

APPENDIX V - 30

2021-2022 AP Language and Composition, Q1

Culturally Relevant African American + Mexican American Viewpoint



<p>Reading Focus: Rhetorical analysis Writing Focus: Rhetorical analysis</p>	<p>Unifying Concept: Identity and The Power of Language</p>	<p>Quarter 1</p>
<p>Enduring Understandings:</p>		<p>Essential Questions:</p>
<ul style="list-style-type: none"> ● Identity and purpose imbue people with a sense of self-love and capability. ● Language informs how we perceive society and how we shape society. ● Individuals write within a particular situation and make strategic writing choices based on that situation. ● Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 	<ul style="list-style-type: none"> ● How does culture and personal history inform our identities? ● How does one bring identity and voice into their writing? ● How can language be a tool for societal change? ● How does rhetoric help us communicate ideas and be persuasive? 	
<p>Standards</p>		
<p>Highly-Leveraged Standards¹</p>		
<p>AP English Language and Composition Standards: <u>Rhetorical Situation - Writing</u> 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. <u>Rhetorical Situation - Writing</u> 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs. <u>Claims and Evidence - Reading</u> 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. <u>Style - Reading</u> 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. <u>Style - Writing</u> 8.B Write sentences that clearly convey ideas and arguments 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>		

2021-2022 AP Language and Composition, Q1

Culturally Relevant African American + Mexican American Viewpoint



Supporting Standards²	
Constant Standards³	
Social Justice Standards	
<p>Identity: Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).</p> <p>Diversity: Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).</p> <p>Justice: Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).</p> <p>Action: Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias. (AC.9-12.16).</p>	
Adopted Texts and Materials	
<p>Textbooks: Adopted Anthologies: <i>The Language of Composition – 3rd Edition</i> *Chapter 1 – Introducing Rhetoric (Shahinfar p. 8, Kahlo p. 9, Banneker p. 19) *Chapter 2 – Close Reading (Chisholm p. 61) <i>Writing on the Edge: A Borderlands Reader</i>, Tom Miller <i>Naming What We Know: Threshold Concepts of Writing Studies</i>, Kassner and Wardle</p> <p>Recommended Extended Texts: Choose 1-2 <i>A House of My Own</i>, Sandra Cisneros (selected essays – see short texts) <i>Bone Black</i>, bell hooks <i>Born a Crime</i>, Trevor Noah <i>Between the World and Me</i>, Ta-Nehisi Coates <i>Canicula: Snapshots of a Girlhood en la Frontera</i>, Norma Elia Cantu*</p> <p>Independent/Reading Circle Options: <i>Fail Better</i>, Zadie Smith* <i>The Desert Smells Like Rain</i>, Gary Paul Nabhan (Tohono O’odham)* <i>The Color of Water</i>, James McBride* <i>The Autobiography of Malcolm X</i>, Alex Haley and Malcolm X <i>Desert Highway</i>, Luis Urrea Various images and quotes for rhetorical situation and analysis.</p>	<p>Recommended Short Texts: Choose 3-5 “Huipiles” p. 56 “Que Vivan los Colores!” p. 170 “The Girl Who Became a Saint: Teresa Urrea” p. 312 “The House on Mango Street’s Tenth Birthday” p. 124 “How it Feels to Be Colored Me” Zora Neale Hurston https://www.wheelersburg.net/Downloads/Hurston.pdf “On Beauty When the Other Dancer is the Self” Alice Walker https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/166/Beauty.pdf Excerpts from <i>Don’t Call Us Dead</i> Danez Smith <i>My Neighborhood</i>, Ishmael Reed <i>Theme for English B</i>, Langston Hughes <i>Mericans</i>, Sandra Cisneros <i>This Memory Begins With Flight</i>, Luis J. Rodriguez</p>

