

AP Language and Composition Syllabus

➤ Mr. Routh, Randleman High School

AP English Language Course Overview:

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. (2019 *The College Board*).

AP Course Goals:

According to the guidelines promoted by The College Board, students should be able to do the following upon completion of this course:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research and/or personal experience;
- 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;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

(For a complete description of the AP Composition course and the exam, visit <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>).

English III Overview:

In addition to the AP English Language and Composition objectives, this course will cover English III Common Core standards as adopted by the state of North Carolina. English III is an in-depth study of U.S. literature and literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century, with at least one Shakespearean play included in the curriculum. Students in English III analyze U.S. literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis on English III is critical analysis of texts through reading, writing, speaking, listening, and visual media. In addition, students will:

- relate the experiences of those representing other cultures and time periods in U.S. history to their own;
- research the diversity of American experience;
- examine relationships between past and present;
- build increasing sophistication in defining issues and using argument effectively;
- create products and presentations which maintain standard conventions of written and oral language;
- demonstrate increasing insight and reflection to print and non-print text through personal expression;
- inform an audience by using a variety of media to research and explain insights into language and culture;
- examine argumentation and develop informed opinions;
- critically analyze text to gain meaning, develop thematic connections, and synthesize ideas;
- interpret and evaluate representative texts to deepen understanding of literature of the United States; and
- apply conventions of grammar and language usage.

(For more information regarding Common Core standards and objectives, refer to <http://www.dpi.state.nc.us/curriculum/languagearts/scos/2004/>).

Class Features:

The English III/AP English Language class requires students to acquire and use a rich vocabulary, to appropriately use Standard English grammar, and to understand the importance of diction, syntax, and other rhetorical strategies in an author's style. Therefore, students are expected to develop the following through reading, discussion, and writing assignments:

- daily outside reading;

- Cornell-style note-taking;
- weekly vocabulary study and application, comprised of words from central chosen texts, terms and strategies from studies of rhetoric, argument, and synthesis writing, and ACT/SAT suggested words;
- a study of grammar and sentence structure, including the proper use of subordination and coordination;
- quick and timed writes, which are self-, peer-, and teacher-scored;
- through teacher instruction and feedback, offered both before and after students draft and revise an assigned work, to create a development of logical organization, enhanced by techniques such as rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis;
- assisted by teacher instruction and feedback, a developing use of rhetoric in their writing, with focus on controlling tone and voice, and achieving appropriate emphasis through diction and sentence structure;
- a balance of generalization and specific illustrative detail in writing and a wide-ranging vocabulary used appropriately and effectively, aided by teacher feedback and instruction provided both before and after student revision;
- student-teacher writing conferences, scheduled at specified dates by teacher throughout the school year and upon student request;
- polished essays demonstrating proof of the revision process;
- sample AP essay writing exercises, along with multiple choice exercises assessing rhetorical skills;
- frequent class discussions and high-level Socratic seminars;
- small group and interactive writing exercises, fueled by peer- and teacher-assisted instruction;
- intensive journaling, focusing on the specific skills being taught during each unit;
- response journal writings from teacher-selected prompts;
- analysis of multi-media productions and presentations; and
- analysis of film and other visual text studies.

Writing: Students will write frequently and extensively throughout this course. They will be expected to write critically, employing original thinking. Through the writing process, students will learn to expand and use academic diction, increase clarity, effectively use rhetorical strategies, and craft a thesis. Students will write argumentative and synthesis essays, literary and rhetorical analysis essays, personal narratives, expository essays, and a research paper requiring five or more sources at a length of 5-7 pages.

Formal Essays: Students will be required throughout the course to complete a variety of revisions that culminate into final, formal essays. The revision and editing process must accompany each final draft for full credit. All formal essays will require peer edits and teacher conferencing before final product submission. Formal essays will be scored using the 6-point AP English Language rubric used by The College Board.

In-Class Timed Essays: Students will be required to write in-class timed essays to AP style prompts. Each essay will be peer-, self-, and/or teacher-scored.

