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| <b>Subject</b><br>AP Language &<br>Comp | <b>Calendar:</b><br>Weeks<br>1st | <b>Timeframe:</b> | <b>Level/Grade:</b><br>11 |
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Unit Name : Our Puritan Roots

**Unit Objectives :Rhetorical Analysis**

TSW

- 1)Close reading
- 2) sentence variations
- 3)annotation
- 4) MLA style documentation
- 5)literary and rhetorical vocabulary
- 6) Rhetorical triangle
- 7) Persuasive Appeals

LESSON:

- 1) Analysis of presidential campaign speeches
- 2) Analysis of campaign issues

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| <b>Activity Type:</b><br>Analysis of 2007 State of the Union<br>Address<br>Research Campaign Issues<br>Readings: The Crucible, Of Plymouth<br>Plantation, Sinners in the Hands of an<br>Angry God | <b>TEKS:</b><br>1)CB 6 |
| <b>Materials:</b><br>Handouts; Goodnight and Good Luck  |                        |

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| <b>SE Modifications:</b> | <b>Resources:</b> | <b>T1A TEKS:</b> |
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| <b>GT Modifications:</b> | <b>Evaluation Methods:</b> |
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| <b>Subject</b><br>AP Lang & Comp | <b>Calendar:</b><br>Weeks 2 <sup>nd</sup> 6 wks | <b>Timeframe:</b> | <b>Level/Grade:</b><br>11 |
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Unit Name: Feminism and the Cold War

**Unit Objectives: Rhetorical Analysis; Writing Style**

TSW

- 1) Use of rhetoric
- 2) Control of tone
- 3) Establishing and maintaining voice
- 4) Devices
- 5)
- 6)
- 7)

LESSON:

- 1) DIDLS
- 2) Parallelism, repetition
- 3) sentence variety

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| <p><b>Activity Type:</b><br/>Analysis of 2 presidential campaign speeches<br/>Imitation essays of “I Want a Wife” and “The Declaration of Independence”<br/>Readings from The Great Gatsby, Declaration of Sentiments, Aren’t I a Woman, The Progress of Colored Women</p> | <p><b>TEKS:</b><br/>C10, C5, C6, C4</p> |
| <p><b>Materials:</b><br/>handouts</p>  |   |

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| <b>SE Modifications:</b> | <b>Resources:</b> | <b>T1A TEKS:</b> |
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| <b>GT Modifications:</b> | <b>Evaluation Methods:</b><br>rubric |
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| <b>Subject AP Lang. &amp; Comp</b> | <b>Calendar:<br/>Weeks 3<sup>rd</sup> 6 wks</b> | <b>Timeframe:</b> | <b>Level/Grade:<br/>11</b> |
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Unit Name The Individual vs. Society

**Unit Objectives: Rhetorical Analysis; Argumentation; Visual Rhetoric**

TSW

- 1) Transcendentalism
- 2) tone
- 3) occasion
- 4) purpose
- 5) audience focus, rhetorical appeals
- 6)
- 7)

LESSON:

- 1) Compare/Contrast Thoreau and King
- 2) Visual analysis

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| <p><b>Activity Type:</b><br/> <b>AP Multiple Choice</b><br/> <b>Timed essays</b><br/> <b>Readings of Fahrenheit 451, On civil Disobedience, Letter from Birmingham Jail,</b><br/> <b>Ad analysis and parody</b></p> | <p><b>TEKS:</b><br/> C6, C2, C3, C5</p> |
| <p><b>Materials:</b><br/> <b>Handouts, The Ad and the Ego, Killing Us Softly 3</b></p>  |   |

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| <b>SE Modifications:</b> | <b>Resources:</b> | <b>T1A TEKS:</b> |
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| <b>GT Modifications:</b> | <b>Evaluation Methods:<br/>rubric</b> |
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| <b>Subject</b> AP<br><b>Language and</b><br><b>Comp</b> | <b>Calendar:</b><br>Weeks 4 <sup>th</sup> sic<br>weeks | <b>Timeframe:</b> | <b>Level/Grade:</b><br>11 |
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Unit Name American Heroes and the Vietnam War

