



AP Language & Composition
Year at a Glance (YAG)
2024-25



[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 Advanced (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

1st Nine Weeks – 41 days
 (August 16th – October 13th)
 (September 6th – Labor day – No School)
 (October 11th – Staff Development)

3rd Nine Weeks – 45 days
 (January 3rd – March 4th)
 (January 17th – MLK – No School)

Skills

1.A, 1.B, 3.A, 4.A

Unit One Close Reading: The Art and Craft of Rhetorical Analysis

Topic: **Identity**
 Big Ideas: **Rhetorical Situation; Claims and Evidence**
 Skills: 1.A, 1.B, 3.A, 4.A

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.
CR1

Unit Two Claim, Evidence, and Commentary
Topic: Justice

Big Ideas: Rhetorical Situation; Claims and Evidence

Skills: 1.B, 2.B, 3.A, 3.B, 4.A, 4.B

In Unit 2, students extend their skills in identifying and writing claim, evidence, and commentary (Skills 3.A, 4.A).

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).
CR4

Students also begin to identify and describe the

1.B, 2.B, 3.A, 3.B, 4.A, 4.B

Skills

5.A, 5.B, 6.A, 6.B, 7.A, 8.A

Unit Five Synthesizing Sources: Entering the Conversation

Topic: **The Environment**
 Big Ideas: **Reasoning and Organization; Style**
 Skills: 5.A, 5.B, 6.A, 6.B, 7.A, 8.A

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 **Topic Questions for these skill categories in AP Classroom** can reveal misunderstandings and guide student practice.

Unit Six Visual Rhetoric

Topic: **Community**
 Big Ideas: **Rhetorical Situation; Claims and Evidence; Style**
 Skills: 1.B, 3.A, 3.B, 4.A, 4.B, 7.A, 8.A

Activities:

1. 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 glean from



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	<p>overarching thesis of an argument, 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).</p>		<p>the painting, considering the painting as visual arguments (Skill 1.B).</p>
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<p>2nd Nine Weeks – 43 days (October 14th – December 17th) <i>(November 22th – 26th – Thanksgiving Break)</i> <i>(December 20th – December 31st – Holiday Break)</i></p>	<p>4th Nine Weeks – 51 days (March 7^h – May 11rd) <i>(April 8th – Good Friday – No School)</i> <i>(April 15th – Battle of Flowers – No School)</i> <i>(May 30th – Memorial Day – No School)</i></p>
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<p>Skills</p> <p>3.A, 4.A, 5.A., 5.C, 6.A, 6.C</p>	<p>Unit Three Analyzing Arguments: From Reading to Writing</p> <p>Topic: Pop Culture Big Ideas: Claims and Evidence; Reasoning and Organization Skills: 3.A, 4.A, 5.A., 5.C, 6.A, 6.C</p> <p>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 Topic Questions for these skill categories in AP Classroom can reveal misunderstandings and guide student practice.</p> <p>Unit Four Exploring Complexity in Argument: Nuance and Context</p> <p>Topic: Sports Big Ideas: Rhetorical Situation; Claims and Evidence; Reasoning and Organization Skills: 1.A, 2.A, 3.B, 4.B, 5.C, 6.C, 7.B, 7.C</p>	<p>Skills</p> <p>1.A, 2.A, 3.C, 4.C, 7.B, 8.B, 8.C</p> <p>1.B, 2.B, 7.A, 7.B, 8.A, 8.B</p> <p>3.C, 4.C</p>	<p>Unit Seven Research, Claims, and Citing Sources</p> <p>Topic: Gender Big Ideas: Rhetorical Situation; Claims and Evidence Skills: 1.A, 3.A, 4.A</p> <p>Topic: Language</p> <p>Big Ideas: Rhetorical Situation; Claims and Evidence; Style Skills: 1.A, 2.A, 3.C, 4.C, 7.B, 8.B, 8.C</p> <p>Unit Eight: The Rhetoric of Economics</p> <p>Topic: Money Big Ideas: Rhetorical Situation; Style Skills: 1.B, 2.B, 7.A, 7.B, 8.A, 8.B</p> <p>Unit Nine: Grammar as Rhetoric & Style</p> <p>Topic: Education</p> <p>Big Ideas: Claims and Evidence Skills: 3.C, 4.C</p>
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Resources