Synthesis/Inquiry Writing: Students will be required to choose appropriate topics, gather reputable sources, and create a multi-media presentation, speech, and/or writing. The project will be evaluated based on peer-, self-, and/or teacher assessment.

AP Exam Preparation: Students will work with sample multiple-choice passages from released tests and other sources. This work will be completed independently, in small groups, and as a class as students become familiar with the AP Language testing format. Students will also review, evaluate, and score sample essays from released AP tests.

Journaling: Students will be required to keep a journal for use inside and outside of class. The journal will be used for personal writing as well as a practice of rhetorical analysis, timed prompt responses, critical analysis, argumentative and synthesis writing, vocabulary study, and Cornell note-taking, all dictated by the unit and the goals and objectives of that particular study.

Visual Images, Film: After initial instruction on how graphics and visual images both relate to written texts and serve as alternative forms of text themselves, students will be asked to analyze a variety of graphics, ads, photos, paintings, film clips, etc., that tie in to similar written texts offered in each unit.

Grading Components:

40%: Major writings and comprehensive summative tests, assessing the skills learned at the conclusion of each unit, as well as the research paper required for English III

30%: Class work and homework, including journaling, essay writing and analysis, and rhetorical multiple-choice exercises

25%: The quiz category, which includes vocabulary and grammar assessments, as well as reading comprehension checks

5%: A participation grade, primarily focused on student involvement in class- or small group-oriented discussions and activities, as well as proper behavior and attention during in-class instruction

Late Work and Academic Dishonesty:

It is the student's responsibility to know when assignments are due and to complete the work on time; no late work will ever earn full credit. Deadlines will be strictly enforced. Academic dishonesty and/or plagiarism on an assignment earn a zero and a parental contact. A second offense results in office referral, and additional offenses could result in course failure.

Materials Needed:

- Four-subject notebook, used for in-class work and homework, and brought to class daily
- USB flash-drive
- Pencils
- Ink pens (black only for writing, although another color will be designated for each group for editing purposes)
- Highlighters (several colors, for annotating and editing purposes)
- Other materials to later be designated for required projects

Classroom Expectations:

- For this college-level class, students should be committed to spending three to five hours on homework each week.
- Students will be responsible for reading anchor texts outside of class, taking appropriate notes, answering assigned questions, and preparing for class discussions and comprehension assessments by the specified dates.
- Students should be to class on time, respectful of teacher, peers, and classroom property, and ready to participate.
- Primary texts, current works being studied, notebook, handouts, and pen/pencil should be brought to class daily unless otherwise instructed.
- Deadlines will be strictly enforced. Unless otherwise approved, no late work will receive full credit, and arrangements to turn in any work past the scheduled deadline must be orchestrated through the teacher.
- Discussion and collaboration are essential elements in this class. Cooperation and participation will be graded like other more tangible assignments, with teacher feedback given to those who aren't meeting expectations.

Textbooks and Teacher Resources:

- **AP Classroom:** With the introduction of AP classroom just prior to the beginning of the 2019-2020 school year, along with revisions and fine-tuning that followed after the introduction, it is very difficult at this time to know exactly how the materials and opportunities afforded by AP Classroom will be incorporated fluidly into the curriculum. At this point in time, in January of 2020, teachers have yet to see what a revised

multiple choice test will look like. Since that is a major change in the AP Exam format beginning in 2020, along with the grading rubrics for essays, those tools may not be represented in the classroom syllabus with the same significance that they will eventually play in the future. For the present, it's simply a matter of preparing AP Language students for the final exam as thoroughly as possible with the tools available.

