tr>
<td>• Language</td>
<td>• Logos</td>
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<tr>
<td>• Prose Passages</td>
<td>• Mode Of Discourse</td>
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<tr>
<td>• Rhetorical Analysis</td>
<td>• Narrative</td>
</tr>
<tr>
<td>• Sources</td>
<td>• Pathos</td>
</tr>
<tr>
<td>• Synthesis</td>
<td>• Rhetorical Situation</td>
</tr>
<tr>
<td></td>
<td>• Rhetorical Triangle</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Most any college or Advanced Placement composition textbook, such as *The Language of Composition: Reading • Writing • Rhetoric*, contains a glossary of rhetorical terminology. In addition, most any study aid for the AP English Language and Composition exam, such as *5 Steps to a 5 AP English Language*, contains a glossary of rhetorical terms. Similar glossaries may also be found online—for example, by searching for “glossary of rhetorical terms.”
Engaging Experience 1
Title: Multiple-choice section of the AP Lang exam—completing a pretest (diagnostic test)
Suggested Length of Time: 2 Days

Standards Addressed
Priority:
● Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting:
● N/A

Detailed Description/Instructions:
Day One:
● Discuss our essential question: What do I know and what can I do at the starting point of our course?
● Provide students a copy of a full-length multiple-choice pretest—timed, one hour. For example, administer the “Diagnostic/Master Exam”—from *5 Steps to a 5 AP English Language*—for the first full-length practice test (pretest). Before the pretest, discuss the format of the AP Language test:
  ○ One hour for multiple-choice questions—four passages (one pre-twentieth century, one with footnotes) and 52-55 questions. No penalty for guessing—please don’t leave any questions blank.
  ○ Two hours and 15 minutes for three essays (includes an initial 15 minutes of reading and annotating time for the sources for the synthesis essay, and then 40 minutes apiece for writing the three essays—argument, synthesis, and rhetorical analysis.
● Score the pretest, and then discuss AP exam scenarios—the percentage of accuracy on the multiple-choice section needed for a 3, 4, or 5. We will not have time this class period to conduct a thorough debrief for each question of the pretest. Debrief the questions next class.
● Collect the pretests, with student name and raw score.

Day Two:
● Discuss our essential question: How can I begin to build on my existing knowledge and skills in our course?
● For the MC pretest from last class, ask students to create a chart to track their performance over time: date, number possible, number correct, and percent correct.
● Provide students a glossary of rhetorical terms—for example, a modified version from *5 Steps to a 5 AP English Language*.
● Discuss strategies for approaching the multiple-choice section of the AP exam.
● Debrief the multiple-choice pretest—from our previous class. Make a class set of the answer key that contains detailed explanations for each question, and then jigsaw the passages. Use the overhead projector to display the items you’d like students to address for each question for their particular passage, for example, as follows:

  Multiple-choice Pretest—Jigsaw Presentations
  1. Remind us about the content of the reading passage.
  2. Provide the correct answer.
  3. Which answers are obviously incorrect? Which ones are close?
4. Why is the correct answer better than the closest distractor(s)?
5. Any helpful test-taking tips to answer a question like this one?

Divide students into small groups—one group per passage. Provide work time (20 minutes), beginning with rereading the passage silently, and then deliver presentations.

**Bloom’s Levels:** Create
**Webb’s DOK:** 4
**Rubric:** To be created
Engaging Experience 1
Title: Introduction to the language of composition
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Write for a variety of purposes.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting:
- N/A

Detailed Description/Instructions:
- Discuss our essential question: How can I extend my knowledge and skills about argumentation by understanding the rhetorical triangle?
- Conduct an overview of the rhetorical triangle.
- Display minimum expectations for basic annotation: (1) Circle key words. (2) Underline key ideas. (3) Write your thoughts about those key ideas in the margins.
- Have students read and annotate the text, provide a concrete example of a rhetorical situation—plugging in the speaker or writer, audience, and subject on their copy of the rhetorical triangle handout—and then discuss in a Socratic-seminar-style discussion.
- Continuing in a seminar format, read and annotate the essay “Don’t You Think It’s Time to Start Thinking?” by Northrop Frye, respond to the analysis questions (see below), and then discuss.

Analysis Questions for “Don’t You Think It’s Time to Start Thinking?” by Northrop Frye
2. Explain two reasons Frye gives to support his thesis.
3. In paragraphs 1-5, Frye refers to a “he” several times. Who is this “he,” as stated in the text?
4. At the beginning of paragraph 8, Frye states that “A society like ours doesn’t have very much interest in literacy.” What do you think Frye means by this?
5. Do you agree with Frye’s thoughts on society’s use of the word, “thinking”? Do we use the term too loosely? Explain.

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: Class participation, check for understanding—to be created.
Engaging Experience 1

Title: Introduction to the language of composition

Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Write for a variety of purposes.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting:
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions:
- Discuss our essential question: How can I distinguish between argument and rhetoric, and how do appeals to logic, emotion, and ethics relate to both argument and rhetoric in my own writing?
- Provide students a copy of the text titled “Introduction to the Language of Composition: Defining Argument and Rhetoric.” Instruct students to read the piece and do what comes naturally to comprehend and retain the information. Ask students to discuss in pairs or a small group the difference between argument and rhetoric.
- Read and discuss the essay “Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard.” Instruct students to read the piece and do what comes naturally to comprehend and retain the information. Ask students to discuss in pairs or a small group the information they agree and disagree with, and then share out to the whole class.
- Provide students a copy of the text titled “Introduction to the Language of Composition: An Overview of Logos, Pathos, and Ethos.” Instruct students to read the piece and do what comes naturally to comprehend and retain the information—trying on strategies they picked up from the Harvard annotation piece. Apply this information by evaluating the logos, pathos, and ethos in a TED talk—“My road trip through the whitest towns in America” by Rich Benjamin (August 2015, funny and informative). To what extend does the speaker use appeals to logic, emotion, and ethics? How effectively does the speaker use them?

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: Class participation, check for understanding—to be created.
Topic 4: Essay Construction

Engaging Experience 1
Title: Introduction to the AP, argue-a-position prompt
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.

Detailed Description/Instructions:

Day One:
- Discuss our essential question: How can I demonstrate my understandings of argumentation on the AP, argue-a-position essay?
- Read, annotate, and discuss prompts from 2008-2015 for the argue-a-position essay. Note: All of these prompts can be found on the Web site for College Board at http://apcentral.collegeboard.com.
- Timed AP English Language and Composition essay—argue a position: the 2011 prompt about Thomas Paine’s passage from Rights of Man. Discuss the prompt and the prewriting process—annotating the prompt and completing a skeletal outline. Emphasize that a writer should use personal experiences and observations as part of his or her argument. Make it clear that a writer must defend, challenge, or qualify a position. Write an effective thesis statement—and, time permitting, share out to the class.

