

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.

RHS Rhetorical Situation	REO Reasoning and Organization
CLE Claims and Evidence	STL 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.

Unit 1: _____

~15 Class Periods

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

Unit 2: _____

~15 Class Periods

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

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

Unit 3: _____

~15 Class Periods

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

Personal Progress Check 3

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Unit 4: _____

~15 Class Periods

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

Personal Progress Check 4

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Unit 5: _____

~15 Class Periods

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

Personal Progress Check 5

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

Unit 6: _____

~15 Class Periods

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

Unit 7: _____

~15 Class Periods

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

Unit 8: _____

~15 Class Periods

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

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

Unit 9: _____

~15 Class Periods

CLE **3.C** Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE **4.C** Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Personal Progress Check 9

ONLINE ONLY

Multiple-choice: ~5 questions

ONLINE OR PAPER

Free-response: 1 question