2021-2022 AP Language and Composition, Q1

Culturally Relevant African American + Mexican American Viewpoint



Instructional and Assessment Guides	Additional Instructional Resources
<p>TUSD SPARKS SPARK Strategies MLA Guide from the Purdue Online Writing Lab Teaching Tolerance Website https://www.tolerance.org/ AP Language and Composition Course at a Glance</p> <p>Summative Assessment: Rhetorical Analysis Essay Formative Assessments: Literacy Narrative: https://theliteracynarrativeuhs.weebly.com/ Rhetorical situation checklist / quiz, Rhetorical device quiz, Logos/Argument Analysis project, Close readings, Rhetorical analysis paragraph(s), Rhetorical Remix, Reflections, Socratic seminar, Group essay, Peer editing workshops, rhetorical device quiz,</p>	<p>Electronic Resources and Alternative Media: PPT with AP Lang intro PPT with CR intro PPT with Rhetorical Situation and Analysis info</p>

DRAFT

2021-2022 AP Language and Composition, Q2

Culturally Relevant African American + Mexican American Viewpoint



<p>Reading Focus: Argument Writing Focus: Argument</p>	<p>Unifying Concept: Seeking Justice Through the Written/Spoken Word</p>	<p>Quarter 2</p>
<p>Enduring Understandings:</p>		<p>Essential Questions:</p>
<ul style="list-style-type: none"> • Individuals write within a particular situation and make strategic writing choices based on that situation. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. • Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence. 		<ul style="list-style-type: none"> • How have speakers used their voice to take action in the pursuit of justice? • How can we use the tools of rhetoric to affect change?
<p style="text-align: center;">Standards</p>		
<p>Highly-Leveraged Standards¹</p>		
<p>AP Language and Composition Standards: <u>Claims and Evidence - Reading:</u> 3.A Identify and explain claims and evidence within an argument. 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. <u>Claims and Evidence - Writing:</u> 4.A Develop a paragraph that includes a claim and evidence supporting the claim. 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives. <u>Reasoning and Organization -Reading</u> 5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. 5.C Recognize and explain the use of methods of development to accomplish a purpose <u>Reasoning and Organization – Writing</u> 6.A Develop a line of reasoning and commentary that explains it throughout an argument. 6.B Use transitional elements to guide the reader through the line of reasoning of an argument. 6.C Use appropriate methods of development to advance an argument. <u>Style – Writing</u></p>		

2021-2022 AP Language and Composition, Q2

Culturally Relevant African American + Mexican American Viewpoint



- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- 8.B Write sentences that clearly convey ideas and arguments
- 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

Supporting Standards²

Constant Standards³

Social Justice Standards

- Identity:** Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).
- Diversity:** Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).
- Justice:** Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).
- Action:** Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

Adopted Texts and Materials

Textbooks:

The Language of Composition – 3rd Edition, Chapter 3 Analyzing Arguments: From Reading to Writing

Recommended Extended Texts:

- Ta-Nehisi Coates *Between the World and Me*
- The Line Becomes a River*, Francisco Cantu
- The Devil’s Highway*, Luis Alberto Urrea
- Borderlands/La Frontera: The New Mestiza*, Gloria Anzaldua
- Bone Black: Memories of Girlhood*, bell hooks
- James Baldwin/Raoul Peck *I Am Not Your Negro (film)**
- Tell Me How It Ends*, Valeria Luiselli*

Independent/Reading Circle Options:

Non-fiction reading circle text options:

1. *Texas On My Mind (And Mexico On My Right)*, Rebecca Solnit*

Recommended Short Texts: Choose 3-5

- “I Want to Talk About You” Sekou Sundiata (poem)
<https://vimeo.com/409712475>
- Sekou Sundiata on music, poetry, East Harlem and activism
https://www.youtube.com/watch?v=M0FlzRj7prY&ab_channel=hocopolitso
- The Trouble With English*, Gloria Lopez-Stafford
- Negra*, Luis Alberto Urrea
- I Will Send For You or I Will Come Home Rich*, Richard Rodriguez
- Two Faces, One Reality*, Brianda Domecq
- How to Tame a Wild Tongue*, Gloria Anzaldua
- Where The Wilderness Begins*, Ofelia Zepeda
- David Brooks “How Covenants Make Us” p 1201 in textbook (argument analysis)
- Daniel H Cohen “For Argument’s Sake” TED Talk
- “The Meanings of a Word” Gloria Naylor
<https://www.wqed.org/augustwilson/sites/wqed.org.augustwilson/files/The%20Meanings%20of%20a%20Word%20by%20Gloria%20Naylor.pdf>
- “Articulate” Jamila Lyiscott