Day Two:
- Discuss our essential question: How can I demonstrate my understandings of argumentation on the AP, argue-a-position essay?
- Provide students a copy of the modified AP rubric—essay scores converted to class points. Perform highlighting to distinguish portions specific to the argue-a-position (first color), synthesis (second color), and rhetorical analysis (third color).
- Read scored essays (two—ones that scored 2 and 5) for the 2011 argue-a-position prompt about Thomas Paine’s passage from Rights of Man—as a confidence booster. Simply display the 2 essay on the screen, and then discuss it. Then provide students with a copy of the 5 essay to read and evaluate relative to the 2 essay.
- Timed AP, argue-a-position essay: the 2011 prompt about Thomas Paine’s passage from Rights of Man. Briefly review that a writer should use personal experiences and observations as part of his or her argument. Make it clear that a writer must defend, challenge, or qualify a position. Write for 40 minutes.
Read a scored essay (one that scored 9) for the 2011 argue-a-position prompt about Thomas Paine’s passage from Rights of Man. Have students read and annotate the 9 essay, and then discuss the actual score the essay received and why.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4

**Rubric:** On its Web site (http://apcentral.collegeboard.com), the College Board provides rubrics (and student samples) for each previously-released essay prompt.
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

To assess students’ ability to effectively create an evidence-based argument that responds to a given topic, students should write for 40 minutes to an AP, argue-a-position prompt they’ve not seen before. Student essays should be assessed using an AP, argue-a-position rubric.

Rubric for Engaging Scenario:
On its Web site (http://apcentral.collegeboard.com), the College Board provides prompts, rubrics, and student samples for the AP, argue-a-position essay.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple-choice section of the AP Lang exam—completing a pretest (diagnostic test)</td>
<td>Score the pretest, and then discuss AP exam scenarios—the percentage of accuracy on the multiple-choice section needed for a 3, 4, or 5. We will not have time this class period to conduct a thorough debrief for each question of the pretest. Debrief the questions next class. In addition, debrief the multiple-choice pretest—from our previous class. Make a class set of the answer key that contains detailed explanations for each question, and then jigsaw the passages. Use the overhead projector to display the items you’d like students to address for each question for their particular passage.</td>
<td>2 Days</td>
</tr>
</tbody>
</table>
| 2     | Introduction to the language of composition | Continuing in a seminar format, read and annotate the essay “Don’t You Think It’s Time to Start Thinking?” by Northrop Frye, respond to the analysis questions (see below), and then discuss. 
**Analysis Questions for “Don’t You Think It’s Time to Start Thinking?” by Northrop Frye**
2. Explain two reasons Frye gives to support his thesis.
3. In paragraphs 1-5, Frye refers to a “he” several times. Who is this “he,” as stated in the text?
4. At the beginning of paragraph 8, Frye states that “A society like ours doesn’t have very much interest in literacy.” What do you think Frye means by this?
5. Do you agree with Frye’s thoughts on society’s use of the word, “thinking”? Do we use the term too loosely? Explain. | 1 Day |
| 3     | Introduction to the language of composition | Read and discuss the essay “Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard.” Instruct students to read the piece and do what comes naturally to comprehend and retain the information. Ask students to discuss in pairs or a small group the information they agree and | 1 Day |
disagree with, and then share out to the whole class.

Provide students a copy of the text titled “Introduction to the Language of Composition: An Overview of Logos, Pathos, and Ethos.” Instruct students to read the piece and do what comes naturally to comprehend and retain the information—trying on strategies they picked up from the Harvard annotation piece. Apply this information by evaluating the logos, pathos, and ethos in a TED talk—“My road trip through the whitest towns in America” by Rich Benjamin (August 2015, funny and informative). To what extent does the speaker use appeals to logic, emotion, and ethics? How effectively does the speaker use them?

| 4 | Introduction to the AP, argue-a-position prompt | Timed AP English Language and Composition essay—argue a position: the 2011 prompt about Thomas Paine’s passage from *Rights of Man*. Discuss the prompt and the prewriting process—annotating the prompt and completing a skeletal outline. Emphasize that a writer should use personal experiences and observations as part of his or her argument. Make it clear that a writer must defend, challenge, or qualify a position. Write an effective thesis statement—and, time permitting, share out to the class.

Timed AP, argue-a-position essay: the 2011 prompt about Thomas Paine’s passage from *Rights of Man*. Briefly review that a writer should use personal experiences and observations as part of his or her argument. Make it clear that a writer must defend, challenge, or qualify a position. Write for 40 minutes. | 2 Days |
Unit 2: Synthesis

Subject: AP English Language and Composition
Grade(s): 11-12
Name of Unit: Synthesis
Length of Unit: 5 Weeks
Overview of Unit: Students learn how to effectively read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis.

Priority Standards for Unit:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Evaluate and incorporate sources into researched arguments.
- Analyze images and other multimodal texts for rhetorical features.

Supporting Standards for Unit:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom's Taxonomy Levels</th>
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</tr>
</thead>
<tbody>
<tr>
<td>for a variety of purposes</td>
<td>Write</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>original arguments based on</td>
<td>Create</td>
<td>Create</td>
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<tr>
<td>information synthesized from readings,</td>
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<td>research, and/or personal observation</td>
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<td>and experience</td>
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<td>sources into researched arguments</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>sources into researched arguments</td>
<td>Incorporate</td>
<td>Apply</td>
<td>4</td>
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<tr>
<td>images and other multimodal texts for</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>rhetorical features</td>
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</table>
**Essential Questions:**
1. How can I effectively synthesize sources in my writing to strengthen an argument?
2. What do I know about synthesis as a specific approach a writer or speaker employs to achieve an intended argumentative purpose?
3. How can I demonstrate my understandings of argumentation on the AP, synthesis essay?

**Enduring Understanding/Big Ideas:**
1. By analyzing and evaluating argumentative and expository texts, students recognize and synthesize relevant evidence in source material to support a position statement/thesis, evidenced by their work with practice tests and synthesis writing prompts.
2. In timed, on-demand writing and in practice tests, students understand synthesis as a rhetorical strategy writers and speakers use to persuade an audience.
3. Students read, annotate, and evaluate sources to construct and support a thesis in timed, on-demand writing—as evidenced by their analysis of anchor texts and in their synthesis essays.
### Unit Vocabulary:

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<td>● Composition</td>
<td>● Argumentative Appeal</td>
</tr>
<tr>
<td>● Free-Response (Essay) Question</td>
<td>● Audience</td>
</tr>
<tr>
<td>● Language</td>
<td>● Cause/Effect</td>
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<td>● Prose Passages</td>
<td>● Classification/Division</td>
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<tr>
<td>● Rhetorical Analysis</td>
<td>● Contrast/Comparison</td>
</tr>
<tr>
<td>● Sources</td>
<td>● Definition</td>
</tr>
<tr>
<td>● Synthesis</td>
<td>● Description*</td>
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<td></td>
<td>● Ethos</td>
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<td>● Exemplification</td>
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<td>● Narrative*</td>
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<td>● Pathos</td>
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<td>● Process Analysis</td>
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<td>● Rhetorical Situation</td>
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<td>● Rhetorical Strategy</td>
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<td>● Rhetorical Triangle</td>
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<td>● Speaker</td>
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<td></td>
<td>● Subject</td>
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<td></td>
<td>● Writer</td>
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</tbody>
</table>

