|  |
| --- |
| **COURSE DESCRIPTION:** *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:*  *-has students learn valuable and engaging ideas about themselves and about others. (Identity)*  *-covers skills/standards that support college/career preparation, creative, and personal development. (Skills)*  *-has students become smarter about academic challenges, their lives, and the world around them. (Intellect)*  *-engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)*  *-allows for access, success and support both in-school and remotely (Coherent Methodology)*  *-allows for success and support collaboratively and independently (Diverse Platforms & Methodology)* |
| This is a course in rhetoric, or the art of persuasion, or how language can be used to influence other peoples’ thoughts, feelings, and actions. In preparation for the AP English Language and Composition exam, students will read and analyze a variety of texts in order to decipher arguments, weigh their evidence, and eventually make their own arguments. Students will then support those arguments with evidence from their own reading, experiences, and observations in the world. They will learn to identify, analyze and make use of a variety of rhetorical devices and techniques that will help them to become better readers and writers. |
| **ENDURING UNDERSTANDINGS/QUESTIONS:** *Please state the most important ideas and/or questions for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality)* |
| * **What is rhetoric and how is it used in various texts** |
| * **How to use rhetoric to analyze an author's intentions** |
| * **How to construct various essays pertaining to the AP Language and Composition Test** |
| * **Strategies used to successfully complete the AP Language and Composition Test Multiple Choice section** |

|  |
| --- |
| **SPECIFIC ACADEMIC SKILLS**: *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)* |
| * **Write various essays in order to successfully complete the AP Language and Composition Test** |
| * **Recognize various rhetorical terms** |
| * **Rhetorically analyze various texts** |
| * **Successfully complete the AP Language and Composition Test** |
|  |

|  |
| --- |
| **CCL STANDARDS:** *These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list every one!* |
| * CCSS.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.11-12.1.B  Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  CCSS.ELA-LITERACY.W.11-12.1.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.  CCSS.ELA-LITERACY.W.11-12.1.E  Provide a concluding statement or section that follows from and supports the argument presented.  CCSS.ELA-LITERACY.W.11-12.2.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.  CCSS.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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)  [CCSS.ELA-LITERACY](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) READING  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-LITERACY](http://www.corestandards.org/ELA-Literacy/W/9-10/1/) WRITING  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

|  |
| --- |
| **ASSESSMENTS OF SKILLS/STANDARDS**: *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!* |
| * **Rhetorical analysis essay** |
| * **Argumentative essay** |
| * **Synthesis essay** |
| * **Multiple-choice test** |

**UNITS OF STUDY:** *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

|  |  |  |
| --- | --- | --- |
| 1. Personal Statements |  | 5.AP Exam Prep Unit |
| 2. Intro to AP Exam |  | 6. Independent Reading Unit |
| 3. If Beale Street Could Talk |  | 7. |
| 4. Short Story Unit |  | 8. |

|  |
| --- |
| **TEXTS/MEDIA:** *This is a sampling texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.* |
| Sample AP Language and Composition essays  Sample AP Language and Composition multiple choice test  *If Beale Street Could Talk* by James Baldwin  *The Veldt* by Ray Bradbury  *There Will Come Soft Rains* by Ray Bradbury  AP For All 2- Day Training Excerpts from Sample AP Test  *As Robots Replace Old Jobs, New Ones Should Be Invented*  *Artificial Intelligence May Usher in a New Golden Age*  *Robots Are Making Roads Safer and Less Congested* |

|  |
| --- |
| **COURSE RULES AND GUIDELINES:** *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to implemented both in-school and remotely, collaboratively and independently.* |
| * **Excellent attendance** |
| * **Active participation** |
| * **Respect for the learning environment** |
|  |
|  |

|  |
| --- |
| **COURSE HOMEWORK POLICY:** *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.* |
|  |