



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: Unit 3. ACT on Thursday, February 27, 2025

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 24 – March 7, 2025
	February 24 - 25	Feb. 26 – 27	Feb. 28 – March 3	March 4 – 5	March 6 – 7
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 Focus: Rhetorical Analysis EOC GA ELA Standards Academic Focus: Parallelism – p. 290 Argumentative structure – p. 295 Noun and verb	AP: Explain how writers' choices reflect the components of the rhetorical situation 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. Gifted Standards Advanced Communication	AP: Make strategic choices in a text to address a rhetorical situation. 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. Gifted Standards Advanced Communication Skills (ACS)	AP: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. 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. Gifted Standards Advanced	AP: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. 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. Gifted Standards Advanced	AP: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's 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.,

<p>phrase – p. 297</p> <p>Tone – p. 299</p> <p>Chronological structure – p. 305</p> <p>Prepositional and adverb phrase – p. 307</p> <p>Allusion – p. 344</p> <p>Rhetoric – p. 335</p> <p>Diction – p. 336</p> <p>Clauses – p. 345</p> <p>Irony – p. 358</p> <p>Writing Focus: Informational Text</p>	<p>Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE11-12W2:</p> <p>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)</p> <p>ELAGSE11-12W2:</p> <p>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>Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE11-12W2:</p> <p>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>Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE11-12W2:</p> <p>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>how Madison defines faction in Federalist No. 10).</p> <p>Gifted Standards Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE11-12W2:</p> <p>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</p> <p>Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading</p> <p>By the end of Unit 3 each student will be able to say, "I can cite strong and thorough textual evidence to support</p>	<p>AP Reading</p> <p>Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading</p> <p>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</p>	<p>AP Reading</p> <p>Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading</p> <p>By the end of Unit 3, each student will be able to say, "I can determine an author's point of</p>	<p>AP Reading</p> <p>Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading</p> <p>By the end of Unit 3, each student will be able to say, "I can analyze a complex set of ideas or</p>	<p>AP Reading</p> <p>Evaluate effectiveness of an author's rhetorical choices</p> <p>Reading</p> <p>By the end of Unit 3, each student will be able to say, "I can determine the meaning of words and phrases as they</p>

	<p>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>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>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>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>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>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>	<p>sequence of events and explain how 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>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).</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</p>
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			selection, organization, and analysis of content.”		and accurately through the effective 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	Opening: Journal	Opening: Quick read.	Opening: Quick write.	Quick read
	(I do) Discuss AP video: Reading Questions https://www.youtube.com/watch?v=y2pdU4ANzos&list=PLoGqvigq4845w6_VxQLtAmVypmSMtTd0r&index=5 Text: https://apclassroom.collegeboard.org/video	(I do) Mini-lesson on reasoning and fallacies. (Part 1) What is reasoning? What is a fallacy? https://www.youtube.com/watch?v=6Sg9zl-GNsl https://www.youtube.com/watch?v=pCg-SNOteQQ	(I do) Mini-lesson on reasoning and fallacies (part 2) https://www.youtube.com/watch?v=yAjkQ1YqLEE (We do.) Discuss RACE as writing strategy	(I do.) Mini-lesson on reasoning and fallacies (part 3) https://www.youtube.com/watch?v=WAdpPABoTzE (We do.) Analysis of	(I do.) Review of argument essay (They do.) Presentations on fallacies

	<p>resources/2024_English_Language_and_Composition/AP_English_Language_and_Composition_Session5_6_Worksheet.pdf</p> <p>(We do.) Reading Comprehension</p> <p>(They do.) Vocabulary activity and quiz on passage</p>	<p>https://www.indeed.com/career-advice/career-development/types-of-reasoning</p> <p>(We do.) Discuss AP Video: Argument Practice Session)</p> <p>https://www.youtube.com/watch?v=varE3O8Wqhs&list=PLoGgviqq4845w6_VxQLtAmVypmSMtTd0r&index=8</p> <p>Text: https://apclassroom.collegeboard.org/video-resources/2024_English_Language_and_Composition/AP_English_Language_and_Composition_Session8_Worksheet.pdf</p> <p>(They do.) Each student will create a Power Point presentation on one of the following fallacies.</p> <ol style="list-style-type: none"> 1. Ad hominem 2. Appeal to authority 	<p>https://www.purdue.edu/science/K12/races.html</p> <p>(They do.) Each student will create a Power Point presentation on one of the following fallacies.</p>	<p>an exemplary rhetorical analysis essay</p> <p>(They do.) Presentations on fallacies</p>	
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		(ethos) 3. Appeal to fear 4. Appeal to ignorance 5. Appeal to pity/emotion (pathos) 6. (appeal to popular opinion) 7. Bandwagon 8. Begging the question 9. Hasty generalization 10. Slippery slope 11. Straw man https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html#:~:text=Fallacies%20are%20common%20errors%20in,evidence%20that%20supports%20their%20claim.			
Closing	411: Write a summary of the article	Q/A What is a logical fallacy? Why do speakers and writers use them? How can you recognize them?	3 ways to organize reasoning 2 fallacies 1 clue that a fallacy is being used.	Letter: Write a letter to me expressing at least three critical points you have learned about reasoning and	Illustration: Draw a picture that illustrates how logical fallacies are used. Explain in 2 or 3 sentences your

				fallacies	visual representation
Independent Practice /HW	Homework: Watch video on reading graphs https://www.youtube.com/watch?v=CO-eJfOg3nc Video 2: https://www.youtube.com/watch?v=bmY28wdGL9M	Homework: Three deadly fallacies https://www.youtube.com/shorts/IL24eOC7ael Reasoning: https://www.youtube.com/watch?v=jX3OXwpEpl8	Homework: AP Video (MCQ Reading Questions) https://www.youtube.com/watch?v=hfjMdkeMJ2c&list=PLoGgviqq4845w6_VxQLtAmVypmSMtTd0r&index=9 Text: https://apclassroom.collegeboard.org/video-resources/AP_English_Language/Session_1_English_Language_Composition_2023_AP_Daily_Practice_Sessions.pdf	Homework: Rhetorical Analysis project	Homework: Rhetorical analysis project

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