	AP LANGUAGE GENERAL LEARNING OBJECTIVES	AP English Language and Composition Course Content	CCSS STANDARDS	SCHOOL-WIDE STRATEGIES
1	Analyze and interpret samples of purposeful writing, **identifying and explaining an author's use of rhetorical strategies.** This process includes students' understanding of **what** an author is saying, **how** an author is saying it, and **why** an author is saying it. Additionally, this process looks at **how an author's rhetorical choices develop meaning or achieve a particular purpose or effect with a given audience.**	Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques1	CCSS.ELA-LITERACY.RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	RHETORICAL DEVICES MARKING CHARTING RHETORICAL PRECIS SOAPSTONE ARISTOLIEAN TRIANGLE
2	**Analyze images and other multimodal texts for rhetorical features**. This goal acknowledges the multiple modes of learning that help **students acquire literacy, with attention to the power of visual literacy in understanding an author's purpose.**	Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves	CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	OPTIC RECIPROCAL VIEWING
3	Use effective rhetorical strategies and techniques when composing. **Students apply their analytical skills to their own writing so that they are reading like writers and writing like readers.**	Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres	CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-LITERACY.W.11-12.1.D	[Rhetorical Journals] Give structured time to create writing using rhetorical strategy bank. -stand, share, sit examples

		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.	
4	**Write for a variety of purposes. Students' writing experiences in the course must exceed the timed writings that are assessed on the AP English Language and Composition Exam**. For instance, students might undertake a lengthy and intensive inquiry into a problem or controversy, consulting and evaluating arguments and viewpoints presented in a variety of sources, and using those sources to provoke, complicate, and/or support their own responses to the problem or controversy. Students' writing in the course should also go through a process that includes feedback from other readers, revision, and proofreading. Finally, forms other than the essays featured in the exam have a place in the course, such as personal narrative, letters, advertisements, reviews, etc.	Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects	CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
5	Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing. Different contexts require different choices in creating and delivering texts. This goal addresses the importance of prewriting and planning in the writing process.	Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects	CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	
6	Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience. Students learn to see argument as addressing a wide range of purposes in a variety of formats. They should be able to recognize general features of arguments, such as claims, evidence, qualifiers, warrants, and conclusions. Students' ability	Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources	CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that	

	to create informed arguments depends largely upon their reading of primary and secondary sources. The more that students discern argument as entering into a conversation with others, the more credible and cogent their own arguments become.		anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-LITERACY.W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.	
7	Evaluate and incorporate sources into researched arguments. When entering into a conversation with others, students must comprehend and evaluate (not just summarize or quote) others' positions. Such a process involves purposeful reading, a wide range of reading, and the ability to credibly support an evaluation of a writer's position.	Developing research skills and the ability to evaluate, use, and cite primary and secondary sources	CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
8	Demonstrate understanding of the conventions of citing primary and secondary sources. Students must learn to use the conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), or the American Psychological Association (APA). Students need to understand that for academic writing, the selection of documentation style depends upon the discipline the writing is intended for; students therefore need to learn how to find and follow style guides in various disciplines.	Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)	CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	
9	Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review. This goal emphasizes the importance of the entire process of writing, including teacher	Writing that proceeds through several stages or drafts, with revision aided by teacher and peers	CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)	

	intervention in providing useful feedback, along with peer review and publication.		
10	Converse and write reflectively about personal processes of composition. Metacognition, or reflection, is a key component of this course; the practice of describing their own processes helps students internalize standards — articulated by local, state, or national rubrics — of effective composition.	Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers	
11	Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing. This process clearly relates to the goals of reading rhetorically — the better that students understand how other writers create a particular effect or produce meaning, the more fully their own prose accomplishes such goals	Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques	CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
12	Revise a work to make it suitable for a different audience. In addition to revision, this goal acknowledges the importance of recognizing a variety of audiences for a piece of writing.	Revising their work to develop o A wide-ranging vocabulary used appropriately and effectively; o A variety of sentence structures, including appropriate use of subordination and coordination; o Logical organization, enhanced by techniques such as repetition, transitions, and emphasis; o A balance of generalization and specific, illustrative detail; and o An effective use of rhetoric, including tone, voice, diction, and sentence structure.	CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)	