**Note:** *argument, description, and narrative* function both as modes of discourse and rhetorical strategies.

### Resources for Vocabulary Development:

Most any college or Advanced Placement composition textbook, such as *The Language of Composition: Reading • Writing • Rhetoric*, contains a glossary of rhetorical terminology. In addition, most any study aid for the AP English Language and Composition exam, such as *5 Steps to a 5 AP English Language*, contains a glossary of rhetorical terms. Similar glossaries may also be found online—for example, by searching for “glossary of rhetorical terms.”
Engaging Experience 1
Title: Multiple-choice section of the AP Lang exam—completing a practice test (full length)
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting:
- N/A

Detailed Description/Instructions:
Day One:
- Discuss our essential question: What do I know and what can I do after one quarter of study in our course?
- Provide students a copy of a full-length multiple-choice practice test—timed, one hour. For example, administer “Practice Exam 1”—from 5 Steps to a 5 AP English Language—for the second full-length practice test. Before the practice test, discuss the types of questions that appear on the multiple-choice section of the AP exam.
- Score the practice test, and then discuss AP exam scenarios—the percentage of accuracy on the multiple-choice section needed for a 3, 4, or 5. We will not have time this class period to conduct a thorough debrief for each question of the practice test. Debrief the questions next class. Note: Ask students to add to their charts to track their performance over time: date, number possible, number correct, and percent correct.
- Collect the practice tests, with student name and raw score.

Day Two:
- Discuss our essential question: How can I continue to build my knowledge and skills in our course?
- Debrief the multiple-choice practice test—from our previous class. Make a class set of the answer key that contains detailed explanations for each question, and then jigsaw the passages. Use the overhead projector to display the items you’d like students to address for each question for their particular passage, for example, as follows:

Multiple-choice Pretest—Jigsaw Presentations
1. Remind us about the content of the reading passage.
2. Provide the correct answer.
3. Which answers are obviously incorrect? Which ones are close?
4. Why is the correct answer better than the closest distractor(s)?
5. Any helpful test-taking tips to answer a question like this one?

Divide students into small groups—one group per passage. Provide work time (20 minutes), beginning with rereading the passage silently, and then deliver presentations.

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: To be created
Engaging Experience 1
Title: Analyzing Visual Text: Super Bowl Commercials
Suggested Length of Time: 3-4 Days
Standards Addressed
Priority:
- Analyze images and other multimodal texts for rhetorical features.
Supporting:
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
Detailed Description/Instructions: Complete the following in order: 1. Students select a Super Bowl commercial to rhetorically analyze, focusing on the speaker (product), audience (who is the intended audience), and purpose (what is the outcome? What is the audience being asked to do?) 2. As a class, we watch the selected Super Bowl commercial, and student presents their conclusions. 3. We discuss/agree/disagree with analysis.
Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 3, 4
Rubric: To be created

Engaging Experience 2
Title: Selecting Evidence to support your position: Good intro activity to answering the synthesis essay
Suggested Length of Time: 3-4 Days
Standards Addressed
Priority:
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Evaluate and incorporate sources into researched arguments.
Supporting:
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
Detailed Description/Instructions: Complete the following in order: 1. Divide students into groups of 5 (There can be groups less than 5, but no more than 5). 2. Give each group a DIFFERENT practice AP Synthesis Prompt. 3. As a group, students should deconstruct the prompt - what is the prompt asking us to do? 4. When #3 is complete, hand each student in the group a DIFFERENT piece of evidence from the prompt (each Synthesis question offers 5 different pieces of evidence; each member of the group should have a different piece of evidence. 5. Each student must decide how their piece of evidence helps answer the prompt.
How would you (student) use this evidence in response to the prompt? 6. Students then share out to their group. 7. Assignment becomes either having each student construct an outline of the essay they would write using the information provided -including a well-constructed thesis OR have the group work together to write a well-developed thesis AND group paper answering the prompt. Students may use GoolgeDocs or another form of writing technology to share/create their work.

**Bloom’s Levels:** Understand, Apply, Analyze, Evaluate, Create  
**Webb’s DOK:** 4  
**Rubric:** To be created
Topic 3: Close Reading and Annotation

Engaging Experience 1
Title: Backward Construction: Synthesis
Suggested Length of Time: 3-4 Days
Standards Addressed

Priority:
- Write for a variety of purposes
- Evaluate and incorporate sources into researched arguments.

Supporting:
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Converse and write reflectively about personal processes of composition.

Detailed Description/Instructions: Complete the following in order: 1. Select a practice Synthesis Question. 2. Give each student a packet containing ONLY the 5 pieces of evidence that accompany the prompt 3. Students will read and annotate each piece of evidence. 4. Students will then CONSTRUCT a Synthesis Prompt based on the evidence they have analyzed. What kind of question/prompt might be asked in order to use some/all of the 5 pieces of evidence? 5. As a class, compare student’s synthesis prompts to actual prompt.

Bloom’s Levels: Understand, Apply, Analyze, Evaluate, Create
Webb’s DOK: 4
Rubric: To be created

Engaging Experience 2
Title: Analyze Visual Text: Political Cartoons
Suggested Length of Time: 3-4 Days
Standards Addressed

Priority:
- Analyze images and other multimodal texts for rhetorical features.

Supporting:

Detailed Description/Instructions: The teacher will model analysis of political cartoon(s) to entire class. In small groups or pairs, the teacher gives students a political cartoon to analyze, using SOAPST strategy (Subject, Occasion, Audience, Purpose, Speaker, and Tone) during class. The teacher will facilitate a class discussion. The teacher will assign each student to choose a political cartoon to evaluate and be prepared to discuss the next day.

Bloom’s Levels: Understand, Apply, Analyze, Evaluate
Webb’s DOK: 4
Rubric: To be created
Engaging Experience 1
Title: Practice Essay, Start to Finish
Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:
- Write for a variety of purposes
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Evaluate and incorporate sources into researched arguments.
- Analyze images and other multimodal texts for rhetorical features.

Supporting:
- Demonstrate understanding and control of Standard Written English as well as stylistic
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding of the conventions of citing primary and secondary sources.

Detailed Description/Instructions:
Complete the following in order: 1. Students will do a practice synthesis essay, timed (approximately 60 minutes; includes a 15 minute reading period and 45 minute writing period). NO NAMES ON PAPERS...student IDs only. 2. When complete, students will highlight their thesis statement on their essay, and on another blank sheet of paper that will travel with the essay, write down any specific questions they would like peer readers to respond to (if any). 3. The peer editing process begins. Each student will read a minimum of 3 essays. On the blank piece of paper traveling with each essay, students will evaluate the highlighted thesis (does it answer the prompt? do the main points of the essay tie back to the prompt?), offer any other constructive comments on the essay - plus/delta, SIGN THEIR NAME as peer editor, and pass the paper to another student. Each student writes at least three responses, each paper has at least three peer edits. 5. Return the papers to the original authors. 6. Students will read their responses and write short reflections on comments and things they would do to revise the paper or things they will do next time. The reflection sheet, peer edit comments, and student essay are stapled together and turned in.

