AP Language and Composition UNIT ONE

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| Unit ONE AP Lang. Skills | AP Lang. Texts | American Lit/History Period  And CCSS | Texts | Tasks |
| 1.a Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.  2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.  3.a Reading – Identify and explain claims and evidence within an argument.  4.a Writing – Develop a paragraph that includes a claim and evidence supporting the claim. | from “Asian Men Can Jump” by Gish Jen  from “What to Do With the Kids This Summer? Put 'Em to Work” by Ben Sasse | Native Americans and European Contact  CCSS.ELA.Literacy 11-12  RL: 1, 2, 4, 5, 6  RI: 1, 5, 6  W: 1, 2, 4, 8, 9  SL: 1 | “Carrying Our Words” by Ofelia Zepeda  Iznami and Iznagi: A Creation Myth from Japan  Hindu creation story  “The World on the Turtle’s Back”  **Chief Tecumseh’s speech**  **Patrick Henry’s Speech at the Virginia Convention**  **Phillis Wheatley poem**  **“To My Dear and Loving Husband”**  **Shoshone Love Song**  **excerpt from Cabeza de Vaca** | AP writing: Identify claim; write analytical paragraph (x2)  “The World on the Turtle’s Back” inferencing  Tecumseh and Henry handout  Manifest Destiny Handout  Rhetorical Response writing  End-of-Unit MC Test  Independent Study/Blogging Challenge |

Essential Questions:

* What is an “American”?
* How is an American identity created?
* What can stories reveal about a culture and time period?
* Why have people come to America, and why do they continue to come to America?

AP Language and Composition UNIT TWO

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| Unit TWO AP Lang. Skills | AP Lang. Texts | American Lit/History Period  And CCSS | Texts | Tasks |
| 1.A   Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.  2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation  3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.  5.C Recognize and explain the use of methods of development to accomplish a purpose.  6.C Use appropriate methods of development to advance an argument. | JFK prompt  MLK/Jones prompt | Early Colonizers/Puritans  [CCSS.ELA-LITERACY.RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  [CCSS.ELA-LITERACY.RI.11-12.6](http://www.corestandards.org/ELA-Literacy/RI/11-12/6/) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  [CCSS.ELA-LITERACY.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question  [CCSS.ELA-LITERACY.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-LITERACY.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  [CCSS.ELA-LITERACY.L.11-12.5](http://www.corestandards.org/ELA-Literacy/L/11-12/5/) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | [William Bradford’s*Of Plymouth Plantation*](http://mskosinski.weebly.com/uploads/2/4/7/9/24798289/plymouthplantationpdf.pdf)  [Anne Bradstreet’s “To My Dear and Loving Husband” and “Upon the Burning of Our House”](http://mskosinski.weebly.com/uploads/2/4/7/9/24798289/puritanpoetry.pdf)  [Edward Taylor’s “Huswifery”](http://mskosinski.weebly.com/uploads/2/4/7/9/24798289/puritanpoetry.pdf)  [Jonathan Edwards’s "Sinners in the Hands of an Angry God"](http://mskosinski.weebly.com/uploads/2/4/7/9/24798289/sinners_in_the_hands_of_an_angry_god_text.pdf) | AP DCQ responses #1&2 |
| INQUIRY: US History--Hardships (unify or divide?) |
| Personal Narrative: What do you value most? |
| Vocabulary and Terms, end-of-unit Test |
| Independent Study/Blogging Challenge |

* What do we learn about acceptance from the interaction of the Native Americans and Puritans?
* What were the similarities and differences between the Native American and Puritan cultures?
* What is the relationship between literature and place?
* How does literature shape/reflect society and vice versa?
* What makes American literature *American*?

AP Language and Composition UNIT THREE

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| Unit Three AP Lang. Skills | AP Lang. Texts | American Lit/History Period  And CCSS | Texts | Tasks |
| 1.B  Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  2.B Demonstrate an understanding of an audience’s beliefs, values, or needs.  3.A Identify and explain claims and evidence within an argument.  4.A Develop a paragraph that includes a claim and evidence supporting the claim.  3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument. | “The Machine in the Garden”  “Take Away Cell Phones”  “Truisms” | An Emerging Nation/Founding Documents  [CCSS.ELA-LITERACY.RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  [CCSS.ELA-LITERACY.RI.11-12.6](http://www.corestandards.org/ELA-Literacy/RI/11-12/6/) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  [CCSS.ELA-LITERACY.W.11-12.1.A](http://www.corestandards.org/ELA-Literacy/W/11-12/1/a/) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  [CCSS.ELA-LITERACY.W.11-12.3](http://www.corestandards.org/ELA-Literacy/W/11-12/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Selection of Art Work (see handout)  Speech in the Virginia Convention: Patrick Henry Speech in the Convention  Benjamin Franklin  The Declaration of Independence: Thomas Jefferson  From the American Crisis Number 1: Thomas Paine  From the Autobiography of Benjamin Franklin  From Poor Richard’s Almanac: Benjamin Franklin | Pick one of the art pieces listed for this unit. Write a narrative which tells the story of one of these pieces. Use details from the art piece and from your independent inquiry within your story. |
| Ethos, Logos, Pathos task |
| Aphorism task and speech |
| Creative Writing: D of I to parent(s) or teacher(s) |
| Most Important sentence task—connect to current event |
| Virtues task    \*Independent Study/Blogging Challenge |

●  How did the events of the Revolution change/create the American identity?

● Are the ideas and ideals of the Revolution still relevant in the 21st century?  
● How did the outcome of the Revolutionary period affect the different segments of American society?

* What is the relationship between literature and place?
* How does literature shape/reflect society and vice versa?
* What makes American literature *American*?

AP Language and Composition UNIT FOUR

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| Unit Four AP Lang. Skills | AP Lang. Texts | American Lit/History Period  And CCSS | Texts | Tasks |
| 5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. | “Truisms”  “Hatred” | Transcendentalism  RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.  W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions | Emerson  From “Nature”  From “Self Reliance”  Thoreau  From “Civil Disobedience”  From “Walden”  Art: Transparent Eyeball by [Christopher Pearse Cranch](https://www.metmuseum.org/art/collection/search#!?q=Christopher%20Pearse%20Cranch&perPage=20&sortBy=Relevance&offset=0&pageSize=0)  “On Civil Disobedience” by Mohandas K. Gandhi | Independent Study/Blogging Challenge |
| 6.A Develop a line of reasoning and commentary that explains it throughout an argument. | Inquiry into American Romanticism; Hudson River School  <https://omekalib.bard.edu/exhibits/show/hudson-valley-sublime-romantic/what-is-american-romanticism-> |
| 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. | View and write critique: *Dead Poet’s Society* |
| 6.B Use transitional elements to guide the reader through the line of reasoning of an argument. | AP MC practice test |
| 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. | Vocabulary, Terms, and End-of-Unit test |
| 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. |  |

* What is Transcendentalism?
* Who were the Transcendentalists?
* How can we describe the mindset of a Transcendentalist?
* How can I be deliberate about my own beliefs and actions within my society?