



# AP Language & Composition

## Year at a Glance (YAG)

### 2021-22



[TITLE 19](#)

EDUCATION

[PART 2](#)

TEXAS EDUCATION AGENCY

[CHAPTER 110](#)

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR ENGLISH LANGUAGE ARTS AND READING

[SUBCHAPTER D](#)

OTHER HIGH SCHOOL ENGLISH LANGUAGE ARTS AND READING COURSES

RULE §110.83

Advanced Placement (AP) English Language and Composition (One Credit)

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Recommended prerequisites: English II.

(b) **Content requirements. Content requirements for Advanced Placement (AP) English Language and Composition are prescribed in the College Board Publication Advanced Placement Course Description: English, published by The College Board. This publication may be obtained from the College Board Advanced Placement Program.**

First Semester		Second Semester	
<b>1<sup>st</sup> Nine Weeks – 41 days</b> (August 16 <sup>th</sup> – October 13 <sup>th</sup> ) <i>(September 6<sup>th</sup> – Labor day – No School)</i> <i>(October 11<sup>th</sup> – Staff Development)</i>		<b>3<sup>rd</sup> Nine Weeks – 45 days</b> (January 3 <sup>rd</sup> – March 4 <sup>th</sup> ) <i>(January 17<sup>th</sup> – MLK – No School)</i>	
<b><u>Skills</u></b> 1.A, 1.B, 3.A, 4.A	<p><b>Unit One Close Reading: The Art and Craft of Rhetorical Analysis</b></p> <p>Topic: <b>Identity</b>          Big Ideas: <b>Rhetorical Situation; Claims and Evidence</b>          Skills: 1.A, 1.B, 3.A, 4.A</p> <p>In Unit 1, students engage the foundational skill framework and academic language for rhetorical analysis. Students will identify, reflect on, and write about rhetorical situations in a variety of activities.  <b>CR1</b></p> <p>Unit Two Claim, Evidence, and Commentary  <b>Topic:</b> Justice  <b>Big Ideas:</b> Rhetorical Situation; Claims and Evidence  <b>Skills:</b> 1.B, 2.B, 3.A, 3.B, 4.A, 4.B</p> <p>In Unit 2, students extend their skills in identifying and writing claim, evidence, and commentary (Skills 3.A, 4.A).</p> <p>They are introduced to the ideas of the logical appeals and begin working with explaining the “so what” of the appeals in their paragraphs (Skill 2.B).  <b>CR4</b></p> <p>Students also begin to identify and describe the overarching thesis of an argument,</p>	<b><u>Skills</u></b> 5.A, 5.B, 6.A, 6.B, 7.A, 8.A	<p><b>Unit Five Synthesizing Sources: Entering the Conversation</b></p> <p>Topic: <b>The Environment</b>          Big Ideas: <b>Reasoning and Organization; Style</b>          Skills: 5.A, 5.B, 6.A, 6.B, 7.A, 8.A</p> <p>In this unit, the big idea of style can be especially challenging because students must determine how the rhetorical situation informs the strategic stylistic choices that writers make. Assigning the corresponding <b>Topic Questions for these skill categories in AP Classroom</b> can reveal misunderstandings and guide student practice.</p> <p>Unit Six Visual Rhetoric          Topic: <b>Community</b>          Big Ideas: <b>Rhetorical Situation; Claims and Evidence; Style</b>          Skills: 1.B, 3.A, 3.B, 4.A, 4.B, 7.A, 8.A</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>Students view the Norman Rockwell painting “Freedom from Want.” They deconstruct the painting, utilizing their knowledge of rhetorical situation to deduce the elements of the rhetorical triangle, as well as anything else they can</li> </ol>
1.B, 2.B, 3.A, 3.B, 4.A, 4.B		1.B, 3.A, 3.B, 4.A, 4.B, 7.A, 8.A	