NOTE: This process may be repeated over multiple essays with different focuses of attention. Or, if using multiple times, students may be asked to construct the thesis and OUTLINE the paper instead of writing the full essay.

Bloom’s Levels: Understand, Apply, Analyze, Evaluate, Create
Webb’s DOK: 4
Rubric: To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

To assess students’ ability to effectively read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis, students should write for 40 minutes to an AP, synthesis prompt they’ve not seen before. Student essays should be assessed using an AP, synthesis rubric.

**Rubric for Engaging Scenario:**
On its Web site ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)), the College Board provides prompts, rubrics, and student samples for the AP, synthesis essay.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple-choice section of the AP Lang exam—completing a practice test (full length)</td>
<td>Score the practice test, and then discuss AP exam scenarios—the percentage of accuracy on the multiple-choice section needed for a 3, 4, or 5. We will not have time this class period to conduct a thorough debrief for each question of the practice test. Debrief the questions next class. <strong>Note:</strong> Ask students to add to their charts to track their performance over time: date, number possible, number correct, and percent correct. Debrief the multiple-choice practice test—from our previous class. Make a class set of the answer key that contains detailed explanations for each question, and then jigsaw the passages. Use the overhead projector to display the items you’d like students to address for each question for their particular passage.</td>
<td>2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Analyzing Visual Text: Super Bowl Commercials</td>
<td>Complete the following in order: 1. Students select a Super Bowl commercial to rhetorically analyze, focusing on the speaker (product), audience (who is the intended audience), and purpose (what is the outcome? What is the audience being asked to do?) 2. As a class, we watch the selected Super Bowl commercial, and student presents their conclusions. 3. We discuss/agree/disagree with analysis.</td>
<td>3-4 Days</td>
</tr>
<tr>
<td>2</td>
<td>Selecting Evidence to support your position: Good intro activity to answering the synthesis essay</td>
<td>Complete the following in order: 1. Divide students into groups of 5 (There can be groups less than 5, but no more than 5). 2. Give each group a DIFFERENT practice AP Synthesis Prompt. 3. As a group, students should deconstruct the prompt—what is the prompt asking us to do? 4. When #3 is complete, hand each student in the group a DIFFERENT piece of evidence from the prompt (each Synthesis question offers 5 different pieces of evidence; each member of the group should have a different piece of evidence. 5. Each student</td>
<td>3-4 Days</td>
</tr>
</tbody>
</table>
must decide how their piece of evidence helps answer the prompt: How would you (student) use this evidence in response to the prompt? 6. Students then share out to their group. 7. Assignment becomes either having each student construct an outline of the essay they would write using the information provided -including a well-constructed thesis OR have the group work together to write a well-developed thesis AND group paper answering the prompt. Students may use GoolgeDocs or another form of writing technology to share/create their work.

| 3 | **Backward Construction: Synthesis** | Complete the following in order: 1. Select a practice Synthesis Question. 2. Give each student a packet containing ONLY the 5 pieces of evidence that accompany the prompt 3. Students will read and annotate each piece of evidence. 4. Students will then CONSTRUCT a Synthesis Prompt based on the evidence they have analyzed. What kind of question/prompt might be asked in order to use some/all of the 5 pieces of evidence? 5. As a class, compare student’s synthesis prompts to actual prompt. | 3-4 Days |

| 3 | **Analyze Visual Text: Political Cartoons** | The teacher will model analysis of political cartoon(s) to entire class. In small groups or pairs, the teacher gives students a political cartoon to analyze, using SOAPST strategy (Subject, Occasion, Audience, Purpose, Speaker, and Tone) during class. The teacher will facilitate a class discussion. The teacher will assign each student to choose a political cartoon to evaluate and be prepared to discuss the next day. | 3-4 Days |

| 4 | **Practice Essay, Start to Finish** | Complete the following in order: 1. Students will do a practice synthesis essay, timed (approximately 60 minutes; includes a 15 minute reading period and 45 minute writing period). NO NAMES ON PAPERS...student IDs only. 2. When complete, students will highlight their thesis statement on their essay, and on another blank sheet of paper that will travel with the essay, write down any specific questions they would like peer readers to respond to (if any). 3. The peer editing process begins. Each student will read a minimum of 3 | 3-4 Days |
essays. On the blank piece of paper traveling with each essay, students will evaluate the highlighted thesis (does it answer the prompt? do the main points of the essay tie back to the prompt?), offer any other constructive comments on the essay - plus/delta, SIGN THEIR NAME as peer editor, and pass the paper to another student. Each student writes at least three responses, each paper has at least three peer edits. 5. Return the papers to the original authors. 6. Students will read their responses and write short reflections on comments and things they would do to revise the paper or things they will do next time. The reflection sheet, peer edit comments, and student essay are stapled together and turned in.

NOTE: This process may be repeated over multiple essays with different focuses of attention. Or, if using multiple times, students may be asked to construct the thesis and OUTLINE the paper instead of writing the full essay.
Unit 3: Rhetorical Analysis

Subject: AP English Language and Composition  
Grade(s): 11-12  
Name of Unit: Rhetorical Analysis  
Length of Unit: 5 Weeks  
Overview of Unit: Students learn how to effectively read a nonfiction text and analyze how the writer’s language choices contribute to his or her purpose and intended meaning for the text.

Priority Standards for Unit:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
- Use effective rhetorical strategies and techniques when composing.
- Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.

Supporting Standards for Unit:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>for a variety of purposes</td>
<td>Write</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>original arguments based on information synthesized from readings, research, and/or personal observation and experience</td>
<td>Create</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>to different writing tasks according to their unique rhetorical and composition demands, and that rhetorical assessment into a plan for writing</td>
<td>Respond</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>effective rhetorical strategies and techniques when composing</td>
<td>Translate</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies</td>
<td>Use</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
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<td></td>
<td>Interpret</td>
<td>Evaluate</td>
<td>4</td>
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</tbody>
</table>
**Essential Questions:**
1. Why should I evaluate the effectiveness of a writer’s argument and analyze how the writer constructs his or her argument in satire, speeches, traditional essays, and literary letters?
2. How can I demonstrate my understandings of argumentation on the AP, rhetorical analysis essay, using rhetorical devices as the tools and mechanisms to support my position?
3. How does an author’s choice of diction, syntax, imagery, rhetorical devices, structure, and content all contribute to his or her writing style?

