

APPENDIX V-36

Advanced Placement Language and Composition

Culturally Relevant Syllabus

AP English Language and Composition Course Overview

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

College Board, Effective 2014

Social Justice Standards in Culturally Relevant ELA 11

1. Identity 5: Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces.
2. Diversity 9: Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
3. Diversity 10: Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
4. Justice 13: Students can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
5. Action 18: Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree

Primary Textbook: *The Language of Composition* Bedford St. Martins

Semester 1: Quarter 1

Themes: Culture, Identity, and Diversity

Essential Questions:

How do people use language and rhetoric to inform, persuade, and/or manipulate others?

How do personal identities change as people move in and out of different communities, cultures, and contexts?

How do cultural values form and shape our personal stories?

How do people construct and reflect on their identities?

Primary Texts:

Narrative of the Life of Frederick Douglass by Frederick Douglass

Born a Crime, by Trevor Noah

Black, White, Brown by Nishta Mehra

Short Works:

“When Hate Speech is Not Free Speech” George Lakoff

The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano excerpts

The Journey and Ordeal of Cabeza de Vaca excerpts

“Punishing Reach of Racism” (NY Times Article)

AP: Close Reading/Rhetorical Analysis

Letter from Benjamin Banneker to Thomas Jefferson

Crevecoeur American Farmer

Free Response prompts: Artifice, Certainty vs. Doubt, Mistakes

Semester 1: Quarter 2

Theme: The new faces of America, Identity and Diversity

Essential Questions:

How do cultural values form and shape our personal stories?

How varied are the depictions of family in literature?

How do personal identities change as people move in and out of different communities, cultures, and contexts?

How do nature, nurture, and free will factor into human behavior?

What role do compassion and empathy play in human nature?

Primary Texts:

The Line Becomes a River by Francisco Cantu

A House of my Own, by Sandra Cisneros

I Know why the Caged Bird Sings by Maya Angelou

Short Works:

“Civil Disobedience” by Henry David Thoreau

“Sweat” by Zora Neale Hurston

House on Mango Street by Sandra Cisneros

“My Dungeon Shook: letter to my nephew” by James Baldwin

Between the World and Me by Tahneasi Coates

AP: Rhetorical Analysis

Cesar Chavez Essay Prompt

Richard Rodriguez Essay Prompt

Abraham Lincoln’s 2nd Inaugural Address

John Brown

AP Multiple Choice Practice

Semester 2: Quarter 3

Theme: Justice and Action

Essential Questions:

Facing adversity, what causes some individuals to prevail and others to fail?

Why are the things such as consumerism and greed associated with the American Dream?

What is the American Dream—and it is reflected across cultures?

Primary Texts:

Invisible Man by Ralph Ellison

Citizen by Claudia Rankine

Short Works:

"I am Joaquin" by Rodolfo Corky Gonzales

"Letter from Birmingham Jail" by Martin Luther King Jr.

"Atlanta Compromise" by Booker T. Washington

"I Just Met a Women Named Maria" by Judith Cofer

"Black Men in Public Space" by Brent Staples

Varied works from Harlem Renaissance

AP: Synthesis/Rhetorical Analysis prompts

Semester 2: Quarter 4

Theme: The blending of America, Justice and Diversity

Essential Questions:

How does society develop and exhibit morality?

What are the origins of evil and the consequences of evil in society?

How do people construct and reflect in their identities?

Primary Texts:

Devil's Highway by Alberto Urrea

Always Running, Luis Rodriguez

Short Works:

Fences by August Wilson

Greenbook, the film

Roma, the film

AP: Review for test in May

Selection of texts used in the classroom will be based on availability of the text