



Mountain Range High School

12500 Huron Street • Westminster, CO 80234

Office: (720) 972-6300 • Fax: (720) 972-6529

<http://www.mountainrange.adams12.org>



### AP Language and Composition

<b>School Year</b>	2020-2021	<b>Teacher Name</b>	
<b>Office</b>		<b>Website</b>	
<b>Phone</b>		<b>Blog</b>	
<b>Email Address</b>			

<b>Course Name</b>	Advanced Placement Language and Composition			
<b>Course Description</b>	This is a college-level course for students interested in intensive instruction in various modes of writing including narration, description, exposition, literary and rhetorical analysis, and argument combined with close reading of texts, largely focused on non-fiction essays. We will also examine fiction in order to explore stylistic intent and effect. The purpose of studying such a variety of texts is to critically analyze rhetoric, to understand how writers make linguistic choices to enhance meaning and achieve a desired effect.			
<b>Unit</b>	<b>Approximate Timeline of Unit</b>	<b>Primary Text(s) with Descriptions from Amazon.com and notation of mature content</b>	<b>Text(s) support students with the following assessments:</b>	<b>Targeted Date of Assessment</b>
In Unit 1, students are laying a foundation for the work throughout the year. Accordingly, they will begin with a number of foundational texts. Students will identify, reflect on, and write about rhetorical situation in a variety of activities.	15-20 Days	Written in 1948, <i>1984</i> was George Orwell's chilling prophecy about the future. And while <i>1984</i> has come and gone, Orwell's narrative is now more timely than ever. <i>1984</i> presents a "negative utopia," that is at once a startling and haunting vision of the world—so powerful that it is completely convincing from start to finish. No one can deny the power of this novel, its hold on the imaginations of entire generations of readers, or the resiliency of its admonitions—a legacy that seems to grow, not lessen, with the passage of time. Among the seminal texts of the 20th century, <i>1984</i> is a rare work that grows more haunting as its futuristic purgatory becomes more real. Published in 1949, the book offers political satirist George Orwell's nightmare vision of a totalitarian, bureaucratic world and one poor stiff's attempt to find individuality. The brilliance of the novel is Orwell's prescience	Students will read Chapter 1 in <i>Everyday Use: Rhetoric at Work in Reading and Writing</i> , which describes rhetorical situation and the rhetorical triangle. Students have completed the reading of a nonfiction over the summer. During the first two weeks of school, they will submit SOAPSTones written during the summer. Students will complete Unit 1 Choice Board.	Quarter 1
In Unit 2, students extend their skills in identifying and writing claim, evidence, and commentary (Skills 3.A, 4.A).	15-20 Day		Students read “Arm Wrestling with My Father” by Brad Manning and “Gender in the Classroom” by Deborah Tannen. Student groups use markers to identify claim, evidence, and commentary in each selection (Skill 3.A). After	Q2