**Enduring Understanding/Big Ideas:**
1. Students understand the importance of how an author constructs an argument and the means by which the writer chooses to do that--through appeals to the audience’s logic, emotion, and ethics.
2. In timed, on-demand writing and in practice tests, students analyze the rhetorical strategies, devices, and techniques an author uses to persuade an audience for a particular purpose.
3. Students recognize the relationship between an author’s style and the writer’s ability to persuade an audience for a particular purpose, as evidenced by their analysis of attribution, diction, organization, point of view, syntax, and tone and attitude in anchor texts and in their rhetorical analysis essays.
## Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Argumentation</td>
<td>● Alliteration</td>
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<tr>
<td>● Composition</td>
<td>● Allusion</td>
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<tr>
<td>● Free-Response (Essay) Question</td>
<td>● Analogy</td>
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<tr>
<td>● Language</td>
<td>● Anaphora</td>
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<tr>
<td>● Prose Passages</td>
<td>● Antithesis</td>
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<tr>
<td>● Rhetorical Analysis</td>
<td>● Apostrophe</td>
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<tr>
<td>● Sources</td>
<td>● Argument*</td>
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<td>● Synthesis</td>
<td>● Argumentative appeal</td>
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<td></td>
<td>● Attribution</td>
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<td></td>
<td>● Audience</td>
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<td>● Cause/effect</td>
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<td>● Classification/division</td>
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<td>● Contrast/comparison</td>
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<td>● Definition</td>
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<td></td>
<td>● Description*</td>
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<td>● Diction</td>
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<td>● Epithet</td>
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<td>● Ethos</td>
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<td>● Exemplification</td>
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<td>● Exposition</td>
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<td>● Hyperbole</td>
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<td>● Litotes</td>
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<td>● Logos</td>
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<td>● Metaphor</td>
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<td></td>
<td>● Metonymy</td>
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<td>● Mode of discourse</td>
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<td>● Narrative*</td>
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<td>● Onomatopoeia</td>
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<td>● Organization</td>
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<td>● Oxymoron</td>
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<td>● Parallelism</td>
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<td>● Parenthesis</td>
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<td>● Pathos</td>
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<td>● Personification</td>
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<td>● Point of view</td>
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<td>● Process analysis</td>
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<td>● Rhetorical device</td>
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<td>● Rhetorical question</td>
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<td>● Rhetorical situation</td>
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<td>● Rhetorical strategy</td>
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<td>● Rhetorical technique</td>
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<td>● Rhetorical triangle</td>
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<td></td>
<td>● Simile</td>
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<td></td>
<td>● Speaker</td>
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<td></td>
<td>● Subject</td>
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<td></td>
<td>● Synecdoche</td>
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<td></td>
<td>● Syntax</td>
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<td>● Tone and attitude</td>
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<td></td>
<td>● Understatement</td>
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<td></td>
<td>● Writer</td>
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<td></td>
<td>● Note: argument, description, and narrative function both as modes of discourse and rhetorical strategies.</td>
</tr>
</tbody>
</table>

### Resources for Vocabulary Development:

Most any college or Advanced Placement composition textbook, such as *The Language of Composition: Reading • Writing • Rhetoric*, contains a glossary of rhetorical terminology. In addition, most any study aid for the AP English Language and Composition exam, such as *5 Steps to a 5 AP English Language*, contains a glossary of rhetorical terms. Similar glossaries may also be found online—for example, by searching for “glossary of rhetorical terms.”
Engaging Experience 1

Title: Multiple-choice section of the AP Lang exam—completing a practice test (full length)

Suggested Length of Time: 2 Days

Standards Addressed

*Priority:*
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

*Supporting:*
- N/A

Detailed Description/Instructions:

Day One:
- Discuss our essential question: How can I continue to improve my percentage of accuracy for multiple-choice questions on the AP Language exam?
- Provide students a copy of a full-length multiple-choice practice test—timed, one hour. For example, administer “Practice Exam 2”—from 5 Steps to a 5 AP English Language—for the third full-length practice test.
- Score the practice test, and then discuss AP exam scenarios—the percentage of accuracy on the multiple-choice section needed for a 3, 4, or 5. We will not have time this class period to conduct a thorough debrief for each question of the practice test. Debrief the questions next class. Note: Ask students to add to their charts to track their performance over time: date, number possible, number correct, and percent correct.
- Collect the practice tests, with student name and raw score.

Day Two:
- Discuss our essential question: How can I continue to build my knowledge and skills in our course?
- Debrief the multiple-choice practice test—from our previous class. Make a class set of the answer key that contains detailed explanations for each question, and then jigsaw the passages. Use the overhead projector to display the items you’d like students to address for each question for their particular passage, for example, as follows:

  **Multiple-choice Pretest—Jigsaw Presentations**
  1. Remind us about the content of the reading passage.
  2. Provide the correct answer.
  3. Which answers are obviously incorrect? Which ones are close?
  4. Why is the correct answer better than the closest distractor(s)?
  5. Any helpful test-taking tips to answer a question like this one?

Divide students into small groups—one group per passage. Provide work time (20 minutes), beginning with rereading the passage silently, and then deliver presentations.

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: To be created
Engaging Experience 1

Title: Practicing rhetorical analysis—analyzing traditional essays

Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
- Use effective rhetorical strategies and techniques when composing.
- Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.

Supporting:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

Detailed Description/Instructions:
- Discuss our essential question: How do I become better at analyzing traditional essays?
- Practice reading and analyzing a traditional essay—the foreword from *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* by Neil Postman. Read and annotate for the argument Postman advances in the foreword and the rhetorical devices Postman uses to communicate his argument, and then discuss.
- (Cue.) Post-reading film clip (8:39)—“Amusing Ourselves to Death: How We’ve Self-Inflicted Tyranny” (http://www.youtube.com/watch?v=UgEEDkLy35E). After viewing, ask students to consider the argument the speaker in the film advances and their opinion(s) about his argument. Write some notes, and then discuss. Encourage all students to participate at least once in the discussion.
- Read and annotate an AP rhetorical analysis prompt that involves a traditional essay about the separation between people and nature, pause for discussion about the main idea and rhetorical devices students notice, write a thesis statement, and then turn it in for a grade.

Bloom’s Levels: Create; Webb’s DOK: 4; Rubric: To be created.
Engaging Experience 1
Title: Practicing rhetorical analysis—analyzing satire
Suggested Length of Time: 3 -4 Days

Standards Addressed

Priority:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
- Use effective rhetorical strategies and techniques when composing.
- Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.

Supporting:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

Detailed Description/Instructions:
Day One:
- Discuss our essential question: How do I continue to become better at recognizing and analyzing satire?
- Warm-up activity: View “100 Words You Could Say Instead of Swag” (a satirical video). While viewing, ask students to write down the targets of the satire, and then have all students write their observations on the board. Then ask students to conduct a gallery walk during which they read all the different targets of satire that students wrote on the board. Ask students to discuss two items: 1) Do they take issue with any of the items on the board—questioning whether those are indeed targets of the film’s satire? 2) How would they categorize the targets of the satire?
- Discuss these two items as a class. Next, ask students to complete the most sophisticated observation: Which rhetorical techniques do the filmmakers use to communicate the satire? For example, if they had to write a rhetorical analysis of the film, what rhetorical devices would they write about to discuss how the filmmakers satirized various items.
- Read and annotate the 2005 AP rhetorical analysis prompt, which involves a satirical piece from *The Onion*, pause for discussion about the rhetorical devices students notice, write a thesis statement, share your thesis statement, and then ask students to compare with another classmate. We’ll write the essay next class.

