



Coretta Scott King Young Women's Leadership Academy
 2024-2025 Lesson Plan for **AP Language (11th Grade)**

Good instruction is driven by the students' academic needs. Instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, adjustments of instruction will be made on a continual basis.

Special Notes: AP students will complete some American Literature activities since they are also required to take the EOC.

Teacher Name	Corendis Hardy	Subject/ Grade	AP Lang	Date range:	February 3 - 14
	February 3 - 4	Feb. 5 – 6	Feb. 7 & 10	Feb. 11 & 12	Feb. 13 & 14
<p>AP Course Requirements P. 21 Big Ideas P. 25 Course Skills https://apcentral.collegeboard.org/media/pdf/ap-english-language-and-composition-course-and-exam-description.pdf</p> <p>Focus: Rhetorical Analysis</p> <p>EOC GA ELA Standards</p> <p>Academic Focus: Parallelism – p. 290 Argumentative structure – p. 295</p> <p>Noun and verb phrase – p. 297</p>	<p>AP: Explain how writers' choices reflect the components of the rhetorical situation</p> <p>ELAGSE11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Gifted Standards Advanced Communication Skills (ACS) Higher Order</p>	<p>AP: Make strategic choices in a text to address a rhetorical situation.</p> <p>ELAGSE11-12RI2: 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.</p> <p>Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills</p>	<p>AP: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>ELAGSE11-12RI6: 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.</p> <p>Gifted Standards Advanced Communication Skills (ACS)</p>	<p>AP: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>ELAGSE11-12RI3: 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.</p> <p>Gifted Standards Advanced Communication Skills (ACS) Higher Order</p>	<p>AP: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's</p> <p>ELAGSE11-12RI4: 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</p>

<p>Tone – p. 299 Chronological structure – p. 305 Prepositional and adverb phrase – p. 307</p> <p>Allusion – p. 344 Rhetoric – p. 335 Diction – p. 336 Clauses – p. 345 Irony – p. 358</p> <p>Writing Focus: Informational Text</p>	<p>Thinking Skills (HOTS) ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content .</p>	<p>(HOTS) ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>Higher Order Thinking Skills (HOTS) ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>Thinking Skills (HOTS) ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>No. 10). Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>
<p>Learning Target</p>	<p>AP Reading Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading By the end of Unit 3 each student will be able to say, "I can cite strong and thorough textual evidence to support analysis of what the</p>	<p>AP Reading Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading By the end of Unit 3 each student will be able to say, "I can determine two or more central ideas of a text and analyze their development over the course of</p>	<p>AP Reading Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading By the end of Unit 3, each student will be able to say, "I can determine an author's point of view or purpose in a text in which the</p>	<p>AP Reading Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading By the end of Unit 3, each student will be able to say, "I can analyze a complex set of ideas or sequence of events and explain how</p>	<p>AP Reading Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading By the end of Unit 3, each student will be able to say, "I can determine the meaning of words and phrases as they are used in a text, including figurative,</p>

	<p>text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>AP Writing</p> <p>Synthesize and apply concepts of rhetoric to create exemplary essays based on evidence presented</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>AP Writing</p> <p>Synthesize and apply concepts of rhetoric to create exemplary essays based on evidence presented</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>AP Writing</p> <p>Synthesize and apply concepts of rhetoric to create exemplary essays based on evidence presented</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and</p>	<p>specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>AP Writing</p> <p>Synthesize and apply concepts of rhetoric to create exemplary essays based on evidence presented</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>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).</p> <p>AP Writing</p> <p>Synthesize and apply concepts of rhetoric to create exemplary essays based on evidence presented</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>
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			analysis of content.”		selection, organization, and analysis of content.”.
	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)
Lesson Structure					
	Opening: *Black History Trivia *Watch. Think. Write. The video including vibrant images of... (Use descriptive words to help a blind person mentally VISUALIZE what you saw.) Quick read.	Opening: *Black History Trivia *Quick read and questions (DEI)	Opening: *Quick read and questions (Focus on main idea and vocabulary) Feedback and mini-lesson	Opening: *Black History Trivia Journal: Think. Write. Share. Read and think about the following quote by Malcolm X: “You can’t separate peace from freedom because no one can have his peace without freedom.” Write one or two paragraphs explaining your position on the extent to which Malcolm X’s claim about freedom is valid. Make sure you make a clear and concise claim	Opening: Black History Trivia Journal: Think. Write. Share. In a speech in St. Louis on March 22, 1964, Martin Luther King, Jr. said, “We must learn to live together as brothers, or we will perish together as fools.” In writing, thoroughly explain what Dr. King meant. Give examples (evidence)

