

GBCS Curriculum Guide			GRADE: 11th		SUBJECT: AP Language			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Rhetorical Analysis		Rhetorical Analysis	<p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques (NCTE 3, 9)</p> <p>Apply effective strategies and techniques in students' own writing (NCTE 5)</p> <p>Create and sustain arguments based on readings, research and/or personal experience (NCTE 7, 9, 12)</p> <p>Write for a variety of purposes (NCTE 5, 9, 12)</p> <p>Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions (NCTE 5, 8)</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings (NCTE 9, 10)</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review (NCTE 5)</p> <p>-Analyze image as text (NCTE 3)</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) RL 11-12.3</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors) RL 11-12.4</p> <p>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 RL 11-12.9</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text RI 11-12.9</p> <p>□</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed</p>	<p>Recognizing and analyzing rhetorical structures and strategies allows readers to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Recognizing rhetorical strategies and how they are used is necessary for effective communication. Readers create meaning through the analysis of rhetorical structure and style as well as personal connections to the piece.</p> <p>Multiple readings can allow for a deeper understanding of a piece.</p> <p>What makes a text complex?</p> <p>How can good writing be structured?</p> <p>How can rhetorical strategies be used?</p> <p>How does one communicate effectively with a wide variety of audiences?</p> <p>How does grammar influence rhetoric and style?</p> <p>How can rhetoric be used to persuade an audience? How can appeals to ethos, logos, and pathos improve communication?</p> <p>Why does the arrangement or organization of a piece matter?</p> <p>What is the value of analysis and recognition of rhetorical strategies when reading?</p> <p>How do readers create meaning?</p> <p>How can style - diction and syntax - affect meaning? How can writing in response to reading enable a deeper understanding of a selection?</p> <p>How does grammar influence style?</p>		<p>Rhetoric, Rhetorical Triangle, SOAP, Precise, Appeals (Ethos, Pathos, Logos), Trope, Scheme, Syntax, Anecdote, Aphorism, Sature, Sarcasm, Diction, Analogy, Inductive, Deductive, Tone/Tone shift, Complex Thesis, Purpose, Colloquial, Parallelism, Motif, Anaphora, Asyndeton, Polysyndeton, Ambiguity, Formula for essay (What, How, So What, Who Cares), Fluid incorporation of quotations, Rhetorically Accurate Verb, depth of analysis, critical thought</p>		

Argument	Argument	<p>-Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques (NCTE 3, 9)</p> <p>-Apply effective strategies and techniques in students' own writing (NCTE 5)</p> <p>-Create and sustain arguments based on readings, research and/or personal experience (NCTE 7, 9, 12)</p> <p>-Write for a variety of purposes (NCTE 5)</p> <p>-Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions (NCTE 5, 8)</p> <p>-Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings (NCTE 9, 10)</p> <p>-Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review (NCTE 5)</p> <p>-Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques (NCTE 3, 9)</p> <p>-RL.11-12.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</p> <p>-W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>-W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>-W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>-W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>-W.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>-W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>-SL.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>	<p>-When a writer writes about a topic he/she enters an ongoing conversation</p> <p>-Synthesizing what others have said before you is a necessity for full involvement in a topic</p> <p>-Valid arguments require adequate and reliable support</p> <p>-Writing prose of sufficient richness and complexity helps communicate effectively with mature readers -How can a writer use rhetorical strategies and synthesized material to advance an argument?</p> <p>-What are viable forms of support?</p> <p>-How does grammar influence rhetoric and style?</p> <p>-What are the logical fallacies and how do we avoid having them in our arguments?</p>		<p>Argument, Thesis, Claim, Reason, Warrant, Premise, Conclusion, Evidence, Examples, Topic Sentence, Fallacy, Ethos, Logos, Pathos, Rhetoric, Unsubstantiated Claim, Hypothetical, Defend, Challenge, Qualify, Scheme, Devil's Advocate, Depth, Thoroughness, Clarity, Opposition, Voice, Critical Thinking, Coherent, Prose, Formula for Thesis (They Say, I Say, So What, Who Cares)</p>		
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Synthesis		<p>Synthesis</p> <ul style="list-style-type: none"> -Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques (NCTE 3, 9) -Apply effective strategies and techniques in students' own writing (NCTE 5) -Create and sustain arguments based on readings, research and/or personal experience (NCTE 7, 9, 12) -Write for a variety of purposes (NCTE 5) -Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions (NCTE 5, 8) -Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings (NCTE 9, 10) -Demonstrate understanding of the conventions of citing primary and secondary sources (NCTE 8) -Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review (NCTE 5) -Write thoughtfully about own process of writing (NCTE 5) -Revise a work to make it suitable for a different audience (NCTE 4) -Analyze image as text (NCTE 3) -Evaluate and incorporate reference documents into researched papers (NCTE 8) <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence W CCR 1</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content W CCR 2</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W CCR 4</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach W CCR 5</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation W CCR 7</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while</p>	<p>When a writer writes about a topic, he/she enters an ongoing conversation</p> <p>Synthesizing what others have said before you is a necessity for full involvement in a topic</p> <p>Valid arguments require adequate and reliable support</p> <p>Why is synthesis of other writers' information necessary for a valid opinion?</p> <p>Why is research an integral part of reading and writing?</p> <p>How can a writer use rhetorical strategies and synthesized material to advance an argument?</p> <p>What are viable forms of support?</p> <p>How does grammar influence rhetoric and style?</p>		<p>coherent argument, soundness of discussion, articulate thesis, persuasive discussion, synthesis, legitimacy of sources, effective, adequate, quote, paraphrase, summary, thorough development, visual text, observations, evidence, critical consideration, academic argumentation, synthetic/holistic comprehension, multiperspectival inquiry, academic conversation, Formula for Thesis (They Say, I Say, So What, Who Cares)</p>		
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