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| <p><b>Unit Objectives:</b></p> <p>TSW</p> <ol style="list-style-type: none"> <li>1) Syntax</li> <li>2) Diction</li> <li>3) Tone</li> <li>4)</li> <li>5)</li> <li>6)</li> <li>7)</li> </ol> <p>LESSON:</p> <ol style="list-style-type: none"> <li>1) Visual Analysis of War photos</li> <li>2) Audience, Purpose, Writer</li> </ol> |
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| <p><b>Activity Type:</b></p> <p>Tracking poster</p> <p>Read The Things They Carried and a selection of Vietnam war narratives</p> <p>Interview Vietnam Vet</p> <p>AP MC practice</p> <p>Timed essays,</p> <p>Peer editing,</p> <p>Assign columnist essay</p> <p>Current events/issues discussions</p> | <p><b>TEKS:</b></p> <p>1) C4,5,7,9</p> |
| <p><b>Materials:</b></p> <p>Dear America: Letters Home from Vietnam handouts</p>  |  |

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| <b>GT Modifications:</b> | <b>Evaluation Methods:</b><br>rubric |
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| <b>Subject AP Lang &amp; Comp</b> | <b>Calendar:<br/>Weeks 5<sup>th</sup> six wks</b> | <b>Timeframe:</b> | <b>Level/Grade:<br/>11</b> |
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Unit Name The Effects of War on Society

**Unit Objectives: Sentence Structure, Road Map Thesis; Test Prep, Synthesis**

TSW

- 1)loose and periodic sentences
- 2)the synthesis question
- 3)the rubric
- 4) Comparison and rhetorical analysis
- 5)
- 6)
- 7)

LESSON:

- 1) Daudet’s “The Last Lesson” and Lincoln’s “Second Inaugural Address”
- 2)Rhetorical Analysis of Letters using roadmap thesis

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| <p><b>Activity Type:</b><br/> <b>Grading CB student essays according to rubric</b><br/> <b>Synthesis essay practice</b><br/> <b>Columnist essay assignment</b><br/> <b>Footnote mc questions</b><br/> <b>Read A Streetcar Named Desire</b><br/> <b>Assorted Essays on Globalization, Education, Immigration</b></p> | <p><b>TEKS:</b><br/> 1)C2,3,4,5,6,7,9,10</p> |
| <p><b>Materials:</b><br/> handouts</p>  |  |

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| <b>GT Modifications:</b> | <b>Evaluation Methods:<br/>rubric</b> |
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| <b>Subject AP Lang &amp; Comp</b> | <b>Calendar:<br/>Weeks 6<sup>th</sup> six wks</b> | <b>Timeframe:</b> | <b>Level/Grade:<br/>11</b> |
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Unit Name: The Test

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| <p><b>Unit Objectives: Pass the Test</b></p> <p>TSW</p> <ol style="list-style-type: none"> <li>1)question 1</li> <li>2)question 2</li> <li>3)question 3</li> <li>4)</li> <li>5)</li> <li>6)</li> <li>7)</li> </ol> <p>LESSON:</p> <ol style="list-style-type: none"> <li>1) The Poisonwood Bible</li> <li>2) Argumentation</li> </ol> |
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| <p><b>Activity Type:</b><br/>Coca Cola Letters<br/>Timed Writings<br/>Peer editing<br/>Practice Tests<br/>Columnist Essay due</p> | <p><b>TEKS:</b><br/>1)C6,2,5</p> |
| <p><b>Materials:</b><br/>handouts</p>   |                                  |

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| <b>SE Modifications:</b> | <b>Resources:</b> | <b>T1A TEKS:</b> |
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| <b>GT Modifications:</b> | <b>Evaluation Methods:</b><br>rubric |
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