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	relating that thesis to the argument's structure (Skill 3.B), before writing thesis statements that require proof or defense, and which may preview the argument's structure (Skill 4.B).		glean from the painting, considering the painting as visual arguments (Skill 1.B).
<b>2<sup>nd</sup> Nine Weeks – 43 days</b> (October 14 <sup>th</sup> – December 17 <sup>th</sup> ) <i>(November 22<sup>nd</sup> – 26<sup>th</sup> – Thanksgiving Break)</i> <i>(December 20<sup>th</sup> – December 31<sup>st</sup> – Holiday Break)</i>		<b>4<sup>th</sup> Nine Weeks – 51 days</b> (March 7 <sup>th</sup> – May 11 <sup>th</sup> ) <i>(April 8<sup>th</sup> – Good Friday – No School)</i> <i>(April 15<sup>th</sup> – Battle of Flowers – No School)</i> <i>(May 30<sup>th</sup> – Memorial Day – No School)</i>	
<b><u>Skills</u></b>  3.A, 4.A, 5.A., 5.C, 6.A, 6.C          1.A, 2.A, 3.B, 4.B, 5.C, 6.C, 7.B, 7.C	<b>Unit Three Analyzing Arguments: From Reading to Writing</b>  <b>Topic: Pop Culture</b> <b>Big Ideas: Claims and Evidence; Reasoning and Organization</b> <b>Skills: 3.A, 4.A, 5.A., 5.C, 6.A, 6.C</b>  In Unit Three, students delve into the intricacies of argument. The big idea of reasoning and organization can be especially challenging because students must examine and understand how a line of reasoning develops in writing. Assigning the corresponding <b>Topic Questions for these skill categories in AP Classroom</b> can reveal misunderstandings and guide student practice.   <b>Unit Four Exploring Complexity in Argument: Nuance and Context</b>  <b>Topic: Sports</b> <b>Big Ideas: Rhetorical Situation; Claims and Evidence; Reasoning and Organization</b> <b>Skills: 1.A, 2.A, 3.B, 4.B, 5.C, 6.C, 7.B, 7.C</b>	<b><u>Skills</u></b>  1.A, 2.A, 3.C, 4.C, 7.B, 8.B, 8.C          1.B, 2.B, 7.A, 7.B, 8.A, 8.B          3.C, 4.C	<b>Unit Seven Research, Claims, and Citing Sources</b>  <b>Topic: Gender</b> <b>Big Ideas: Rhetorical Situation; Claims and Evidence</b> <b>Skills: 1.A, 3.A, 4.A</b> <b>Topic: Language</b> <b>Big Ideas: Rhetorical Situation; Claims and Evidence; Style</b> <b>Skills: 1.A, 2.A, 3.C, 4.C, 7.B, 8.B, 8.C</b>  <b>Unit Eight: The Rhetoric of Economics</b>  <b>Topic: Money</b> <b>Big Ideas: Rhetorical Situation; Style</b> <b>Skills: 1.B, 2.B, 7.A, 7.B, 8.A, 8.B</b>  <b>Unit Nine: Grammar as Rhetoric &amp; Style</b>  <b>Topic: Education</b>  Big Ideas: Claims and Evidence Skills: 3.C, 4.C

#### Resources

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<b>Texts CR2</b> <b>Speeches:</b> Elizabeth I Speech to Troops at Tilbury  <b>Letters and Op-Eds:</b> Benjamin Banneker's Letter to Thomas Jefferson; "Restoring Black History" by Henry Louis Gates, Jr.  <b>Essays and Book Excerpts:</b> "The Decline of Grammar" by Geoffrey Nunberg; from <i>Blooming English: observations on the roots, cultivation and hybrids of the English language</i> by Kate Burridge  <b>Biography/Autobiography:</b> "My Brother and I" by Shiva Naipaul  <b>Science and Technology:</b> Current events as applicable	<b>Texts CR2</b> <b>Speeches:</b> Nobel Prize Banquet Speech by Bob Dylan  <b>Letters and Op-Eds:</b> "How to Listen to Music" by Hua Hsu; "Why Celebrity Activism Does More Harm Than Good" by Andres Jimenez  <b>Essays and Book Excerpts:</b> <i>Hip Hop Planet</i> by James McBride; <i>Corn-Pone Opinions</i> by Mark Twain  <b>Biography/Autobiography:</b> from <i>Shadow &amp; Act</i> by Ralph Ellison  <b>Science and Technology:</b> from <i>Four Fish: The Future of the Last Wild Food</i> by Paul Greenberg  <b>Visuals:</b> <i>Myths</i> by Andy Warhol  <b>Other Texts:</b> from <i>Rights of Man</i> by Thomas Paine  <b>Texts CR2</b>	<b>Texts CR2</b> <b>Speeches:</b> 2004 Nobel Prize Lecture by Wangari Muta Maathai  <b>Letters and Op-Eds:</b> <i>From Billions to None</i> by Barry Yeoman  <b>Essays and Book Excerpts:</b> From <i>Nature</i> by Ralph Waldo Emerson; from <i>Silent Spring</i> by Rachel Carson  <b>Biography/Autobiography:</b> From <i>Walden</i> "Where I Lived and What I Lived For" by Henry David Thoreau  <b>Science and Technology:</b> A Biologist's Manifesto for Preserving Life on Earth by E.O. Wilson  <b>Visuals:</b> <i>Kindred Spirits</i> by Asher Brown Durand  <b>Other Texts:</b> 2021 Year-in-Review	<b>Texts CR2</b> <b>Speeches:</b> Madeleine K. Albright Commencement Address at Mount Holyoke College  <b>Letters and Op-Eds:</b> Abigail Adams Letter to John Quincy Adams; from Why I Am Not a Feminist: A Feminist Manifesto by Jessa Crispin  <b>Essays and Book Excerpts:</b> <i>Professions for Women</i> by Virginia Woolf  <b>Biography/Autobiography:</b> <i>Just Walk on By: A Black Man Ponders His Power to Alter Public Space</i> by Brent Staples  <b>Science and Technology:</b>  <b>Visuals:</b> <i>Chancellor Séguier at the Entry of Louis XIV into Paris in 1660</i> by Charles Le Brun



