



English Department Curriculum Guide

AP English Language and Composition

Course Description

This yearlong college course is designed to prepare students for the AP Language and Composition exam given in May of each year. While engaging in the study of rhetoric, this course will focus primarily on the reading and writing of nonfiction. Through close readings of non-fiction texts, such as *The Glass Castle*, *In Cold Blood*, *Outliers*, and *The Immortal Life of Henrietta Lacks*, students will develop a keener sense of the methods and rhetorical strategies at work in successful writing. Students will read a variety of essays from a range of historical contexts and will immerse themselves in the process of writing as they try their hands at synthesis, argument, and analysis essays. Extensive reading and writing are expected from students throughout the course. Any student who enrolls in an AP course is required to take the AP exam in May.

Grade Eleven offers students the opportunity to take English 11 CP, English 11 Honors, or AP Language and Composition. Placement in all classes is determined by performance in Grade 10. Teachers consider differentiating factors when recommending placement; differentiating factors include pace of delivery, complexity of assessment, and expectations for independent study.

Study Habits Required for Success:

1. Close reading of texts: Please expect 25-40 minutes of quiet home reading time nightly. Distraction (social media) free.
2. Use Grammarly on all written submissions.
3. Annotate texts for ease of analysis. (notes should do not include summary)
4. Make quizlets and flashcards to prepare for full text exams.
5. Stay after with the teacher to ensure expectations prior to submitting a draft.
6. Read all written work aloud to catch errors.



Content Standards, Materials, Student Products

[Curriculum Frameworks - Grade 11 ELA](#) and [AP English Language and Composition Course and Exam Description](#)

The Massachusetts Department of Elementary and Secondary Education (DESE) identifies six key knowledge and academic skills for English language arts students. In accordance, each term AP Language students will:

DESE#1: Read complex texts independently (titles vary).

1. Textbook: Ideas in Argument

- a. Speeches
- b. Letters
- c. Essays
- d. Personal Narratives
- e. Fictional Narratives
- f. Journal Excerpts
- g. Political Writings
- h. Images as Texts
- i. Editorials

2. Non-fiction

- a. *The Class Castle*
- b. *How Dare the Sun Rise*
- c. *A Long Way Gone*
- d. *On Writing*
- e. *Born a Crime*
- f. *Angela's Ashes*
- g. *The Unwanted*
- h. *Educated*

DESE #2: Writes effectively using and/or analyzing sources.

- a. Literary Analysis Writing
- b. Argument Writing
- c. Synthesis Writing

DESE #3: Builds and presents knowledge after conducting research.

- a. Drawing on multiple authoritative sources of information in multiple formats to argue a thesis, noting discrepancies and inaccuracies in research and avoiding overreliance on any one source.

DESE #3: Builds and presents knowledge after conducting research (continued).

- b. Analyzing when what is stated differs from what is really meant (e.g., in satire, sarcasm, irony, understatement, notable omission), literary significance of foundational works of American Literature and historical texts.
- c. Assessing arguments skillfully - including attention to their underlying premises; clear, coherent, convincing, and engaging.

DESE #4: Uses context to determine meaning or words and phrases.

- a. Annotates prose with a focus on syntax and rhetoric.
- b. Consideration of cultural and historical language context in language study.
- c. Reads literary criticism with an attention to mature and nuanced vocabulary.

DESE #5: Can identify, assess, interpret, describe, analyze, and explain matters of "civic" life.

- a. Reads fiction and nonfiction with maturity and respect.
- b. Considers author's tone when analyzing literature.
- c. Makes connections between fictional characters and circumstances to real world experiences/civic circumstances.

DESE #6: Have the capacity to listen and the ability to communicate in ways that are accessible to others.

- a. Participates in conversations of contrasting views with maturity and respect.
- b. Listens to peer and teacher perspectives, even those in opposition to their own, and formulate a thoughtful response.
- c. Can modulate their own verbal delivery dependent upon audience needs.



Subject: AP English Language and Composition

Units	Essential Questions
Rhetorical Situation	<ul style="list-style-type: none"> What are the components of the rhetorical situation? How does an argument demonstrate understanding of an audience's beliefs, values, or needs? How does a writer craft an introduction and conclusion appropriate to the purpose and context of the rhetorical situation? How does a writer demonstrate an understanding of an audience's beliefs, values, or needs?
Claims and Evidence	<ul style="list-style-type: none"> How does a writer identify and explain claims and evidence within an argument? How does a writer identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure? How does a writer explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives? How does a writer develop a paragraph that includes a claim and evidence supporting the claim? How does a writer craft a thesis statement that requires proof or defense and that may preview the structure of the argument? How does a writer qualify a claim using modifiers, counterarguments, or alternative perspectives?
Reasoning and Organization	<ul style="list-style-type: none"> How does a writer describe the line of reasoning and explain whether it supports an argument's overarching thesis? How does the organization of a text create unity and coherence and reflect a line of reasoning? How does a writer recognize and explain the use of methods of developments to accomplish a purpose? How does a writer develop a line of reasoning and commentary that explains it throughout an argument? How does a writer use transitional elements to guide the reader through the line of reasoning of an argument? How does a writer use appropriate methods of development to advance an argument?



Units	Essential Questions
Style	<ul style="list-style-type: none">▪ How do word choice, comparisons, and syntax contribute to the specific tone or style of a text?▪ How does a writer create, combine, and place independent and dependent clauses to show relationships between and among ideas?▪ How do grammar and mechanics contribute to the clarity and effectiveness of an argument?▪ How does a writer strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?▪ How does a writer clearly convey ideas and arguments?▪ How does a writer use established conventions of grammar and mechanics to communicate clearly and effectively?