- *The American Experience*. Penguin Edition. Prentice Hall. 2006.
- Shea, Renee, Lawrence Scanlon and Robin Dissin Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. Boston: Bedford/St. Martin's. Second Edition. 2013.
- McCuen-Metherell, Jo Ray and Anthony C. Winkler. *Reading for Writers*. 15th Edition. Boston: Cengage Learning. 2016.
- Hacker, Diana and Nancy Sommers. *Rules for Writers*. Seventh Edition. Boston: Bedford/St. Martin's. 2012.
- Kolln, Martha and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. Seventh Edition. New Jersey: Prentice Hall. 2013.
- Swovelin, Barbara V. *CliffsNotes: AP English Language and Composition*. 4th Edition. New York: Houghton Mifflin Harcourt. 2012.
- Dean, Nancy. *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone*. Montana: Maupin House Publishing. 2000.

2019-20 Class Overview

The 2019-2020 English III/AP Language and Composition class will be divided into three primary sections revolving around rhetorical analysis, argumentation, and synthesis writing. English III will be featured in the first two sessions, culminating in a MLA research paper that will be completed during the latter stages of the second session. Following is an overview that outlines the emphasis of each section of AP English, providing the basis for a pacing timeline that allows for adequate coverage of the extensive amount of curriculum that makes up the English II/AP Language and Composition class.

Unit 1: Introduction to AP Language and Rhetorical Analysis

Anchor Texts: *The Crucible*, by Arthur Miller, and *The Awakening*, by Kate Chopin

Topics and process for Unit 1:

- Introduction to AP Language and Composition and classroom expectations

- Introduction to AP Language Exam, including both the multiple choice and free-response questions sections, and the course structure to reach intended goals
- Introduction to AP Classroom and its role in reaching intended goals
- Autobiographical “Selfie” Project
- Reading Quizzes centered around anchor texts throughout the school year to enhance reading, vocabulary, plot structuring, analytical, and high-level critical-thinking skills (students will read and do in-depth and critical analysis of five books over the course of the school year, with daily reading making the students responsible for content in classroom exercises, discussions, and assessments)
- Introduction to Rhetorical Terms Vocabulary Unit with timeline, with formative assessments over the following five weeks to address various literacy terms
- Examination and modeling of Rhetorical Triangle
- Rhetorical Situations role-playing
- Examination and modeling of SOAPStone Tool
- Annotation and SOAPStone of “Lou Gehrig Farewell Speech,” followed by group and teacher-led discussions
- Annotation and SOAPStone of “Our Barbies, Ourselves,” by Emily Prager, followed by group and teacher-led discussions
- Introduction to Rhetorical Appeals: Logos, Ethos, and Pathos
- Role-playing by students using the Rhetorical Appeals
- Identifying Rhetorical Appeals in visual and commercial products
- Annotation of “Bush 9/11 Speech” to identify logos, ethos, and pathos, followed by group and teacher-led discussions
- Formative Appeals Assessment to measure understanding
- Introduction to Thesis Formation for Rhetorical Analysis Essay, with teacher modeling and follow-up practice by students
- Students annotate, SOAPStone, and write thesis for “The Black Table,” by Lawrence Otis Graham, followed by group and teacher-led discussions, as well as presentation of student-created theses on Smart Board for examination and feedback
- Watch Rhetorical Modes PowerPoint, followed by identifying different modes in textual examples