Day Two:
● Discuss our essential question: How can I demonstrate, in writing, my ability to analyze satire?
● Clarify any questions for concerns, and then write for 30 minutes.
● Evaluate a scored essay (one that scored a 9) for the 2005 rhetorical analysis prompt. What makes this 9 essay stand apart from an 8 essay in terms of its analysis and command of language?
● Turn in the timed, rhetorical analysis essay we wrote today for a grade.
● Time permitting, view a couple/few satirical videos from The Onion, for example, like these:
  ○ The Daily Show on the Latino “menace” (4:41)—targets racism, racial stereotyping: https://www.youtube.com/watch?v=M9SGsFeycpo.
  ○ The Simpsons on electronic voting (1:38)—targets flaws in the democratic process: https://www.youtube.com/watch?v=IoWJkrIptNs.
  ○ The Onion on the movie Catching Fire (2:56)—targets celebrity worship, fixation with physical appearance: https://www.youtube.com/watch?v=kyx1U9QjWtQ.

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: Class participation, check for understanding—to be created.
Engaging Experience 1

Title: Introduction to rhetorical analysis and an AP, rhetorical analysis essay (John F. Kennedy’s speech about steel prices)

Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
- Use effective rhetorical strategies and techniques when composing.
- Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.

Supporting:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.

Detailed Description/Instructions:

Day One:
- Discuss our essential question: How do we recognize and use effective rhetoric—the “language of power”? How do we recognize and avoid “empty rhetoric”?
- Introduce rhetorical analysis—read and annotate the handout “Understanding Rhetorical Analysis” and “Three Reasons You Why Should Care about Rhetoric.”
- Discuss prompts for the AP, rhetorical analysis essay from previous years.
- Timed AP, rhetorical analysis essay: the 2012 prompt about John F. Kennedy’s April 10, 1962 speech about irresponsible increases in steel prices. Read and annotate the JFK speech, and then discuss. Discuss an outline together, various approaches to the essay—a focus on argumentative appeals, rhetorical devices, or a combination of the two. Write a thesis statement, and then share out to the class.

Day Two:
- Discuss our essential question: Can I evaluate the effectiveness of a writer’s argument and analyze how the writer constructs his or her argument?
- Using our outline and thesis statement from last class, write for 40 minutes.
- Briefly discuss the rubric for the 2012 rhetorical analysis prompt.
- Read scored essays (three—ones that scored 3, 5, and 9) for the 2012 rhetorical analysis prompt—have students read them and score them, compare notes with other students, and then discuss the actual scores the essays received and why. If students’ evaluations fall within two points on the rubric for each sample essay, they receive an A (5 out of 5 points).

Bloom’s Levels: Create; Webb’s DOK: 4; Rubric: The College Board provides rubrics (and student samples) for each previously-released essay prompt.

Board Approved: March 31, 2016
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

To assess students’ ability to effectively read a nonfiction text and analyze how the writer’s language choices contribute to his or her purpose and intended meaning for the text, students should write for 40 minutes to an AP, rhetorical analysis prompt they’ve not seen before. Student essays should be assessed using an AP, rhetorical analysis rubric.

Rubric for Engaging Scenario:
On its Web site (http://apcentral.collegeboard.com), the College Board provides prompts, rubrics, and student samples for the AP, rhetorical analysis essay.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple-choice section of the AP Lang exam—completing a practice test (full length)</td>
<td>Score the practice test, and then discuss AP exam scenarios—the percentage of accuracy on the multiple-choice section needed for a 3, 4, or 5. We will not have time this class period to conduct a thorough debrief for each question of the practice test. Debrief the questions next class. Debrief the multiple-choice practice test—from our previous class. Make a class set of the answer key that contains detailed explanations for each question, and then jigsaw the passages. Use the overhead projector to display the items you’d like students to address for each question for their particular passage.</td>
<td>2 Days</td>
</tr>
</tbody>
</table>
| 2     | Practicing rhetorical analysis—analyzing traditional essays | ● Discuss our essential question: How do I become better at analyzing traditional essays?  
● Practice reading and analyzing a traditional essay—the foreword from *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* by Neil Postman. Read and annotate for the argument Postman advances in the foreword and the rhetorical devices Postman uses to communicate his argument, and then discuss.  
● (Cue.) Post-reading film clip (8:39)—“Amusing Ourselves to Death: How We’ve Self-Inflicted Tyranny” (http://www.youtube.com/watch?v=UgEEDkLy35E). After viewing, ask students to consider the argument the speaker in the film advances and their opinion(s) about his argument. Write some notes, and then discuss. Encourage all students to participate at least once in the discussion. | 1 Day |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Practicing rhetorical analysis—analyzing satire</td>
<td>Read and annotate the 2005 AP rhetorical analysis prompt, which involves a satirical piece from <em>The Onion</em>, pause for discussion about the rhetorical devices students notice, write a thesis statement, share your thesis statement, and then ask students to compare with another classmate. We’ll write the essay next class. Evaluate a scored essay (one that scored a 9) for the 2005 rhetorical analysis prompt. What makes this 9 essay stand apart from an 8 essay in terms of its analysis and command of language? Turn in the timed, rhetorical analysis essay we wrote today for a grade.</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to rhetorical analysis and an AP, rhetorical analysis essay (John F. Kennedy’s speech about steel prices)</td>
<td>Timed AP, rhetorical analysis essay: the 2012 prompt about John F. Kennedy’s April 10, 1962 speech about irresponsible increases in steel prices. Read and annotate the JFK speech, and then discuss. Discuss an outline together, various approaches to the essay—a focus on argumentative appeals, rhetorical devices, or a combination of the two. Write a thesis statement, and then share out to the class. Read scored essays (three—ones that scored 3, 5, and 9) for the 2012 rhetorical analysis prompt—have students read them and score them, compare notes with other students, and then discuss the actual scores the essays received and why. If students’ evaluations fall within two points on the rubric for each sample essay, they receive an A (5 out of 5 points).</td>
</tr>
</tbody>
</table>
Unit 4: Review

Subject: AP English Language and Composition
Grade(s): 11-12
Name of Unit: Review
Length of Unit: 3 Weeks

Overview of Unit: Students review previous course content—including modes of discourse, rhetorical strategies, rhetorical devices, and rhetorical techniques—as well as how to effectively write the three types of essays that appear on the AP English Language and Composition exam: argument, synthesis, and rhetorical analysis.

Priority Standards for Unit:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
- Evaluate and incorporate sources into researched arguments.
- Analyze images and other multimodal texts for rhetorical features.
- Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
- Use effective rhetorical strategies and techniques when composing.
- Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.