				and include commentary examples and evidence to support it.	from history or personal experience that proves what he said is true.
	<p>(I do) Discuss AP video: Reading Questions</p> <p>https://www.youtube.com/watch?v=tJmEKpdckFY&list=PLoGgviqg4845w6_VxQLtAmVypmSMtTd0r</p> <p>Text: https://apclassroom.collegeboard.org/video-resources/2024_English_Language_and_Composition/AP_English_Language_and_Composition_Session1_Worksheet.pdf</p> <p>Introduce Frederick Douglass, author of speech. Review List of rhetorical devices used in Douglass's speech</p> <p>(We do) Analyze and discuss Frederick Douglass. Students</p>	<p>(I do) Discuss AP Video: Writing Questions</p> <p>https://www.youtube.com/watch?v=y2pdU4ANzos</p> <p>Text: https://apclassroom.collegeboard.org/video-resources/2024_English_Language_and_Composition/AP_English_Language_and_Composition_Session5_6_Worksheet.pdf</p> <p>(We do) Read, analyze and discuss example of informative text on DEI (They do.) Answer comprehension questions about text</p>	<p>(I do) Discuss AP Video (Rhetorical Analysis)</p> <p>https://www.youtube.com/watch?v=GVsEmdrXPNo&list=PLoGgviqg4845w6_VxQLtAmVypmSMtTd0r&index=2</p> <p>Text: https://apclassroom.collegeboard.org/video-resources/2024_English_Language_and_Composition/AP_English_Language_and_Composition_Session2_Worksheet.pdf</p> <p>(We do) Review key elements of Douglass's speech (They do) In pairs, complete rhetorical analysis essay. (They do.) 3-minute Ted Talk</p> <p>(They do) Reading comprehension activity</p>	<p>(I do.) Discuss AP Video (Rhetorical Analysis)</p> <p>https://www.youtube.com/watch?v=VsTAbegQaOM&list=PLoGgviqg4845w6_VxQLtAmVypmSMtTd0r&index=3</p> <p>Text: https://apclassroom.collegeboard.org/video-resources/2024_English_Language_and_Composition/AP_English_Language_and_Composition_Session3_4_Worksheet.pdf</p> <p>(We do.) Analysis of two exemplary rhetorical analysis essays</p>	<p>(I do.) Review rhetorical devices in "Ain't I A Woman" by Sojourner Truth (pp. 331 – 332)</p> <p>(They do.) 3-minute Ted Talk</p> <p>(We do) Analyze and discuss Truth's famous speech</p> <p>(They do) Write a rhetorical analysis essay of speech. (HW)</p> <p>(They do) Create a POWERPOINT presentation and explain analysis to peers. (HW)</p>

	<p>should annotate and underline or highlight rhetorical devices as they see them.</p> <p>(They do.) Write one or two paragraphs about the rhetorical situation</p>			<p>(They do.) Each student is assigned a speech and will evaluate the effectiveness of an author's rhetorical choices.</p> <p>(They do.) 3-minute Ted Talk</p>	
Closing	<p>Completion: The main message of Douglass's speech was _____.</p> <p>He gave _____ the following examples as an example of evidence to support his claim. He used _____ (rhetorical devices) to _____ (persuade, inform, and/or educate/enlighten) the audience. For example, Douglass said _____ (cite from speech)...</p>	<p>411: Give a summary of what rhetorical devices you've learned</p>	<p>3 things that stand out about Douglass's speech 2 rhetorical devices he used 1 sentence from the speech</p>	<p>Letter: Write a letter to me expressing at least three critical points you have learned about the rhetorical analysis essay</p>	<p>Compare and Contrast: Using a Venn Diagram compare and contrast your life in 2025 with Sojourner Truth's life (1818 – 1895)</p>

Independent Practice /HW	*Reading Comprehension Activity *Nouns/Noun phrases	*Reading Comprehension Activity *Verb/verb phrases	*Reading Comprehension Activity *Prepositions/Prepos itional phrases	*Reading Comprehension Activity *Adverbs/adverb phrases	Rhetorical analysis project
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Additional Standards:

ELAGSE11-12L1(b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE11-12L2 (a-c): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Rhetorical Analysis Assignments:

Djamila: The Gettysburg Address by Abraham Lincoln (p. 120)

Kimberly: *"Speech in the Convention" by Benjamin Franklin (pp. 43 – 44)

Reyna: "Chief Seattle's 1854 Oration" <https://suquamish.nsn.us/home/about-us/chief-seattle-speech/#:~:text=Your%20God%20loves%20your%20people,also%20to%20have%20forsaken%20Us.>

Joi-Shia: Excerpt from *"The Four Freedoms" by Franklin Delano Roosevelt (pp. 269 – 276)

Madison: "Keynote Speech to the Democratic National Convention" by Barbara Jordan
<https://awpc.cattcenter.iastate.edu/2017/03/21/1976-democratic-national-convention-keynote-address-july-12-1976/>

Kira: *"Inaugural Address" by John F. Kennedy (pp. 283 – 286)

Keirstyn: "I Am Prepared to Die" by Nelson Mandela <http://law2.umkc.edu/faculty/projects/ftrials/mandela/mandelaspeech.html>

Charlize: "Inaugural Address" by Barack Obama <https://obamawhitehouse.archives.gov/blog/2009/01/21/president-barack-obamas-inaugural-address>

Laila: *"Speech at the United Nations" by Malala Yousafzai (pp. 309 – 313)

Sacarria: Letter to John Adams by Abigail Adams (pp. 104 – 106)

Gabrielle: "I Have A Dream" by Martin Luther King, Jr. <https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety>

Kyla: "The Ballot or the Bullet" by Malcolm X http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html

Eriann: “Statement on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy <https://www.jfklibrary.org/learn/about-jfk/the-kennedy-family/robert-f-kennedy/robert-f-kennedy-speeches/statement-on-assassination-of-martin-luther-king-jr-indianapolis-indiana-april-4-1968>

Amara: “What It Means to be Colored in the United States” by Mary Church Terrell
<https://awpc.cattcenter.iastate.edu/2017/03/21/what-it-means-to-be-colored-in-capital-of-the-u-s-oct-10-1906/>

*Grade 10 Book