- Students write their own expository texts, incorporating assigned rhetorical mode
- Introduction to “Style” and Style Analysis, illustrated through clothing choices by students
- Handouts of Rhetorical Analysis Tools and classroom discussion of each, along with modeling by teacher
- Individual Formative Assessments on skills addressed in Unit 1 of AP Classroom
- AP Classroom Unit 1 MCQ Progress Check (by computer) and FRQ (by paper)
- Introduction to Tone, accompanied by handouts on Tone Words and Connotations
- Role-playing exercise by students reading script, utilizing different tones
- Summative Assessment on Rhetorical Terms Vocabulary
- Practice PSAT Reading and Grammar tests for upcoming school-sponsored assessments
- Introduction to Tone Words Vocabulary Unit with timeline, highlighted by formative assessments over the following five weeks
- Teacher models construction of Rhetorical Analysis Paragraph through lecture, examples, and study guides
- Students begin practice of Rhetorical Analysis Paragraphs with visual products by addressing Details, with subjects including Leonardo da Vinci’s “Grotesque Portraits” and the photograph “Pfc. Alan Jermaine Lewis, 23,” by Nina Berman
- Using handouts and examples as guides, students edit and offer feedback on classmates’ theses statements and paragraphs
- Students given handouts with superior thesis statements and paragraphs by classmates
- Introduction of the use of Diction in a Rhetorical Analysis Essay, with “Voice Lessons” exercise and discussion centered around product names
- Classroom discussion on Political Cartoon 1 and how diction and detail help dictate tone and purpose
- Students write Rhetorical Analysis Paragraph on Political Cartoon 2, addressing diction and detail, and then exchange paragraphs with classmates for editing purposes
- Students annotate, SOAPStone, create thesis statements, and write Diction Paragraph on “The Wife-Beater,” by Gayle Rosenwald Smith

- Examples of thesis statements and paragraphs are shown and discussed on Smart Board, as well as distributed to students (this exercise is continued through the introduction of each new device addressed in Rhetorical Analysis)
- Students annotate, SOAPSTone, create thesis statements, and write Diction Paragraph on “I am a Cripple,” by Nancy Mairs
- Introduction of the use of Figurative Language in a Rhetorical Analysis Essay, with “Voice Lessons” exercise, followed by handouts of figurative language terms to be addressed
- Students in small groups define list of figurative language terms and submit examples that will later be used as review before a Summative Assessment
- Students annotate, SOAPSTone, create thesis statements, and write Figurative Language Paragraph on “John Smith Letter to Queen Anne”
- Formative Assessment on Figurative Language Terms to identify weaknesses, followed by Summative Assessment after targeted review
- Introduction of the use of Imagery in a Rhetorical Analysis Essay, with “Voice Lessons” exercise, followed by writing about favorite foods of students, without naming them, by using strong imagery
- Teacher introduces the use of two rhetorical devices within the same paragraph through modeling and examples
- Students annotate, SOAPSTone, create thesis statements, and write Imagery and Figurative Language Paragraph on Jonathan Edwards sermon “Sinners in the Hands of an Angry God”
- Individual Formative Assessments on skills addressed in Unit 2 of AP Classroom
- AP Classroom Unit 2 MCQ Progress Check (by computer) and FRQ (by paper)
- Introduction of the use of Syntax in a Rhetorical Analysis Essay, with “Voice Lessons” exercises and Smart Board analysis of “Paradox of Our Age”
- Distribute handouts of Basic and Advanced Syntax Terms, with which students write definitions and compose examples, followed by classroom discussion and review
- Students annotate, SOAPSTone, create thesis statements, and write Syntax and a Second Device of student’s choosing in a paragraph on “The Death of Benny Paret,” by Norman Mailer
- Students practice basic syntax with Syntax Scavenger Hunt, as well as take Advanced Syntax Practice Test for review

- Students annotate, SOAPSTone, write thesis statements, and write Syntax and Diction Paragraph incorporating the identification of a tone shift and the use of two tones in Elie Wiesel’s “We Choose Honor” speech
- In preparation for writing entire Rhetorical Analysis Essays, students annotate, SOAPSTone, write thesis statements, outline essay with chosen devices, and choose evidence for rhetorical analysis essay for the text “I Want a Wife,” by Emily Prager
- In groups, students discuss and critique choices made, followed by teacher-led classroom discussion and modeling
- In preparation for writing entire Rhetorical Analysis Essays, students annotate, SOAPSTone, write thesis statements, outline essay with chosen devices (one of which must be irony), and choose evidence for rhetorical analysis essay for the “The War Prayer,” by Mark Twain
- In groups, students discuss and critique choices made, followed by teacher-led classroom discussion and modeling

Unit 2: Rhetorical Analysis Essay Assessments and Introduction to Argumentation

Anchor Texts: *Of Mice and Men*, by John Steinbeck, and *Othello*, by William Shakespeare
Topics and Process for Unit 2:

- Individual Formative Assessments on skills addressed in Unit 3 of AP Classroom
- AP Classroom Unit 3 MCQ Progress Check (by computer) and FRQ (by paper)
- Syntax Summative Assessment
- Multiple Choice Formative Assessment from 2016 AP Practice Exam, comprised of one text, 15 questions, and a 15-minute time limit
- In preparation for writing entire Rhetorical Analysis Essays, students annotate, SOAPSTone, write thesis statements, outline essay with chosen devices, and choose evidence for Question 2 text on 2016 AP Exam
- In groups, students discuss and critique choices made, followed by annotation and discussion of student samples from 2016 Exam
- Students write Rhetorical Analysis #1, Question No. 2 from the 2017 AP Exam

- Introduce Argumentation, including the similarities and differences with Rhetorical Analysis, the contrast between argument and persuasion, and a review of the rhetorical appeals and the importance of logos to argumentation
- Distribution handout with words all linked to argumentation, with students' responsibility to compose working definitions for them as the unit progresses
- Using handout and teacher lecture as springboard, students discuss properties of syllogism and practice on determining whether given samples are valid and/or sound
- Students participate in interactive exercise, moving to different corners of the room according to whether they feel the given sample is valid and/or sound; in those corners, students discuss why they have chosen that response and are given opportunity to change choices
- Students write two of their own syllogisms, one topic provided by teacher and the other of their choosing, and then have another classmate check it for accuracy
- Students are given at least three rhetorical analysis essays #1 written by their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2017 Question 2 Prompt
- Using handout and teacher lecture as springboard, students discuss properties of inductive and deductive reasoning
- After having students collaborate on an inductive argument together on the Smart Board, each student must compose his or her own and have a classmate check it for accuracy
- Students receive Rhetorical Analysis Essay #1 back with feedback from teacher and classmates, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation
- In groups of two with a specified time limit, students answer multiple choice questions from 18th-Century Texts to prepare for the AP Exam
- Multiple Choice Formative Assessment from 2016 AP Practice Exam, comprised of one text, 15 questions, and a 15-minute time limit
- Students write Rhetorical Analysis #2, Question No. 2, from the 2018 AP Exam
- Students are given at least three Rhetorical Analysis Essays #2 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric

- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2018 Question 2 Prompt
- Individual Formative Assessments on skills addressed in Unit 4 of AP Classroom
- AP Classroom Unit 4 MCQ Progress Check (by computer) and FRQ (by paper)
- Working in groups, students are given a list of logical fallacies that will be addressed during this unit, and students are responsible for writing working definitions, as well as two examples of each fallacy, one of which is given to the teacher for a later assessment review
- Students participate in interactive exercise, moving to different corners of the room in accordance with identifying logical fallacies provided by teacher; in those corners, students discuss why they have chosen that response and are given opportunity to change choices
- Working in pairs, students are given two examples of each logical fallacy, first one deemed challenging and the second less difficult, to gauge the understanding of the students
- Students receive Rhetorical Analysis Essay #2 back with feedback from teacher and classmates, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation
- Students take Practice Logical Fallacies Assessment, followed by classroom discussion and targeted review
- Students take Summative Logical Fallacies Assessment
- Through handouts, lecture, and modeling, students are introduced to the Classical Aristotelian Model of Argumentation
- In groups, students take provided outlines of Aristotelian Argument and are given six sources to read, to annotate, and to incorporate into the outline form
- Student groups exchange Aristotelian Arguments with another group and receive feedback, followed by teacher-led time of discussion and questions
- Multiple Choice Formative Assessment from 2016 AP Practice Exam, comprised of one text, 15 questions, and a 15-minute time limit (this will complete the three-part assessment that comprises one entire AP test with emphasis on speed and pacing; students will be given back their responses so they may go back over the questions that they missed)