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p>Texts CR2</p> <p>Speeches: Elizabeth I Speech to Troops at Tilbury</p> <p>Letters and Op-Eds: Benjamin Banneker's Letter to Thomas Jefferson; "Restoring Black History" by Henry Louis</p>	<p>Texts CR2</p> <p>Speeches: Nobel Prize Banquet Speech by Bob Dylan</p> <p>Letters and Op-Eds: "How to Listen to Music" by Hua Hsu; "Why Celebrity Activism Does More Harm Than Good" by Andres Jimenez</p>	<p>Texts CR2</p> <p>Speeches: 2004 Nobel Prize Lecture by Wangari Muta Maathai</p> <p>Letters and Op-Eds: <i>From Billions to None</i> by Barry Yeoman</p> <p>Essays and Book Excerpts: From</p>	<p>Texts CR2</p> <p>Speeches: Madeleine K. Albright Commencement Address at Mount Holyoke College</p> <p>Letters and Op-Eds: Abigail Adams Letter to John Quincy Adams; from Why I Am Not a</p>



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<p>Gates, Jr.</p> <p>Essays and Book Excerpts: “The Decline of Grammar” by Geoffery Nunberg; from <i>Blooming English: observations on the roots, cultivation and hybrids of the English language</i> by Kate Burridge</p> <p>Biography/Autobiography: “My Brother and I” by Shiva Naipaul</p> <p>Science and Technology: Current events as applicable</p> <p>Visuals: <i>Dodge, It’s a Big Fat Juicy Cheeseburger in a Land of Tofu</i> (advertisement)</p> <p>Other Texts: <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 CR2</p> <p>Speeches: <i>Speech to Virginia Convention</i> by Patrick Henry</p> <p>Letters and Op-Eds: <i>Letters of John and Abigail Adams</i></p> <p>Essays and Book Excerpts:; <i>Rules By Which a Great Empire May Be Reduced to a Small One</i> by Benjamin Franklin</p> <p>Biography/Autobiography: from <i>Fire and Furor</i> by E. J. Egan</p> <p>Science and Technology: “Natural Man” by Lewis Thomas</p> <p>Visuals: political cartoon “Join, or Die” by Benjamin Franklin</p> <p>Other Texts: <i>Statement on United States Immigration and Refugee Policy</i> by Ronald Reagan; <i>The Declaration of Independence</i> by Thomas Jefferson; from <i>Our Declaration: A Reading of the Declaration of Independence in Defense of Equality</i> by Danielle Allen</p>	<p>Essays and Book Excerpts: “<i>Hip Hop Planet</i>” by James McBride; <i>Corn-Pone Opinions</i> by Mark Twain</p> <p>Biography/Autobiography: from <i>Shadow & Act</i> by Ralph Ellison</p> <p>Science and Technology: from <i>Four Fish: The Future of the Last Wild Food</i> by Paul Greenberg</p> <p>Visuals: <i>Myths</i> by Andy Warhold</p> <p>Other Texts: from <i>Rights of Man</i> by Thomas Paine</p> <p>Texts CR2</p> <p>Speeches: <i>2018 Gyrfalcons</i> by E. J. Egan</p> <p>Letters and Op-Eds: “<i>The Proper Place for Sports</i>” by Theodore Roosevelt; <i>Let Athletes Be Students</i> by Shane Battier</p> <p>Essays and Book Excerpts: “<i>The Cruellest Sport</i>” by Joyce Carol Oates; from “<i>How I Learned to Ride the Bicycle</i>” by Frances Willard; from <i>Between the World and Me</i> by Ta-Nehisi Coates</p> <p>Biography/Autobiography: student self-selected