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<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). Students also begin to identify and describe the 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>of modern life—the ubiquity of television, the distortion of the language—and his ability to construct such a thorough version of hell. Required reading for students since it was published, it ranks among the most terrifying novels ever written. (Sexual Content)</p> <p><i>The Devil In the White City</i> by Erik Larson intertwines the true tale of the 1893 World's Fair and the cunning serial killer who used the fair to lure his victims to their death. Combining meticulous research with nail-biting storytelling, Erik Larson has crafted a narrative with all the wonder of newly discovered history and the thrills of the best fiction. (Sexual Content, Violence)</p> <p>In <i>Heart of Darkness</i>, a literary voyage into the inner self, Joseph Conrad has written the most chilling, disturbing, and noteworthy piece of fiction of the twentieth century. (Profanity, Violence)</p> <p><i>The Hours</i> by Michael Cunningham tells the story of three women: Virginia Woolf, beginning to write Mrs. Dalloway as she recuperates in a London suburb with her husband in 1923; Clarissa Vaughan, beloved friend of an acclaimed poet dying from AIDS, who in modern-day New York is planning a party in his honor; and Laura Brown, in a 1949 Los Angeles suburb, who slowly begins to feel the constraints of a perfect family and home. By the end of the novel, these three stories intertwine in remarkable ways, and finally come together in an act of subtle and haunting grace. <i>The Hours</i> is the winner of</p>	<p>completing group work, students share their findings with the rest of the class; they use these two segments as the basis for discussing identity. Students consider how the writers drive the organization and structure of each argument (Skill 3.B). <b>CR5</b> Students will complete Unit 2 Choice Board.</p>	
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<p>In Unit 3, 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.</p>	<p>15-20 Days</p>	<p>the 1999 Pulitzer Prize for Fiction. (Sexual Content, Profanity, Violence)</p> <p>Throughout history, some books have changed the world. They have transformed the way we see ourselves - and each other. They have inspired debate, dissent, war and revolution. They have enlightened, outraged, provoked and comforted. They have enriched lives - and destroyed them. A <i>Room of One's Own</i> by Virginia Woolf is the work of a great thinker, a visionary whose ideas shook civilization, and helped make us who we are.</p> <p>In <i>Mrs. Dalloway</i>, Virginia Woolf details Clarissa Dalloway's preparations for a party of which she is to be hostess, exploring the hidden springs of thought and action in one day of a woman's life. The novel "contains some of the most beautiful, complex, incisive and idiosyncratic sentences ever written in English, and that alone would be reason enough to read it. It is one of the most moving, revolutionary artworks of the twentieth century" (Michael Cunningham). (Sexual Content, Profanity)</p> <p><i>In Cold Blood</i> - On November 15, 1959, in the small town of Holcomb, Kansas, four members of the Clutter family were savagely murdered by blasts from a shotgun held a few inches from their faces. There was no apparent motive for the crime, and there were almost no clues. As Truman Capote reconstructs the murder and the investigation that led to the capture, trial, and execution of the killers, he generates both</p>	<p>After reading several selections on identity, students divide into groups. Each group discusses and lists the elements of the rhetorical situation in one selection, as well as the primary and secondary audiences, writing their findings on the text (Skill 1.B). Groups then trade articles; they use different colored markers to identify and mark claim, evidence, and commentary in a selected paragraph from that article (Skill 3.A). Groups trade articles again; this time, they locate the thesis statement, making a judgment as to whether that statement previews the article's structure (Skill 3.B). <b>CR3 CR5</b> As a class, students discuss their findings on each article. Students then choose one of the articles to use as the basis for writing. First, students think about their impressions of the article and its implications. They then write a reaction to the article that follows these steps: A. Write a thesis statement that makes a claim about the content of the article, previewing the structure if possible (Skill 4.B). <b>CR6</b> B. Write a paragraph that demonstrates an understanding of the audience's beliefs, values or</p>	<p>Q2</p>
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<p>In Unit 4, the focus is on improving the quality, interest, and power of the argument by crafting introductions and conclusions that demonstrate a real understanding of the rhetorical situation.</p>	<p>15-20 Days</p>	<p>mesmerizing suspense and astonishing empathy. In <i>Cold Blood</i> is a work that transcends its moment, yielding poignant insights into the nature of American violence. (Sexual Content, Profanity, Violence)</p> <p>Part memoir, part exhortation for much-needed reform to the American criminal justice system, Bryan Stevenson’s <i>Just Mercy</i> is a heartrending and inspirational call to arms written by the activist lawyer who founded the Equal Justice Initiative, an Alabama-based organization responsible for freeing or reducing the sentences of scores of wrongfully convicted individuals. Stevenson’s memoir weaves together personal stories from his years as a lawyer into a strong statement against racial and legal injustice, drawing a clear line from slavery and its legacy to today’s still-prejudiced criminal justice system. (Violence, Profanity)</p> <p><i>The Sun Also Rises</i> by Ernest Hemingway is the quintessential novel of the Lost Generation, <i>The Sun Also Rises</i> is one of Ernest Hemingway’s masterpieces and a classic example of his spare but powerful writing style. A poignant look at the disillusionment and angst of the post-World War I generation, the novel introduces two of Hemingway’s most unforgettable characters: Jake Barnes and Lady Brett Ashley. The story follows the flamboyant Brett and the hapless Jake as they journey from the wild nightlife of 1920s Paris to the brutal bullfighting rings of Spain with a motley group of</p>	<p>needs (Skill 2.B) by utilizing claim, evidence, and commentary (Skill 4.A). Students will complete Unit 3 Choice Board.</p> <p>Students read and annotate “The Case for Working with Your Hands” by Matthew Crawford, marking the text for claim, evidence, and commentary (Skill 3.A). They then write and compare claims made by Crawford within the text, making a bullet-point list of evidence to support at least three claims (Skill 3.A). Students prepare a chart or short video that describes Crawford’s line of reasoning in the article; they explain</p>	<p>Q2</p>