- Students write Rhetorical Analysis #3, Question No. 2, from the 2019 AP Exam
- Students are given at least three Rhetorical Analysis Essays #3 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2019 Question 2 Prompt
- Students do back-to-back interactive exercise responding to facts about argumentation and whether they are true and false, with results tabulated for matching correct responses
- With modeling, examples and teacher-led lecture, students are introduced to concession and refutation
- Using the text “Bilingualism in America: English Should be the Official Language,” by S. I. Hayakawa, students annotate, identifying the author’s claims and concessions/refutations
- Using the previous exercise in which an Aristotelian Outline was created, students write a concession/refutation that could be included in that essay; these paragraphs are then exchanged with other students for editing and feedback
- In pairs, students annotate Patrick Henry’s “Speech to the Virginia Commonwealth” and complete an outline featuring all of the elements of a Classic Argumentation Outline, which will afterwards be exchanged with outlines from other pairs for editing and feedback
- Through handouts, examples, and lecture, students are introduced to Rogerian Arguments and are then given different premises to base their own Rogerian Arguments upon; these, too, will be exchanged for editing and feedback
- In groups of two with a specified time limit, students answer multiple choice questions from 18th-Century Texts to prepare for the AP Exam
- Students receive Rhetorical Analysis Essay #3 back with feedback from teacher and students, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation
- Multiple Choice Formative Assessment from 2017 AP Practice Exam, comprised of two texts, 22 questions, and a 22-minute time limit

- Using handouts, examples, and teacher lecture/modeling, students are introduced to the variety of evidence they will choose from in order to write argumentative essays for the AP Exam
- Students are given handouts of an Aristotelian argument outline, and numerous factual tidbits which will fit into the outline either as claims, evidence, concessions, etc.; in pairs, students make choices and fill in the outline and later trade with another group for editing and feedback
- Individual Formative Assessments on skills addressed in Unit 5 of AP Classroom
- AP Classroom Unit 5 MCQ Progress Check (by computer) and FRQ (by paper)
- Students review Argumentation Unit in rotating groups, including going over the definitions and examples of the terms for argumentation given out at the beginning of the unit
- Students take Final Argumentation Assessment
- Students begin process of Argumentative Research Paper Project, which will feature 5-page paper, Annotated Bibliography, Outline, and Note Cards, with 5 sources required

Unit 3: Argumentation Essay Assessments and Introduction to Synthesis

Anchor Text: *The Things They Carried*, by Tim O'Brien

Topics and Process for Unit 3:

- Multiple Choice Formative Assessment from 2017 AP Practice Exam, comprised of two texts, 23 questions, and a 23-minute time limit (this completes the assessment, splitting an AP Multiple Choice Test in half, designed to work on speed and pace)
- Discuss strategies for ACT and take practice tests on grammar and reading in preparation for upcoming school-sponsored test
- Students write Argumentative Essay #1, Question No. 3, from the 2017 AP Exam
- Students are given at least three Argumentative Essays #1 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2017 Question 3 Prompt
- With handouts and teacher lecture, students are introduced to the Synthesis Essay. Requirements and guidelines for the AP Synthesis Essay are discussed, and students are

given a synthesis prompt from a past AP Exam to annotate and take notes on in terms of mapping strategies and procedurals for beginning an AP Synthesis Essay

- Students are given 6 sources from the above prompt from past AP Exam synthesis question, and in groups the students discuss the credibility of the sources, possible usages of material from each of the sources, the opposing viewpoints found in the sources, the strongest evidence that can be attained from the sources, as well as any possible bias found in the sources (since we will have already addressed sources and credibility prior to beginning our research papers, this will primarily be a review)
- To conclude introduction to synthesis, students are given three student samples from the above prompt and sources and asked to annotate, identifying elements such as thesis, claims, evidence, etc.
- Students receive Argumentative Essay #1 back with feedback from teacher, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation
- In groups of two with a specified time limit, students answer multiple choice questions from 18th-Century Texts to prepare for the AP Exam
- Individual Formative Assessments on skills addressed in Unit 6 of AP Classroom
- AP Classroom Unit 6 MCQ Progress Check (by computer) and FRQ (by paper)
- Students write Argumentative Essay #2, Question No. 3, from the 2018 AP Exam
- Students are given at least three Argumentative Essays #2 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2018 Question 3 Prompt
- Using a PowerPoint, handouts, examples, and teacher lecture, students are guided in the proper imbedding of source materials and then are given excerpts of source material to imbed in a paragraph of their own creation; at the conclusion, students will trade paragraphs with classmates for editing and feedback
- Students receive Argumentative Essay #2 back with feedback from teacher and students, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation

- In pairs designated by teacher, students complete Multiple Choice Formative Assessment comprised of four texts, 45 questions, and a 45-minute time limit; after assessment is graded and returned, students will return to pairs to go over missed responses
- Students write Argumentative Essay #3, Question No. 3, from the 2019 AP Exam
- Students are given at least three Argumentative Essays #3 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2019 Question 3 Prompt
- To address the visuals and charts that may be included among the synthesis sources, students are given multiple examples of each and a classroom discussion addresses the possible use of information and presentation of each source through modeling and examples
- Students are given an image and a chart to use as evidence in a synthesis paragraph and after having written the paragraph, students share with classmates for editing and feedback
- Students receive Argumentative Essay #3 back with feedback from teacher and students, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation
- Working in groups, students are given three student samples from a past AP Exam Synthesis Essay of varying scores and told to annotate each essay for all of the elements of a synthesis essay, followed by writing down reasons and explanations for why the papers deserved the grades they received; after discussing in groups, a classroom discussion will wrap up exercise
- In groups of two with a specified time limit, students answer multiple choice questions from 18th-Century Texts to prepare for the AP Exam
- Individual Formative Assessments on skills addressed in Unit 7 of AP Classroom
- AP Classroom Unit 7 MCQ Progress Check (by computer) and FRQ (by paper)
- Students write Synthesis Essay #1, Question No. 1, from the 2017 AP Exam
- Students are given at least three Argumentative Essays #1 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric

- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2017 Question 1 Prompt
- Students continue weekly grammar exercises and work on Research Projects
- Students receive Synthesis Essay No. 1 back with feedback from teacher, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation
- Students continue weekly grammar exercises and work on Research Projects
- Students complete Multiple Choice Summative Assessment comprised of four texts, 45 questions, and a 45-minute time limit; if need is found, a second summative assessment will be given at a later date with the chance to replace this grade with the latter
- Students write Synthesis Essay #2, Question No. 1, from the 2018 AP Exam
- Students are given at least three Argumentative Essays #2 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2018 Question 1 Prompt
- Students continue weekly grammar exercises and work on Research Projects
- Students receive Synthesis Essay #2 back with feedback from teacher and students, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation
- Students continue weekly grammar exercises and work on Research Projects
- Students write Synthesis Essay #3, Question No. 1, from the 2019 AP Exam
- Students are given at least three Argumentative Essays #3 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2018 Question 1 Prompt
- Students continue weekly grammar exercises and work on Research Projects
- Individual Formative Assessments on skills addressed in Unit 8 of AP Classroom

- AP Classroom Unit 8 MCQ Progress Check (by computer) and FRQ (by paper)
- Students receive Synthesis Essay #3 back with feedback from teacher and students, along with two examples of superior papers that were turned in by the classroom
- Times are scheduled for students who wish to meet with teacher about their papers before or after school, or during remediation
- Requirements and guidelines for all three essay forms are reviewed through handouts, examples, modeling, and teacher-led lecture
- If another Multiple Choice is needed or requested by students and there is time remaining before exam, it will be offered now
- Prior to AP Exam, students will write two essays of their choosing back to back, giving them a better feel for the speed and durability needed for the exam; some groups have even asked for a time period to write three essays consecutively, and that time is afforded if the students feel it will be advantageous