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<p><b>Visuals:</b> <i>Dodge, It's a Big Fat Juicy Cheeseburger in a Land of Tofu</i> (advertisement)</p> <p><b>Other Texts:</b> <i>Of Plymouth Plantation</i> by William Bradford; selected poems by Anne Bradstreet; The Onion, "Girl Moved to Tears by "Of Mice and Men" Cliff Notes</p> <p>Texts <b>CR2</b></p> <p><b>Speeches:</b> <i>Speech to Virginia Convention</i> by Patrick Henry</p> <p><b>Letters and Op-Eds:</b> Letters of John and Abigail Adams</p> <p><b>Essays and Book Excerpts:</b> from <i>Between the World and Me</i> by Ta-Nehisi Coates; Rules By Which a Great Empire May Be Reduced to a Small One by Benjamin Franklin</p> <p><b>Biography/Autobiography:</b> from <i>Benjamin Franklin: An American Life</i> by Walter Isaacson</p> <p><b>Science and Technology:</b> "Natural Man" by Lewis Thomas</p> <p><b>Visuals:</b> political cartoon "Join, or Die" by Benjamin Franklin</p> <p><b>Other Texts:</b> <i>Statement on United States Immigration and Refugee Policy</i> by Ronald Reagan; The Declaration of Independence by Thomas Jefferson; from <i>Our Declaration: A Reading of the Declaration of Independence in Defense of Equality</i> by Danielle Allen</p>	<p><b>Speeches:</b> 2018 Curt Gowdy Media Award Acceptance Speech by Doris Burke</p> <p><b>Letters and Op-Eds:</b> <i>The Proper Place for Sports</i> by Theodore Roosevelt; Let Athletes Be Students by Shane Battier</p> <p><b>Essays and Book Excerpts:</b> <i>The Cruellest Sport</i> by Joyce Carol Oates; from <i>How I Learned to Ride the Bicycle</i> by Frances Willard</p> <p><b>Biography/Autobiography:</b> student self-selected memoir</p> <p><b>Science and Technology:</b> from <i>Thinking, Fast and Slow</i> by Daniel Kahneman</p> <p><b>Visuals:</b> <i>The Twelfth Player in Every Football Game</i> (cartoon) by New York World</p> <p><b>Other Texts:</b></p>	<p>by Dave Barry; <i>On the Duty of Civil Disobedience</i> by Henry David Thoreau</p> <p>Texts <b>CR2</b></p> <p><b>Speeches:</b> <i>The Shared Experience of Absurdity</i> by Charlie Todd (TED Talk 2002)</p> <p><b>Letters and Op-Eds:</b> <i>Letter from Birmingham Jail</i> by Martin Luther King, Jr.; <i>How Covenants Make Us</i> by David Brooks</p> <p><b>Essays and Book Excerpts:</b> <i>Health and Happiness</i> by Robert D. Putnam</p> <p><b>Biography/Autobiography:</b> <i>Mother Tongue</i> by Amy Tan</p> <p><b>Science and Technology:</b> Small Change: <i>Why the Revolution Will Not Be Tweeted</i> by Malcolm Gladwell</p> <p><b>Visuals:</b> <i>Freedom from Want</i>, Norman Rockwell</p> <p><b>Other Texts:</b></p>	<p>Texts <b>CR2</b></p> <p><b>Speeches:</b> <i>The Atlanta Exposition Address</i> by Booker T. Washington</p> <p><b>Letters and Op-Eds:</b> <i>A Guaranteed Income for Every American</i> by Charles Murray</p> <p><b>Essays and Book Excerpts:</b> <i>A Modest Proposal</i> by Jonathan Swift; from <i>The Gospel of Wealth</i> by Andrew Carnegie</p> <p><b>Biography/Autobiography:</b> from <i>Serving in Florida</i> by Barbara Ehrenreich</p> <p><b>Science and Technology:</b> <i>The Gig Economy Celebrates Working Yourself to Death</i> by Jia Tolentino</p> <p><b>Visuals:</b> <i>Night of the Rich</i> by Diego Rivera; <i>The Panama Papers</i> by Hazel Florez</p> <p><b>Other Texts:</b> <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>Texts <b>CR2</b></p> <p><b>Speeches:</b> <i>A Talk to Teachers</i> by James Baldwin</p> <p><b>Letters and Op-Eds:</b> <i>In Defense of a Liberal Education</i> by Fareed Zakaria</p> <p><b>Essays and Book Excerpts:</b> from <i>Modern Educational Reform</i> by Voltairine de Cleyre</p> <p><b>Biography/Autobiography:</b> <i>Me Talk Pretty One Day</i> by David Sedaris</p> <p><b>Science and Technology:</b> from <i>The Cloudspotter's Guide: The Science, History, and Culture of Clouds</i> by Gavin Pretor-Pinney</p> <p><b>Visuals:</b> A Sentimental Education from Nursery School through Twelfth Grade (cartoon) by Roz Chast</p> <p><b>Other Texts:</b></p>
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