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<p>In Unit 5, students must determine how the rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>15-20 Days</p>	<p>expatriates. It is an age of moral bankruptcy, spiritual dissolution, unrealized love, and vanishing illusions. First published in 1926, <i>The Sun Also Rises</i> helped to establish Hemingway as one of the greatest writers of the twentieth century. (Sexual Content, Profanity, Violence)</p> <p><i>The Things They Carried</i> by Tim O'Brien is a classic work of American literature that has not stopped changing minds and lives since it burst onto the literary scene, a ground-breaking meditation on war, memory, imagination, and the redemptive power of storytelling. <i>The Things They Carried</i> depicts the men of Alpha Company: Jimmy Cross, Henry Dobbins, Rat Kiley, Mitchell Sanders, Norman Bowker, Kiowa, and the character Tim O'Brien, who has survived his tour in Vietnam to become a father and writer at the age of forty-three. Taught everywhere—from high school classrooms to graduate seminars in creative writing—it has become required reading for any American and continues to challenge readers in their perceptions of fact and fiction, war and peace, courage and fear and longing. <i>The Things They Carried</i> won France's prestigious Prix du Meilleur Livre Etranger and the Chicago Tribune Heartland Prize; it was also a finalist for the Pulitzer Prize and the National Book Critics Circle Award. (Sexual Content, Profanity, Violence)</p> <p><i>Much Ado About Nothing</i> by William Shakespeare is the story of Leonato, an Italian nobleman, his daughter, Hero, and his niece, Beatrice. Following a war Leonato welcomes into his</p>	<p>how the line of reasoning supports his argument's overarching thesis, as well as the method of development used to create the argument (Skills 5.A, 5.C). Students then write a thesis statement and a paragraph using claim, evidence, commentary in which they describe the effect of Crawford's arguments (Skill 4.A). <b>CR5 CR6 CR7 CR8</b> Students will complete Unit 4 Choice Board.</p> <p>1.Students read and listen to President Roosevelt's Fireside Chat #4, "On Economic Progress." They then read "Dear Mrs. Roosevelt: Cries for Help from Depression Youth" by Robert Cohen. This text is a springboard for classroom discussion about the economic concerns that impacted teens during the 1930s versus the economic realities that impact high school students today. After discussing the economic issues faced during the Depression, they research one current economic issue faced by youth today. Students must find a minimum of four sources; one must be an interview and one must be a visual source. After completing their research and analyzing the source information, students write an argument that develops a position on the role that state and local governments should play in eliminating negative economic factors for U.S. teenagers. The essay includes a clear thesis and the development of a line of</p>	<p>Q3</p>
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<p>In Unit 6, students will recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement and line of reasoning based on a pool of evidence that is fairly consistent, and then the teacher should introduce contradictory evidence that requires the students to revise their thesis statements to account for it.</p>	<p>15-20 Days</p>	<p>house Don Pedro, his good friend; fellow soldiers of Don Pedro, Claudio and Benedick; as well as Don Pedro's illegitimate brother, Don John. Quickly amorous relations develop between Claudio and Hero and later between Benedick and Beatrice. As wedding plans are being made for Claudio and Hero, Don John tricks Claudio into believing that Hero has been unfaithful. The wedding bliss is briefly interrupted until the truth is finally discovered and the play ends in a joyful double wedding. (Sexual Content, Profanity)</p>	<p>reasoning and commentary to support the reasoning (Skill 6.A). Students choose an appropriate method of development in which to present their argument, depending on the information gathered (Skills 4.A, 6.C). The argument must also synthesize at least three of the sources, including the visual. <b>CR6 CR8 CR11</b> Students will complete Unit 5 Choice Board.</p> <p>Students read “The Serpents of Paradise” from <i>Desert Solitaire</i>, annotating for rhetorical situation, anthropomorphism, allusions, and diction choices (Skill 1.A). Students also read Henry David Thoreau’s “Where I Lived and What I Lived For,” annotating for the same categories. Students then choose one of these pieces as the subject of study. They identify and describe the overarching thesis, as well as the use of claim, evidence, commentary. Using Toulmin as a model, they write an analytical thesis statement that requires proof and previews the structure of the argument (Skills 3.B, 4.B). <b>CR5 CR6</b> Students then write an introduction and conclusion to an essay on one of these pieces, paying particular attention to the method of development used by the author or speaker (Skills 2.A, 5.C). <b>CR4 CR7</b></p>	<p>Q3</p>
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<p>In Unit 7, students should continue practicing revising claims (and sometimes overarching thesis statements that account) to account for nuance, complexity, and contradictions. This unit also includes an understanding of how design and punctuation contribute to a writer's purpose.</p>	<p>15-20 Days</p>		<p>During the writing of the synthesis research papers, students discuss outlines with peers and brainstorm arguments and counterarguments, conference individually with the teacher after completion of the first draft, edit for language and syntactical choices, rewrite incorporating feedback, and publish a final product (Skill 8.A). After completing the process, students write a reflection on the task, addressing their understanding of the metacognitive process. CR13 Students will complete Unit 6 Choice Board.</p> <p>1.Students choose one selection from this list: "School" by Kyoko Mori; "Shanghai Schools' Approach Pushes Students to Top of Tests" by David Barboza; "I Know Why the Caged Bird Cannot Read" by Francine Prose. Students annotate the selection for claim, evidence, commentary (Skill 3.A). They note the overarching theme of the selection, as well as the indications showing the argument's structure (Skill 3.B). They outline the use of word choice, comparisons, and syntax to discover the relationship between these elements and the style or tone of the piece (Skill 7.A). CR9 Students then write an analysis of that selection. They write a thesis statement requiring proof</p>	<p>Q3</p>
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<p>Unit 8 and Unit 9 are designed for teachers to focus on standards and skills not yet mastered by students.</p>	<p>30-40 Days</p>		<p>and previewing the structure of the argument (Skill 4.B). Then, they write two to four paragraphs that utilize claim, evidence, commentary to analyze the style and organization of the selection (Skill 4.A). CR6 As they write, students use strategically chosen words, comparisons, and syntax to convey a specific tone or style; they may choose to echo or imitate the style or tone of the original piece (Skill 8.A). CR10 2.Students will read “Me Talk Pretty One Day” by David Sedaris and “Superman and Me” by Sherman Alexie. They write a comparison/contrast essay that addresses the style, diction choices, organization, comparisons, and syntax used by each author (Skill 7.A). In their own writing, they use strategically chosen words, comparison, and syntax to convey their own tone or style to the argument (Skill 8.A). CR9 Students will complete Unit 7 Choice Board.</p> <p>1.Students read “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan. They then view the TED Talk, “How Language Shapes the Way We Think” by Lera Boroditsky. In groups, they consider the rhetorical situation for both the essay and the TED Talk (Skill 1.A); and explain the manner in which both authors qualify their claims, using modifiers, counterarguments, and</p>	<p>Q4</p>
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			<p>alternate perspectives (Skill 3.C). They then discuss and explain the authors' uses of independent and dependent clauses to show relationships between and among ideas (Skill 7.B), as well as the contribution made by grammar and mechanics to the clarity and effectiveness of each argument (Skill 7.C).</p> <p>2.Students react to "Use It or Lose It: Why Language Changes Over Time" by Nikhil Swaminathan or "How Language Shapes the Way We Think" by Lera Boroditsky by writing a claim about one of the selections. They write a cogent introduction to an essay in which they make a claim and then qualify it, using modifiers, counterarguments, or alternate perspectives. The sentences in their essay should clearly convey their ideas and arguments; they use the established conventions of grammar and mechanics to communicate clearly and effectively (Skills 2.A, 4.C, 8.B, 8.C). CR10</p>	
<p>Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.</p>				

