

AP[®] English Language and Composition

Your Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP English Language and Composition curricular components, including:

- Sequence of units, along with suggested pacing. Please note that pacing is based on 45-minute class periods, meeting five days each week, for a full academic year.
- Progression of skills within each unit.
- Spiraling of the big ideas and skills across units.

Teach

BIG IDEAS/SKILL CATEGORIES

Big ideas and their skills spiral across units.

<div>RHS</div>	Rhetorical Situation	<div>REO</div>	Reasoning and Organization
<div>CLE</div>	Claims and Evidence	<div>STL</div>	Style

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

1

UNIT 1: _____

~15 Class Periods

<div>RHS</div>	1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
<div>CLE</div>	3.A Identify and explain claims and evidence within an argument.
<div>CLE</div>	4.A Develop a paragraph that includes a claim and evidence supporting the claim.

2

UNIT 2: _____

~15 Class Periods

<div>RHS</div>	1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
<div>RHS</div>	2.B Demonstrate an understanding of an audience's beliefs, values, or needs.
<div>CLE</div>	3.A Identify and explain claims and evidence within an argument.
<div>CLE</div>	4.A Develop a paragraph that includes a claim and evidence supporting the claim.
<div>CLE</div>	3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
<div>CLE</div>	4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

3

UNIT 3: _____

~15 Class Periods

<div>CLE</div>	3.A Identify and explain claims and evidence within an argument.
<div>CLE</div>	4.A Develop a paragraph that includes a claim and evidence supporting the claim.
<div>REO</div>	5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
<div>REO</div>	6.A Develop a line of reasoning and commentary that explains it throughout an argument.
<div>REO</div>	5.C Recognize and explain the use of methods of development to accomplish a purpose.
<div>REO</div>	6.C Use appropriate methods of development to advance an argument.

4

UNIT 4: _____

~15 Class Periods

<div>RHS</div>	1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
<div>RHS</div>	2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
<div>CLE</div>	3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
<div>CLE</div>	4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
<div>REO</div>	5.C Recognize and explain the use of methods of development to accomplish a purpose.
<div>REO</div>	6.C Use appropriate methods of development to advance an argument.

5

UNIT 5: _____

~15 Class Periods

<div>REO</div>	5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
<div>REO</div>	6.A Develop a line of reasoning and commentary that explains it throughout an argument.
<div>REO</div>	5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
<div>REO</div>	6.B Use transitional elements to guide the reader through the line of reasoning of an argument.
<div>STL</div>	7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
<div>STL</div>	8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

6

UNIT 6: _____

~15 Class Periods

<div>CLE</div>	3.A Identify and explain claims and evidence within an argument.
<div>CLE</div>	4.A Develop a paragraph that includes a claim and evidence supporting the claim.
<div>CLE</div>	3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
<div>CLE</div>	4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
<div>STL</div>	7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
<div>STL</div>	8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

7

UNIT 7: _____

~15 Class Periods

<div>RHS</div>	1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
<div>RHS</div>	2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
<div>CLE</div>	3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
<div>CLE</div>	4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.
<div>STL</div>	7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
<div>STL</div>	8.B Write sentences that clearly convey ideas and arguments.
<div>STL</div>	7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
<div>STL</div>	8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

8

UNIT 8: _____

~15 Class Periods

<div>RHS</div>	1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
<div>RHS</div>	2.B Demonstrate an understanding of an audience's beliefs, values, or needs.
<div>STL</div>	7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
<div>STL</div>	8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
<div>STL</div>	7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
<div>STL</div>	8.B Write sentences that clearly convey ideas and arguments.

9

UNIT 9: _____

~15 Class Periods

<div>CLE</div>	3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
<div>CLE</div>	4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Personal Progress Check 1

ONLINE ONLY

Multiple-choice: ~10 questions

ONLINE OR PAPER

Free-response: 1 question

Personal Progress Check 2

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Personal Progress Check 3

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Personal Progress Check 4

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Personal Progress Check 5

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Personal Progress Check 6

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Personal Progress Check 7

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Personal Progress Check 8

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Personal Progress Check 9

ONLINE ONLY

Multiple-choice: ~5 questions

ONLINE OR PAPER

Free-response: 1 question