

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	D-ENG-500AV1-K	Grade Level	9-12
Course Name	AP Language and Composition-1	# of Credits	0.5
SCED Code	01006H0.5012	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP exam and for further study in communications, creative writing, journalism, literature, and composition.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a	a. Observe hyphenation conventions.
L.11-12.2.b	b. Spell correctly
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a	a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.
L.11-12.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).
L.11-12.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently
RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	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.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
RL.11-12.2	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.11-12.3	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.11-12.4	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.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1.c	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1.d	d. 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.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

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.
W.11-12.1.a	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.
W.11-12.1.b	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.
W.11-12.1.c	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.11-12.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
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.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2.a	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; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2.b	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.11-12.2.c	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.a	a. 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.11-12.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.)
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 on page 54.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9.a	a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “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”).
W.11-12.9.b	b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1: Getting Started 1.01: Course Introduction	Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives	Describe the format of the AP Exam. Describe the skills a learner needs to have in order to pass the AP Exam. Read a piece of text and answer the questions provided about the text.

	<p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	
<p>1: Getting Started 1.02: Language Basics</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 10;</p>	<p>Recognize and describe ways in which language acts as a system.</p> <p>List at least three historical factors in the English language.</p> <p>Recognize stylistic differences in written English from different historical times.</p> <p>Recognize the stylistic characteristics of a piece of writing and use them to create your own piece of writing.</p> <p>Recognize and describe the ways in which language acts as a system.</p>
<p>1: Getting Started 1.03: Getting Started Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p>	<p>Define some terms used extensively in literature.</p> <p>Explain the significance of each key term and concept listed in context with language each lesson of this unit.</p>
<p>2: Reading Techniques 2.01: Critical Reading</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains</p>	<p>Define critical reading.</p> <p>Identify the skills and questions a critical reader asks during the</p>

	<p>standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>reading process.</p> <p>Use these skills and questions to do an assigned reading.</p> <p>Discuss a reading assignment with peers after performing a critical reading.</p> <p>Explain criteria for self-assessment and peer review.</p> <p>Perform a self-review on a piece of your own writing.</p> <p>Name three reasons for keeping a reading journal.</p> <p>Describe critical reading.</p> <p>Identify the purpose of critical reading.</p> <p>Identify different strategies that help in developing critical reading skills.</p> <p>Use critical reading skills to interpret a piece of writing.</p> <p>Describe different forms of literature such as drama, fiction, and poetry.</p> <p>Identify the various means of literary communication.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Describe the three stages involved in the writing process.</p>
<p>2: Reading Techniques 2.02: Recognizing Rhetoric</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p>	<p>Describe rhetoric in the context of language patterns.</p> <p>Describe various rhetoric devices.</p> <p>Describe the different categories of rhetorical techniques.</p> <p>Describe the use of rhetoric at</p>

	<p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>words, sentences, and essay level.</p> <p>Describe the aims and effects of using rhetoric techniques.</p> <p>Describe the various rhetoric strategies.</p>
<p>2: Reading Techniques 2.03: Rhetoric, Part 2</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Describe various rhetoric devices.</p> <p>Describe the aims and effects of using rhetoric techniques.</p> <p>Identify irony within a piece of writing.</p> <p>Describe the various rhetoric strategies.</p> <p>Describe the types of irony in literature.</p> <p>Define satire and identify a satirical writing (or identify satire within a piece of writing).</p> <p>Identify satire within a piece of writing.</p> <p>Use rhetorical techniques in a piece of writing.</p>
<p>2: Reading Techniques 2.04: Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p>	<p>Identify the purpose of critical reading.</p> <p>Identify different strategies that help in developing critical reading skills.</p> <p>Describe various rhetoric devices.</p> <p>Describe the various rhetoric strategies.</p>

	<p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Use critical reading skills to interpret a piece of writing.</p> <p>Describe the different categories of rhetorical techniques.</p> <p>Describe the aims and effects of using rhetoric techniques.</p>
<p>3: Writing Techniques 3.01: College Writing</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Identify the importance of metacognition for a college-level writer.</p> <p>Describe the structure of college writing.</p> <p>Describe the element of style in college writing.</p> <p>Identify the differences between high school writing and college writing.</p>
<p>3: Writing Techniques 3.02: Writing Mechanics, Documentation, and Citation</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>W.11-12.2, 2A-F, 4, 5, 6,</p>	<p>Identify the importance of mastering grammatical conventions.</p> <p>Identify basics elements of proper grammar.</p> <p>Describe ways to fix run-ons and comma splices in a sentence.</p> <p>Describe ways to fix agreement in a sentence.</p>

	10;	Identify ways to avoid plagiarism in a writing.
<p>3: Writing Techniques 3.03: Writing Fundamentals</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Identify tips to create a thesis in college writing.</p> <p>Identify standard parts of a paragraph that are used to explain a thesis in college writing.</p>
<p>3: Writing Techniques 3.04: The Writing Process</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Describe prewriting, writing, and revising as the steps of writing process.</p>

