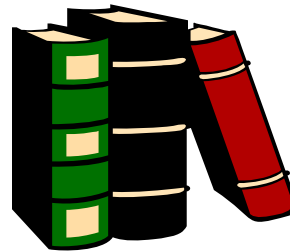


Duval County Public Schools

Advanced Placement Language and Composition Pacing Guide 2006-2007



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Pacing Guide AP Language and Composition: **Quarter One**

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	<p>Analysis of summer reading assignment; Introduction of rhetoric and rhetorical devices; Introduction and application of AP essay-scoring rubric;</p>	<p>Interpret and analyze text elements and structures. Evaluate alternative perspectives in texts. Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text. Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format. Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience. Evaluate how well the elements of a text create an overall experience. Use evidence from a text to select and defend one thematic concern as the most significant.</p>	<p>Independent reading; Summer reading text; Textbook; Generic AP essay rubric; Released AP prompt or open-ended question; Released rubrics; Samples of scored student AP essays;</p>	<p>Questions on summer reading—objective and/or essay; Baseline AP essay prompt scored by AP rubric</p>
3-5	<p>Introduction of writer’s voice Models of good non-fiction writing Personal essay 12th grade—college app 11th grade—personal Audience Purpose Thesis Revise</p>	<p>Understand how authors use rhetorical and literary elements to support their development of a theme. Understand that an author crafts the elements of a text to invite a series of specific reader responses that together form an overall experience of a text. Understand how authors use rhetorical and literary elements to support their development of a theme. Use appropriate tone and voice for different genres, purposes and audiences. Adopt and develop a voice for a letter of application to a college communicating the student’s individual personality while using formal language and tone. Monitor use of language conventions, identifying consistent patterns of error and correcting errors Evaluate how well the reasoning and examples in a persuasive essay appeal to the intended audience. Identify and appeal to “pressure points” (assumptions, values, beliefs, preferences, etc., held by an intended audience) to develop an effective persuasive text (e.g., essay slide</p>	<p>Text and other models of non-fiction; Models of good essays;</p>	<p>Revise a college application or personal essay</p>

<p>Overlap During weeks 4-7</p>	<p>Major work 12th grade non-fiction 11th grade American lit. Literary analysis Independent reading</p>	<p>presentation, advertisement, op-ed piece.) Reflect on and evaluate why authors include or exclude information, characters, or scenes when developing an argument. Evaluate the effectiveness of an argument (e.g., in terms of position taken; quality of examples, reasons, and other evidence to support its position; development of argument; use of rhetorical elements; facility with language and conventions). Evaluate alternative social and cultural perspectives represented in text. Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text. Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format. Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience. Evaluate how well the elements of a text create an overall experience. Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect. Reflect critically on student's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument. Monitor use of language conventions, identifying consistent patterns of error and correcting errors Integrate short quotations smoothly into sentences to make and support a point..</p>	<p>Selected texts from "Representative Authors" in the College Board <u>English Course Description</u> book (May, 2007, May 2008, pages 9-10)</p>	<p>Objective and/or essay tests</p>
<p>6-8</p>	<p>Review of selected literary terms;</p>	<p>Collaboratively within a workgroup, purposefully use steps of the writing process to generate a single, shared group high-</p>	<p>Sample AP essays responses;</p>	<p>Given selected student AP</p>

9	<p>Proper use of short quotes; Audience, purpose and tone; Practice writing with varied audience and purpose; Practice critiquing varied audience and purpose pieces; Practice evaluating with AP rubrics to score samples;</p> <p>Take and analyze a released AP objective exam</p>	<p>scoring AP essay. Collaboratively / independently evaluate sample student responses in light of AP scoring rubric. Evaluate how well the reasoning and examples in a persuasive essay appeal to the intended audience. Reflect on and evaluate why authors include or exclude information, characters, or scenes when developing an argument. Evaluate the effectiveness of an argument (e.g., in terms of position taken; quality of examples, reasons, and other evidence to support its position; development of argument; use of rhetorical elements; facility with language and conventions).</p>	<p>AP scoring rubrics</p> <p>Released AP exam Part I (objective section)</p>	<p>essays, students will collaboratively arrange them in order from highest to lowest score according to AP rubrics.</p> <p>NOTE: Use curve at least as much as ETS uses— approx 20 pts</p>
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Pacing Guide AP Language and Composition: **Quarter Two**

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-8	<p>Methods and strategies of organization</p> <p>Coherence of development</p> <ul style="list-style-type: none"> • Spatial order • Order of importance • Chronology • Sequential <p>Continued practice writing AP prompts;</p> <p>Continued practice evaluating sample student essays from AP</p>	<p>Interpret and analyze text elements and structures.</p> <p>Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience.</p> <p>Evaluate how well the elements of a text create an overall experience.</p> <p>Identify and appeal to “pressure points” (assumptions, values, beliefs, preferences, etc., held by an intended audience) to develop an effective persuasive text (e.g., essay slide presentation, advertisement, op-ed piece.)</p> <p>Understand that an author crafts the elements of a text to invite a series of specific reader responses that together form an overall experience of a text.</p> <p>Understand how authors use rhetorical and literary elements to support their development of a theme.</p> <p>Reflect on and evaluate why authors include or exclude information, characters, or scenes when developing an argument.</p> <p>Evaluate the effectiveness of an argument (e.g., in terms of position taken; quality of examples, reasons, and other evidence to support its position; development of argument; use of rhetorical elements and facility with language and conventions).</p> <p>Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect.</p> <p>Evaluate how well the reasoning and examples in a persuasive essay appeal to the intended audience.</p>	<p>Text and other models of varied ordering methods;</p> <p>Released AP essay prompts;</p> <p>AP scoring rubrics;</p> <p>Sample student essays</p>	<p>Identify methods;</p> <p>Evaluate the effects of differing methods and their comparative effectiveness;</p> <p>Essays on AP prompts scored using AP rubrics</p>
Overlap During Wks 2-3	<p>Major work</p> <p>12th grade non-fiction</p> <p>11th grade American lit.</p> <p>Literary analysis</p> <p>Independent reading</p>	<p>Interpret and analyze text elements and structures.</p> <p>Evaluate alternative social and cultural perspectives represented in text.</p> <p>Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text.</p>	<p>Selected texts from “Representative Authors” in the College Board English Course</p>	<p>Test(s) on text, objective and/or essay</p>