Supporting Standards for Unit:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>for a variety of purposes</td>
<td>Write</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>original arguments based on information synthesized from readings, research, and/or personal observation and experience</td>
<td>Create</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>sources into researched arguments</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>images and other multimodal texts for rhetorical features to different writing tasks according to their unique rhetorical and composition demands, and</td>
<td>Incorporate</td>
<td>Apply</td>
<td>4</td>
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<tr>
<td>that rhetorical assessment into a plan for writing effective rhetorical strategies and techniques when composing</td>
<td>Respond</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies</td>
<td>Translate</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies</td>
<td>Use</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>

Board Approved: March 31, 2016
**Essential Questions:**
1. How can you demonstrate an understanding of argumentation on the AP, argument essay?
2. How can I demonstrate my understandings of argumentation on the AP, synthesis essay?
3. How can I demonstrate my understandings of argumentation on the AP, rhetorical analysis essay, using rhetorical devices as the tools and mechanisms to support my position?

**Enduring Understanding/Big Ideas:**
1. Students use their own personal experiences, observations, and background knowledge to create and support a thesis in timed, on-demand writing (argument).
2. Students read, annotate, and evaluate sources to construct and support a thesis in timed, on-demand writing (synthesis).
3. In timed, on-demand writing, students analyze the rhetorical strategies, devices, and techniques an author uses to persuade an audience for a particular purpose (rhetorical analysis).
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>• Argumentation</td>
<td>• Alliteration</td>
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<tr>
<td>• Composition</td>
<td>• Allusion</td>
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<tr>
<td>• Free-response (essay) question</td>
<td>• Analogy</td>
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<tr>
<td>• Language</td>
<td>• Anaphora</td>
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<td>• Prose passages</td>
<td>• Antithesis</td>
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<tr>
<td>• Rhetorical analysis</td>
<td>• Apostrophe</td>
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<tr>
<td>• Sources</td>
<td>• Argument*</td>
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<tr>
<td>• Synthesis</td>
<td>• Argumentative appeal</td>
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<td></td>
<td>• Attribution</td>
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<td></td>
<td>• Audience</td>
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<td>• Cause/effect</td>
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<td>• Classification/division</td>
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<td>• Contrast/comparison</td>
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<td>• Definition</td>
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<td></td>
<td>• Description*</td>
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<td>• Diction</td>
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<td>• Epithet</td>
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<td>• Ethos</td>
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<td>• Exemplification</td>
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<td>• Exposition</td>
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<td>• Hyperbole</td>
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<td>• Logos</td>
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<td>• Metaphor</td>
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<td>• Metonymy</td>
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<td></td>
<td>• Mode of discourse</td>
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<td></td>
<td>• Narrative*</td>
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<td>• Organization</td>
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<td>• Onomatopoeia</td>
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<td>• Oxymoron</td>
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<td>• Parallelism</td>
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<td>• Personification</td>
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<td>• Point of view</td>
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<td>• Process analysis</td>
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<td>• Rhetorical device</td>
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<td>• Rhetorical question</td>
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<td>• Rhetorical situation</td>
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<td>• Rhetorical strategy</td>
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<td>• Rhetorical technique</td>
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<td>• Synecdoche</td>
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<td>• Syntax</td>
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<td>• Synthesis</td>
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<td>• Tone and attitude</td>
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<td></td>
<td>• Understatement</td>
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<td>• Writer</td>
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**Note:** argument, description, and narrative function both as modes of discourse and rhetorical strategies.

### Resources for Vocabulary Development:

Most any college or Advanced Placement composition textbook, such as *The Language of Composition: Reading • Writing • Rhetoric*, contains a glossary of rhetorical terminology. In addition, most any study aid for the AP English Language and Composition exam, such as *5 Steps to a 5 AP English Language*, contains a glossary of rhetorical terms. Similar glossaries may also be found online—for example, by searching for “glossary of rhetorical terms.”
Topic 1: Practice Test

Engaging Experience 1
Title: Multiple-choice section of the AP Lang exam—completing a practice test (full length)
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting:
- N/A

Detailed Description/Instructions:

Day One:
- Discuss our essential question: How can I use my skills and knowledge of from our course to continue to improve my percentage of accuracy for multiple-choice questions on the AP Language exam?
- Provide students a copy of a full-length multiple-choice practice test—timed, one hour. For example, administer a practice test from 5 Steps to a 5 AP English Language or an officially-released multiple-choice practice test from the College Board—for the fourth full-length practice test.
- Score the practice test, and then discuss AP exam scenarios—the percentage of accuracy on the multiple-choice section needed for a 3, 4, or 5. We will not have time this class period to conduct a thorough debrief for each question of the practice test. Debrief the questions next class.
- Note: Ask students to add to their charts to track their performance over time: date, number possible, number correct, and percent correct.
- Collect the practice tests, with student name and raw score.

Day Two:
- Discuss our essential question: How can I continue to build my knowledge and skills in our course?
- Debrief the multiple-choice practice test—from our previous class. Make a class set of the answer key that contains detailed explanations for each question, and then jigsaw the passages. Use the overhead projector to display the items you’d like students to address for each question for their particular passage, for example, as follows:

  Multiple-choice Pretest—Jigsaw Presentations
  1. Remind us about the content of the reading passage.
  2. Provide the correct answer.
  3. Which answers are obviously incorrect? Which ones are close?
  4. Why is the correct answer better than the closest distractor(s)?
  5. Any helpful test-taking tips to answer a question like this one?

- Divide students into small groups—one group per passage. Provide work time (20 minutes), beginning with rereading the passage silently, and then deliver presentations.

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: To be created

Board Approved: March 31, 2016
Topic 2: Essay Construction—Argument

Engaging Experience 1

Title: Review of the AP, argue-a-position essay—writing an essay

Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.

Detailed Description/Instructions:
- Discuss our essential question: How can I demonstrate my understandings of argumentation on the AP, argue-a-position essay?
- Mini seminar about the timed AP English Language and Composition argue-a-position essay: read three prompts to refamiliarize ourselves with the way this prompt appears on the AP exam. Discuss any questions, concerns, or comments about the prompts. Limit this activity to about 10 minutes. Note: Uses these prompts: 2013, with a quotation that asserts “individuality is more important than nationality” by Sui Sin Far (born Edith Maude Eaton); 2012, a with quotations by William Lyon Phelps (an American idealist) and Bertrand Russell (a British pragmatist); and 2011 (Form B), with a quotation that asserts “[t]he average man does not want to be free. . . .” by H.L. Mencken.
- Timed AP English Language and Composition essay—review of argue a position: the 2009 (Form B) prompt about a passage by Barbara Ehrenreich about the act of watching TV as a boring act. Write for 40 minutes. Write this one in black ink.
- Read a scored essay (one that scored an 8) for the argue-a-position prompt (display only)—have students read it and score it, compare notes with other students, and then discuss the actual score the essay received and why.
- Timed permitting, have students exchange essays, provide holistic scores for the essays, and debrief about the scores. Discuss celebrations and frustrations about today’s essay, our processes, and so on. Have students turn in the essays for a grade.