<p>3: Writing Techniques 3.05: Writing Techniques Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Describe the structure of college writing.</p> <p>Describe the element of style in college writing.</p> <p>Identify basics elements of proper grammar.</p> <p>Describe ways to fix run-ons and comma splices in a sentence.</p> <p>Describe ways to fix agreement in a sentence.</p> <p>Identify tips to create a thesis in college writing.</p> <p>Identify standard parts of a paragraph that are used to explain a thesis in college writing.</p> <p>Identify the importance of mastering grammatical conventions.</p> <p>Identify ways to avoid plagiarism in a writing.</p>
<p>Unit 4: Forms of Prose 4.01 Personal and Reflective Writing</p>	<p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.3, 3a-e, 4, 5, 6, 10;</p>	<p>Write a piece of personal and reflective writing.</p> <p>Describe personal and reflective writing.</p> <p>Identify the various elements of personal and reflective writing.</p> <p>Describe the factors that make personal and reflective writing different from argumentative writing.</p> <p>Describe the purpose of personal and reflective writing.</p> <p>Name the "inventor" of the personal and reflective essay.</p>

		<p>Describe the benefits of personal and reflective writing.</p> <p>Identify the rhetorical strategies used in a personal writing.</p> <p>Compare different instances of personal writing</p> <p>Analyze a piece of personal and reflective writing.</p>
<p>Unit 4: Forms of Prose 4.02: Expository Writing</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.1, 1a-e, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Define expository writing and identify its various modes.</p> <p>Recognize these modes in written documents.</p> <p>Apply one of these modes in a written document.</p> <p>Perform a self-assessment and peer review of pieces of expository writing.</p> <p>Identify the elements of expository writing.</p> <p>Describe expository writing.</p> <p>Describe comparison and contrast as the ways to present information about a topic.</p> <p>Describe classification and division as methods for structuring information presented in an expository essay.</p> <p>Describe definition of topic as a way to approach expository writing.</p> <p>Describe analysis as a method of organizing an expository essay.</p> <p>Describe various modes of expository writing.</p> <p>Write an essay using different modes of expository writing.</p>

<p>Unit 4: Forms of Prose 4.03: Analytical Writing</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 7, 8, 9, 9a, 9b, 10;</p>	<p>Define close reading and the steps necessary to perform a close reading.</p> <p>Perform a close reading of a literary text.</p> <p>Identify an example of literary analysis.</p> <p>Perform your own literary analysis using close reading skills.</p> <p>State how a single passage of text can generate multiple and valid interpretations.</p> <p>Learn the basics of crafting and writing a synthesis essay.</p> <p>Write a synthesis essay.</p> <p>Perform a self-assessment and peer review of synthesis essays.</p> <p>Identify various elements of fiction.</p> <p>Describe analytical writing.</p> <p>Define literature.</p> <p>Describe the points to be considered while writing about literature.</p> <p>Describe close reading.</p> <p>Use close reading for analytical writing.</p> <p>Describe the aims of close reading.</p> <p>Identify the steps to write a close reading essay.</p> <p>Identify the purpose of synthesis essay.</p> <p>Identify a synthesis essay.</p>
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		<p>Identify various elements of a synthesis essay.</p>
<p>Unit 4: Forms of Prose 4.04: Persuasive Writing</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.1, 1A-E, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Define persuasive writing.</p> <p>Identify different examples of persuasive writing.</p> <p>Identify three different modes of persuasive writing and the place of rhetorical techniques in persuasive writing.</p> <p>Construct a piece of writing that is persuasive to the reader.</p> <p>Assess the success of your own writing.</p> <p>Explain the difference between persuasion and argument.</p> <p>Identify logical fallacies.</p> <p>Perform a self-assessment and peer review of pieces of persuasive writing.</p> <p>Identify the use of persuasive techniques.</p> <p>Identify the use of psychological skills used by writers to persuade.</p> <p>Differentiate between persuasion and argument.</p> <p>Describe different types of persuasive communication.</p> <p>Describe various persuasive techniques.</p>
<p>Unit 4: Forms of Prose 4.05: Wrap-Up</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p>	<p>Identify the use of psychological skills used by writers to persuade.</p> <p>Identify various elements of fiction.</p> <p>Identify the rhetorical strategies used in a personal writing.</p>

	<p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>SL.11-12.1, 1a-d, 2, 3, 4, 5, 6;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Describe personal and reflective writing.</p> <p>Differentiate between persuasion and argument.</p> <p>Describe various persuasive techniques.</p> <p>Write a piece of personal and reflective writing.</p> <p>Write a synthesis essay.</p> <p>Identify the elements of expository writing.</p> <p>Describe expository writing.</p> <p>Describe various modes of expository writing.</p> <p>Identify the various elements of personal and reflective writing.</p> <p>Describe the factors that make personal and reflective writing different from argumentative writing.</p> <p>Describe the purpose of personal and reflective writing.</p> <p>Describe the points to be considered while writing about literature.</p> <p>Describe close reading.</p> <p>Use close reading for analytical writing.</p> <p>Describe the aims of close reading.</p> <p>Identify the steps to write a close reading essay.</p> <p>Identify the purpose of using persuasive techniques.</p> <p>Describe different types of</p>
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		<p>persuasive communication.</p> <p>Construct a piece of writing using the elements that can make it persuasive to the reader.</p>
<p>5: Review and Exam 5.01: AP English Language and Composition</p>	<p>Standards are reflective of the culminating exam/assessment and each unit contains standards that represent an embedded (or comprehensive) list of objectives</p> <p>L.11-12.1, 1a-b, 2, 2a-b, 3, 3a, 4, 4a-d, 5, 5a-b, 6</p> <p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10</p> <p>RL.11-12.1, 2, 3, 4, 6, 10;</p> <p>W.11-12.2, 2A-F, 4, 5, 6, 9, 9a, 9b, 10;</p>	<p>Take a 55-minute, teacher-graded test to assess your understanding of the content presented in this unit.</p> <p>Answer multiple-choice questions to assess your understanding of material from the first semester of the course.</p>