2021-2022 AP Language and Composition, Q2

Culturally Relevant African American + Mexican American Viewpoint



<ol style="list-style-type: none"> 2. <i>Sister Outsider</i> by Audre Lorde (1984) 3. <i>Born a Crime</i> by Trevor Noah (2016) 4. <i>Bone Black: Memories of Girlhood</i> bell hooks 5. <i>Dreamland: The True Tale of America's Opiate Epidemic</i> Sam Quinones (2016)* 6. <i>Hillbilly Elegy: A Memoir of a Family and Culture in Crisis</i> by JD Vance (2016) 7. <i>Solitary</i> by Albert Woodfox with Leslie George (2019) 8. <i>Thick: And Other Essays</i> by Tressie McMillan Cottom (2019) 9. <i>The Soul of an Octopus: A Surprising Exploration into the Wonder of Consciousness</i> by Sy Montgomery (2015) 10. <i>The Heartbeat of Wounded Knee</i> by David Treuer (2019)* 11. <i>Barracoon</i> by Zora Neale Hurston (2018)* 12. <i>All You Can Ever Know</i> by Nicole Chung (2018)* 13. <i>The Immortal Life of Henrietta Lacks</i> Rebecca Skloot* 	<p>https://www.youtube.com/watch?v=k9fmJ5xQ_mc&ab_channel=TED “Who Gets to Be Angry” Roxane Gay https://www.nytimes.com/2016/06/12/opinion/sunday/who-gets-to-be-angry.html?_r=0 “Just Walk on By: Black Men in Public Spaces” Brent Staples https://learning.hccs.edu/faculty/emily.klotz/engl1301-10/course-readings/black-men-in-public-space-brent-staples/view “Getting Angry Can Be a Good Thing” Cecilia Munoz https://www.npr.org/templates/story/story.php?storyId=4859208 “And the Earth Did Not Part” Tomas Rivera “University Avenue” Pat Mora* “US Third World Feminism” Chela Sandoval (whole or in excerpt) https://blogs.brown.edu/amst-1700k-s01-2019-spring/files/2019/04/Chela-Sandoval-US-Third-World-Feminism.pdf <i>Sonnets and Salsa</i> excerpts Carmen Tafolla (poetry) <i>Bridges, Borders, Breaks</i> excerpts Yolanda Padilla--would have to be scanned in “In her Splendor Islanded” Octavio Paz (poetry) https://www.poetryfoundation.org/poetrymagazine/browse?contentId=27687</p>
<p style="text-align: center;">Instructional and Assessment Guides</p>	<p style="text-align: center;">Additional Instructional Resources</p>
<p>TUSD SPARKS SPARK Strategies MLA Guide from the Purdue Online Writing Lab Teaching Tolerance Website https://www.tolerance.org/ AP Language and Composition Course at a Glance</p> <p>Summative Assessment: Argumentative Essay Tell Me How It Ends Argument Analysis Book Clubs: https://uhsaplangtellmehowitends.weebly.com/</p> <p>Formative Assessments: Argument Analysis workshops/worksheets, Socratic seminars (Reading circles assignments: Reading/rhetoric journals, group argument essay, group debate,</p>	<p>Electronic Resources and Alternative Media: Video texts listed above</p>

2021-2022 AP Language and Composition, Q2

Culturally Relevant African American + Mexican American Viewpoint



group presentation, rhetorical analysis paper, discussion meetings and notes), rhetorical device quiz	
----------------------------------------------------------------------------------------------------------	--