Bloom’s Levels: Create
Webb’s DOK: 4

Rubric: On its Web site (http://apcentral.collegeboard.com), the College Board provides rubrics (and student samples) for each previously-released essay prompt
**Engaging Experience 1**

**Title:** Review of the AP, synthesis essay—analyzing visual arguments and writing an essay

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*
- Write for a variety of purposes
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Evaluate and incorporate sources into researched arguments.
- Analyze images and other multimodal texts for rhetorical features.

*Supporting:*
- Demonstrate understanding and control of Standard Written English as well as stylistic
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding of the conventions of citing primary and secondary sources.

**Detailed Description/Instructions:**

**Day One:**
- Discuss our essential question: How do we think critically about the types of visual arguments that continually surround us?
- Seminar about the timed AP English Language and Composition synthesis essay: analyzing visual sources. 1.) Discuss a PowerPoint presentation, “Rhetorical Analysis of Visual Arguments.” 2.) Read an excerpt from our textbook, “Rhetorical Analysis of Visual Texts” (pp. 21-22). 3.) Analyze sample political cartoons (in groups)—present to the class an explanation of the cartoon’s central argument along with its logos, pathos, and ethos. 4.) Short quiz—display a political cartoon for analysis: central argument, logo, pathos, and ethos.

**Day Two:**
- Discuss our essential question: How can I demonstrate my understandings of argumentation on the AP, synthesis essay?
- Timed AP English Language and Composition essay—review of synthesis, the 2011 prompt about the locavore movement. Note: Be conscious to allow 15 minutes to read and annotate sources, five minutes for students to confer with one another followed by a brief whole-class Q & A session, 40 minutes to write, and additional time to read a sample scored essay.
- Read a scored essay (one that scored an 8) for the synthesis prompt—have students read it and score it, compare notes with other students, and then discuss the actual score the essay received and why.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4

**Rubric:** On its Web site ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)), the College Board provides rubrics (and student samples) for each previously-released essay prompt
Engaging Experience 1

Title: Review of rhetorical analysis—understanding complex texts—and writing an AP, rhetorical analysis essay

Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Write for a variety of purposes.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
- Use effective rhetorical strategies and techniques when composing.
- Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.

Supporting:
- Revise a work to make it suitable for a different audience.
- Demonstrate understanding and control of standard written English as well as stylistic maturity in their own writing.
- Converse and write reflectively about personal processes of composition.

Detailed Description/Instructions:

Day One:
- Discuss our essential question: Can I evaluate the effectiveness of a writer’s argument and analyze how the writer constructs his or her argument?
- Warm-up: a bit of satire from The Onion about the fast-food industry—video(s), article(s).
- Seminar about rhetorical analysis—an excerpt from Fast Food Nation: The Dark Side of the All-American Meal (2001), a book by investigative journalist Eric Schlosser that examines the local and global influence of the United States’ fast-food industry. Read and annotate the text (30 minutes) for rhetorical methods, and then discuss our observations in a seminar-style discussion—graded. Note: Beforehand, revisit the “Your Rhetorical Keystone” diagram, a visual representation of how modes of discourse, rhetorical strategies, rhetorical devices, and rhetorical techniques relate to one another.

Day Two:
- Discuss our essential question: Can I evaluate the effectiveness of a writer’s argument and analyze how the writer constructs his or her argument?
- Timed AP English Language and Composition essay—review of rhetorical analysis, the 2009 (Form B) prompt about an article, “The Indispensable Opposition,” about freedom of opinion, by Walter Lipperman.
- Read a scored essay (one that scored an 8) for the rhetorical analysis prompt—have students read the essay and score it, compare notes with other students, and then discuss the actual score the essay received and why.

Bloom’s Levels: Create; Webb’s DOK: 4; Rubric: The College Board provides rubrics

Board Approved: March 31, 2016
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

To assess students’ ability to effectively create an evidence-based argument that responds to a given topic, students should write for 40 minutes to an AP, argue-a-position prompt they’ve not seen before. Student essays should be assessed using an AP, argue-a-position rubric.

To assess students’ ability to effectively read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis, students should write for 40 minutes to an AP, synthesis prompt they’ve not seen before. Student essays should be assessed using an AP, synthesis rubric.

To assess students’ ability to effectively read a nonfiction text and analyze how the writer’s language choices contribute to his or her purpose and intended meaning for the text, students should write for 40 minutes to an AP, rhetorical analysis prompt they’ve not seen before. Student essays should be assessed using an AP, rhetorical analysis rubric.

Rubric for Engaging Scenario:
On its Web site (http://apcentral.collegeboard.com), the College Board provides prompts, rubrics, and student samples for the argue-a-position, synthesis, and rhetorical analysis essays.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
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<td>Multiple-choice section of the AP Lang exam—completing a practice test (full length)</td>
<td>Score the practice test, and then discuss AP exam scenarios—the percentage of accuracy on the multiple-choice section needed for a 3, 4, or 5. We will not have time this class period to conduct a thorough debrief for each question of the practice test. Debrief the questions next class. Debrief the multiple-choice practice test—from our previous class. Make a class set of the answer key that contains detailed explanations for each question, and then jigsaw the passages. Use the overhead projector to display the items you’d like students to address for each question for their particular passage.</td>
<td>2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Review of the AP, argue-a-position essay—writing an essay</td>
<td>Mini seminar about the timed AP English Language and Composition argue-a-position essay: read three prompts to refamiliarize ourselves with the way this prompt appears on the AP exam. Discuss any questions, concerns, or comments about the prompts. Limit this activity to about 10 minutes. Read a scored essay (one that scored an 8) for the argue-a-position prompt (display only)—have students read it and score it, compare notes with other students, and then discuss the actual score the essay received and why.</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Review of the AP, synthesis essay—analyzing visual arguments and writing an essay</td>
<td>Seminar about the timed AP English Language and Composition synthesis essay: analyzing visual sources. 1.) Discuss a PowerPoint presentation, “Rhetorical Analysis of Visual Arguments.” 2.) Read an excerpt from our textbook, “Rhetorical Analysis of Visual Texts” (pp. 21-22). 3.) Analyze sample political cartoons (in groups)—present to the class an explanation of the cartoon’s central argument along with its logos, pathos, and ethos. 4.) Short quiz—display a political cartoon for analysis: central argument, logo, pathos, and ethos. Timed AP English Language and Composition</td>
<td>2 Days</td>
</tr>
<tr>
<td></td>
<td>essay—review of synthesis, the 2011 prompt about the locavore movement.</td>
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<td>4</td>
<td>Review of rhetorical analysis—understanding complex texts—and writing an AP, rhetorical analysis essay</td>
<td>Seminar about rhetorical analysis—an excerpt from <em>Fast Food Nation: The Dark Side of the All-American Meal</em> (2001), a book by investigative journalist Eric Schlosser that examines the local and global influence of the United States’ fast-food industry. Read and annotate the text (30 minutes) for rhetorical methods, and then discuss our observations in a seminar-style discussion—graded. Timed AP English Language and Composition essay—review of rhetorical analysis, the 2009 (Form B) prompt about an article, “The Indispensable Opposition,” about freedom of opinion, by Walter Lipperman.</td>
<td>2 Days</td>
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Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.