memoir</p> <p>Science and Technology: from “<i>Thinking, Fast and Slow</i>” by Daniel Kahneman</p> <p>Visuals: <i>The Twelfth Player in Every Football Game</i> (cartoon) by New York World</p> <p>Other Texts:</p>	<p><i>Nature</i> by Ralph Waldo Emerson; from <i>Silent Spring</i> by Rachel Carson</p> <p>Biography/Autobiography: From <i>Walden</i> “Where I Lived and What I Lived For” by Henry David Thoreau</p> <p>Science and Technology: “A Biologist’s Manifesto for Preserving Life on Earth” by E.O. Wilson</p> <p>Visuals: <i>Kindred Spirits</i> by Asher Brown Durand</p> <p>Other Texts: <i>2021 Year-in-Review</i> by Dave Barry; <i>On the Duty of Civil Disobedience</i> by Henry David Thoreau</p> <p>Texts CR2</p> <p>Speeches: <i>The Shared Experience of Absurdity</i> by Charlie Todd (TED Talk 2002)</p> <p>Letters and Op-Eds: <i>Letter from Birmingham Jail</i> by Martin Luther King, Jr.; “<i>How Covenants Make Us</i>” by David Brooks</p> <p>Essays and Book Excerpts: “<i>Health and Happiness</i>” by Robert D. Putnam</p> <p>Biography/Autobiography: “<i>Mother Tongue</i>” by Amy Tan</p> <p>Science and Technology: “<i>Small Change: Why the Revolution Will Not Be Tweeted</i>” by Malcolm Gladwell</p> <p>Visuals: <i>Freedom from Want</i>, Norman Rockwell</p> <p>Other Texts:</p>	<p>Feminist: <i>A Feminist Manifesto</i> by Jessa Crispin</p> <p>Essays and Book Excerpts: <i>Professions for Women</i> by Virginia Woolf</p> <p>Biography/Autobiography: “<i>Just Walk on By: A Black Man Ponders His Power to Alter Public Space</i>” by Brent Staples</p> <p>Science and Technology:</p> <p>Visuals: <i>Chancellor Séguier at the Entry of Louis XIV into Paris in 1660</i> by Charles Le Brun</p> <p>Texts CR2</p> <p>Speeches: <i>The Atlanta Exposition Address</i> by Booker T. Washington</p> <p>Letters and Op-Eds: “<i>A Guaranteed Income for Every American</i>” by Charles Murray</p> <p>Essays and Book Excerpts: <i>A Modest Proposal</i> by Jonathan Swift; from <i>The Gospel of Wealth</i> by Andrew Carnegie</p> <p>Biography/Autobiography: from <i>Serving in Florida</i> by Barbara Ehrenreich</p> <p>Science and Technology: “<i>The Gig Economy Celebrates Working Yourself to Death</i>” by Jia Tolentino</p> <p>Visuals: <i>Night of the Rich</i> by Diego Rivera; <i>The Panama Papers</i> by Hazel Florez</p> <p>Other Texts: <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>Texts CR2</p> <p>Speeches: “<i>A Talk to Teachers</i>” by James Baldwin</p> <p>Letters and Op-Eds: “<i>In Defense of a Liberal Education</i>” by Fareed Zakaria</p> <p>Essays and Book Excerpts: from <i>Modern Educational Reform</i> by Voltairine de Cleyre</p> <p>Biography/Autobiography: <i>Me Talk Pretty One Day</i> by David Sedaris</p> <p>Science and Technology: from <i>The Cloudspotter’s Guide: The Science, History, and Culture of Clouds</i> by Gavin Pretor-Pinney</p> <p>Visuals: <i>A Sentimental Education</i> from Nursery School through Twelfth Grade (cartoon) by Roz Chast</p> <p>Other Texts:</p>
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