<p>Overlap During weeks 5-7</p>	<p>Writing and supporting with evidence from text</p> <p>Discussion and evaluation of student essays</p> <p>Revision</p> <p>Major work 12th grade non-fiction 11th grade American lit. Literary analysis Independent reading</p>	<p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p> <p>Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience.</p> <p>Evaluate how well the elements of a text create an overall experience.</p> <p>Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect.</p> <p>Reflect critically on student's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument.</p> <p>Monitor use of language conventions, identifying consistent patterns of error and correcting errors.</p> <p>Interpret and analyze text elements and structures.</p> <p>Evaluate alternative social and cultural perspectives represented in text.</p> <p>Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text.</p> <p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p> <p>Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience.</p> <p>Evaluate how well the reasoning and examples in a persuasive essay appeal to the intended audience.</p> <p>Evaluate how well the elements of a text create an overall experience.</p> <p>Use a controlling idea, thesis or theme to organize multi-page</p>	<p><u>Description</u> book (May, 2007, May 2008, pages 9-10)</p> <p>AP level prompts; Released AP open-ended prompts</p> <p>Selected texts from "Representative Authors" in the College Board <u>English Course Description</u> book (May, 2007, May 2008, pages 9-10)</p>	<p>Essay</p> <p>Evaluation of final product</p> <p>Test(s) on text, objective and/or essay</p>
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9	<p>Writing and supporting with evidence from text</p> <p>Revision</p> <p>Take and analyze a released AP objective test</p>	<p>texts reflecting logical progression of paragraphs (e.g., argumentative essay, essay supporting an interpretation of a literary text, personal and business correspondence), monitoring progress and revising plan as needed.</p> <p>Select and manipulate rhetorical elements to persuade or develop arguments (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; use personal anecdotes or case studies; use analogies; summarize opposing position; refute opposing position; address reader counterclaims, biases, and expectations).</p> <p>Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect.</p> <p>Reflect critically on student's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument.</p> <p>Monitor use of language conventions, identifying consistent patterns of error and correcting errors.</p>	Released AP exam Part I (objective section)	<p>Essay</p> <p>Evaluation of final product</p> <p>NOTE: Use curve at least as much as ETS uses—approx 20 pts.</p>
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	Writing and supporting with evidence from text	<p>represented in text.</p> <p>Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text.</p> <p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p> <p>Evaluate how well the reasoning and examples in a persuasive essay appeal to the intended audience.</p> <p>Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience.</p> <p>Evaluate how well the elements of a text create an overall experience.</p> <p>Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect.</p> <p>Reflect critically on student's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument.</p> <p>Monitor use of language conventions, identifying consistent patterns of error and correcting errors.</p>		Essay
Overlap During weeks 5-7	Revision			Evaluation of final product
	Another major work	See above	See above	See above
9	Give and analyze a released AP objective exam		Released AP exam Part I (objective section)	NOTE: Use curve at least as much as ETS uses— approx 20 pts.

Pacing Guide AP Language and Composition: **Quarter Four**

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-8	Study of one to two major works	Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience. Evaluate how well the elements of a text create an overall experience. Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect. Reflect critically on student's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument. Monitor use of language conventions, identifying consistent patterns of error and correcting errors.	Selected texts from "Representative Authors" in the College Board <u>English Course Description</u> book (May, 2007, May 2008, pages 9-10)	Test(s) on text, objective and/or essay Essay
Overlap from week 1-AP test	Revision Intense analysis of AP essay rubric and previous AP prompts Practice writing AP prompts and evaluating essays Review of rhetorical devices and terms used in critiquing Review of test-taking techniques	Reflect critically on student's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument. Monitor use of language conventions, identifying consistent patterns of error and correcting errors. Reflect on and evaluate why authors include or exclude information, characters, or scenes when developing an argument. Evaluate the effectiveness of an argument (e.g., in terms of position taken; quality of examples, reasons, and other evidence to support its position; development of argument; use of rhetorical elements and facility with language and conventions).	Released AP essay questions and rubrics Literary terms found in texts and review books Released AP information	Evaluation of final product Given selected student AP essays, students will collaboratively arrange them in order from highest to lowest score according to AP rubrics.
8-9	Take final exam <ul style="list-style-type: none"> Objective test released by AP Essay revision/rewrite 		Part I Released AP objective section) Part 2 Student essay rewritten to add 2 pts to earlier score	NOTE: Use curve at least as much as ETS uses— approx 20 pts.