

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

AP Language and Composition

Instructors:

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The Advanced Placement English Language and Composition course engages highly capable, motivated juniors and seniors in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students learn to analyze written texts as well as graphics and visual images and develop arguments substantiated with proper citations. Assessments are based on the AP Exam and are scored using college-level criteria. Students are asked to purchase some of the required texts for the test. In May, students are encouraged to take the Educational Testing Service AP English Language and Composition Exam. The post-secondary school to which the student is accepted determines the number of college credits for English the student has earned.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

1. **Reading Comprehension:** Read and comprehend appropriately complex literary and informational texts independently and proficiently.
2. **Reading Interpretation:** Interpret, analyze, and evaluate appropriately complex literary and informational texts.
3. **Writing Arguments:** Write clear and coherent arguments for a range of tasks, purposes, and audiences.
4. **Writing Informative and Narrative Texts:** Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.
5. **Writing Process:** Develop and strengthen writing.
6. **Writing Research:** Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
7. **Speaking and Listening: Discussion:** Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.
8. **Speaking and Listening: Presentation:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Unit 1	Close Reading and Rhetorical Awareness
Summary	The course opens with an immediate follow-up on a summer assignment, which consists of reading memoir and non-fiction works, as well as keeping a reading response journal. With a focus on purpose, students find ways to recognize what’s remarkable in a variety of non-fiction texts. They consider rhetorical context—purpose, audience, and strategies—as they focus on close reading. They study the art of rhetoric and begin annotating, accounting for purpose and context, and recognizing strategies and tactics. Students begin to analyze why writers do what they do. Students will also begin applying these skills to their own writing.
Performance Indicators	READING COMPREHENSION:

Assessed In Unit	<p>D. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL+RI.4; L.4,5,6)</p> <p>READING INTERPRETATION:</p> <p>C. Determine an author’s point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL+RI.6)</p> <p>WRITING INFORMATIVE AND NARRATIVE TEXTS:</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.2b)</p> <p>D. Establish and maintain a formal style and objective tone. (W.1d; W.2e)</p> <p>SPEAKING AND LISTENING: DISCUSSION:</p> <p>B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL.1b,c)</p>
Unit 2	Accounting for Purpose, Deepening Appreciation of Rhetorical Strategies, and Intimations of Argument
Summary	<p>During this unit, students encounter clusters of essays that are generally related by subject but are markedly different in purpose and strategies. Students write essays analyzing the rhetorical differences seen in two such clusters and deepen their skills in rhetorical analysis. Collectively, the class deepens and varies its exploration of the term rhetoric, considering definitions offered and applying them to word and image-based texts, including speeches, letters, and advertisements.</p> <p>Initially, students approach argument from a variety of angles as they deepen their appreciation. The course requires students to write in several forms about a variety of subjects (e.g., public policies, popular culture, personal experiences). Students will produce and refine their rhetorical analysis skills as well as their composition of a rhetorical analysis essay. Topics should be based on readings representing a wide variety of prose styles and genres. Students will receive regular feedback on their writing as they start to develop and understanding of the exam and the skill set needed for this course. In this way, they begin to develop a more integrated and organic understanding of words, images, rhetoric, argument, and persuasion in this unit.</p>
Performance Indicators Assessed in Unit	<p>READING INTERPRETATION:</p> <p>A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)</p> <p>B. Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact. (RL+RI.5)</p> <p>WRITING INFORMATIVE AND NARRATIVE TEXTS:</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)</p> <p>WRITING PROCESS:</p>

	<p>D. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression. (L.6)</p> <p>SPEAKING AND LISTENING: DISCUSSION:</p> <p>A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.1a)</p>
Unit 3	Understanding and Developing Argument
Summary	In this unit, students will be moving from analysis of rhetoric to deepening their analysis of argument. Students will be using this unit to analyze the strategies and successes of others' arguments as a model for their own creation. Students will participate in proper researching techniques to support their arguments as well as their critical thinking. Students will address open-ended prompts that call on their ability to support their thinking as well as compose a persuasive piece.
Performance Indicators Assessed in Unit	<p>READING INTERPRETATION:</p> <p>D. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question or solve a problem. (RL+RI.7)</p> <p>E. Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.8)</p> <p>WRITING ARGUMENTS:</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (W.1a)</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)</p> <p>WRITING RESEARCH:</p> <p>A. Collect relevant information from multiple print and digital sources. (W.8)</p> <p>C. Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (W.9)</p> <p>SPEAKING AND LISTENING: DISCUSSION:</p> <p>E. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.3; L.3)</p>
Unit 4	Understanding the Rhetoric of Cinema
Summary	Students will use their analytical skills to transfer their study of written rhetoric to visual and film rhetoric through examining documentaries and cinema that challenge students to think about purpose, strategy, and various points of view through persuasion of the filmmakers. Students will tackle controversial topics while evaluating the effectiveness of these films on their own thinking.
Performance Indicators Assessed in Unit	<p>READING COMPREHENSION:</p> <p>C. 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. (RL+RI.3)</p> <p>READING INTERPRETATION:</p>