**For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives:**

*(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)*

- Amazon book reviews: [www.amazon.com](http://www.amazon.com)
- Goodreads.com: [www.goodreads.com](http://www.goodreads.com)
- Common Sense Media: [www.common Sense Media.org](http://www.common Sense Media.org)
- Kirkus Reviews: <https://www.kirkusreviews.com>
- Thriving Family--A Focus on the Family publication: [www.thrivingfamily.com/family/Media.aspx](http://www.thrivingfamily.com/family/Media.aspx)



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Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment
Fiction/Non-fiction	College Level Expectations/1,2,3,4	Year-long	Each Quarter
Argument	College Level Expectations/1,2,3,4	Year-long	Each Quarter
Synthesis	College Level Expectations/1,2,3,4	Year-long	Each Quarter
Rhetorical Analysis	College Level Expectations/1,2,3,4	Year-long	Each Quarter

Grading Scale		Grade Percentages/Weights	
<b>A</b>	90-100	<b>Writing</b>	<b>40%</b>
<b>B</b>	80-89	<b>Reading</b>	<b>30%</b>
<b>C</b>	70-79	<b>Language</b>	<b>20%</b>
<b>D</b>	60-69	<b>Practice</b>	<b>10%</b>
<b>F</b>	59 or below	*Weekly progress grades are posted at <a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a>	

Assessment/Practice Proficiency Levels	
<b>4</b>	Advanced Understanding of the Standard
<b>3</b>	Meets the Standard
<b>2</b>	Approaches the Standard
<b>1</b>	Does not Meet the Standard
<b>M</b>	Missing

General Expectations
<ul style="list-style-type: none"> <li>Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.</li> <li><b>Summative: 90%</b> Summative measures of achievement are taken when unit mastery is expected.</li> <li><b>Formative: 10%</b> Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Assessments will be graded based on teacher/district/state rubrics.</li> <li>On group projects, students will receive a grade for individual work and a group grade.</li> <li>Grades are based on achievement of Content Standards and Grade Level Expectations.</li> </ul>

Students are held to the Academic Integrity Policy for Mountain Range High School.