	<p>F. Integrate information from diverse sources, including foundational U.S. documents, into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (RL+RI.9)</p> <p>WRITING NARRATIVE AND INFORMATIVE TEXTS:</p> <p>E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)</p> <p>F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d)</p> <p>SPEAKING AND LISTENING: DISCUSSION:</p> <p>D. Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems. (SL.2)</p>
Unit 5	Synthesising & Focused Preparation for the AP English Language and Composition Exam
Summary	Students will begin taking their inquiry, analysis, and persuasive writing skills to begin investigating and evaluating sources for their creating of the synthesis essay. Students will explore a number of topics to inform their thinking and become support for their stance on a given topic. Students will also be spending this time preparing for the logistics of the exam, primarily practice materials as well as conversations and discussions centered around test preparation.
Performance Indicators Assessed in Unit	<p>WRITING ARGUMENTS:</p> <p>B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)</p> <p>C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.1c)</p> <p>D. Establish and maintain a formal style and objective tone. (W.1d; W.2e)</p> <p>WRITING RESEARCH:</p> <p>B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source. (W.8)</p> <p>SPEAKING AND LISTENING: PRESENTATION: A. Develop a clear line of reasoning that addresses alternative or opposing perspectives. (SL.4)</p>
Unit 6	Assertion Journals
Summary	Assertion journals will be a course-long task that students will use to refine their analytical, critical thinking, and writing skills. Students use small readings or videos, images, quotes, or ideas to analyze, evaluate, or inspire through writing. Students will use these journals to participate in discussions, hone a particular skill or concept, as well as a resource to strengthen their writing skills through practice.
Performance Indicators Assessed in Unit	<p>READING COMPREHENSION:</p> <p>A. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2)</p> <p>WRITING INFORMATIVE AND NARRATIVE TEXTS:</p>

	<p>C. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.3)</p> <p>WRITING ARGUMENTS:</p> <p>D. Establish and maintain a formal style and objective tone. (W.1d; W.2e)</p>
Unit 7	Socratic Seminar
Summary	Students will participate in socratic seminars frequently as part of our class discussion expectations. Students will participate in sharing ideas and findings for a vast array of our materials. Students get practice developing opinions or claims, gathering support for their ideas, and exchanging their learning with others.
Performance Indicators Assessed in Unit	<p>SPEAKING AND LISTENING: DISCUSSION:</p> <p>B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL.1b,c)</p> <p>C. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.1d)</p> <p>SPEAKING AND LISTENING: PRESENTATION:</p> <p>B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (SL.4)</p> <p>D. Adapt speech to a variety of contexts and tasks. (SL.6; L.3)</p>
Unit 8	Writer's Workshop
Summary	As practice for the AP Language and Composition Exam, students will practice strategies for taking the essay portion of the exam. Students will review the rubric, strategies for annotating the prompt and accompanying texts, and strategies for taking a timed essay. Following the initial draft, students will score their work and the work of their peers, and work through the writing process to improve their writing. Writing workshops will happen over the course of the year, and will address various writing skills and techniques depending on students' needs.
Performance Indicators Assessed in Unit	<p>WRITING PROCESS:</p> <p>A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)</p> <p>B. Demonstrate command of the conventions of standard English grammar and usage when writing (L.1; L.2).</p> <p>E. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college- and career-readiness level. (L.6)</p> <p>SPEAKING AND LISTENING: PRESENTATION:</p> <p>E. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college- and career-readiness level. (L.6)</p>
<u>Summative Assessments Retake</u>	

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.