2021-2022 AP Language and Composition, Q3

Culturally Relevant African American + Mexican American Viewpoint



<p>Reading Focus: Synthesis Writing Focus: Synthesis</p>	<p>Unifying Concept: Power and Agency: Exploring and Engaging with the Conversation</p>	<p>Quarter 3</p>
<p>Enduring Understandings:</p>		<p>Essential Questions:</p>
<ul style="list-style-type: none"> ● Power connects agency and purpose. ● Agency relate to our language and identities. ● Individuals write within a particular situation and make strategic writing choices based on that situation. ● Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence. ● The rhetorical situation informs the strategic stylistic choices that writers make. 		<ul style="list-style-type: none"> ● How do we understand the relationship between power, agency, language, and identity? ● How can writing be a process of deeper understanding and discovery? ● How does one use writing to make an impact on issues they care about? ● How does one identify a conversation of societal import and investigate it? ● How does writing change across audiences and communities?
<p>Standards</p>		
<p>Highly-Leveraged Standards¹</p>		
<p>AP Language and Composition Standards</p> <p><u>Rhetorical Situation - Reading</u></p> <p>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p><u>Rhetorical Situation - Writing</u></p> <p>2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>2.B Demonstrate an understanding of an audience’s beliefs, values, or needs</p> <p><u>Claims and Evidence - Reading:</u></p> <p>3.A Identify and explain claims and evidence within an argument.</p> <p>3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p> <p>3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p><u>Claims and Evidence - Writing:</u></p> <p>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>		



Culturally Relevant African American + Mexican American Viewpoint

4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Reasoning and Organization -Reading

5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.

5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

5.C Recognize and explain the use of methods of development to accomplish a purpose

Reasoning and Organization – Writing

6.A Develop a line of reasoning and commentary that explains it throughout an argument.

6.B Use transitional elements to guide the reader through the line of reasoning of an argument.

6.C Use appropriate methods of development to advance an argument.

Style - Reading

7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

Style – Writing

8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

8.B Write sentences that clearly convey ideas and arguments

8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

Supporting Standards²

Constant Standards³

Social Justice Standards

Identity: Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

Diversity: Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

Justice: Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

Action: Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

Adopted Texts and Materials

Textbooks:

*The Language of Composition – 3rd Edition, Chapter 4 Synthesizing Sources:
Entering the Conversation*

Recommended Short Texts:

The Souls of Black Folk, WEB DuBois
My Dungeon Shook, James Baldwin

2021-2022 AP Language and Composition, Q3

Culturally Relevant African American + Mexican American Viewpoint



Recommended Extended Texts: Choose 1-2

The New Jim Crow: Mass Incarceration and The Age of Colorblindness

Pedagogy of the Oppressed, Paulo Freire

March Books 1-3, John Lewis

Just Mercy, Bryan Stevenson*

Films:

The Pieces I Am (Toni Morrison)

The Black Power Mixtape

True Justice: Bryan Stevenson

Rediscovering Black History, Toni Morrison

A Letter to My Son, Ta-Nehisi Coates

America's Enduring Caste System, Isabel Wilkerson

“Getting In and Out” Zadie Smith

<https://harpers.org/archive/2017/07/getting-in-and-out/>

“The Color Fetish” Toni Morrison

<https://www.newyorker.com/books/page-turner/the-color-fetish>

Black. Queer. Southern. Women. Excerpts E Patrick Johnson

“What, to the Slave, Is the 4th of July” Frederick Douglass

<https://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/>

“Letter From a Birmingham Jail” Dr. Martin Luther King Jr.

“The Ballot or the Bullet” Malcolm X

“On Being Brought From Africa to America” Phillis Wheatley*

<https://www.poetryfoundation.org/poems/45465/on-being-brought-from-africa-to-america>

“Gettysburg Address” Abraham Lincoln

“The 13th Amendment” US Constitution

“At the cemetery, walnut grove plantation, south carolina, 1989” Lucille Clifton*

<https://blogs.iwu.edu/contemporaryamericanpoetry/2014/01/31/at-the-cemetery-walnut-grove-plantation-south-carolina-1989/>

“The Handicap of Definition” William Raspberry

<https://www.washingtonpost.com/archive/politics/1982/01/06/black-by-definition/386f6484-8f4c-4d13-9afd-535a44fdc189/>

“Women Are Never Frontrunners” Gloria Steinem

<https://www.nytimes.com/2008/01/08/opinion/08steinem.html>

“Freedom Train” Langston Hughes poetry)

http://org.coloradomesa.edu/~blaga/421/Freedom_Train.html

“Banneker” Rita Dove (poetry)

<https://www.poetryfoundation.org/poems/43354/banneker>

Instructional and Assessment Guides

[TUSD SPARKS](#)
[SPARK Strategies](#)

Additional Instructional Resources

Electronic Resources and Alternative Media:

2021-2022 AP Language and Composition, Q3

Culturally Relevant African American + Mexican American Viewpoint



[MLA Guide from the Purdue Online Writing Lab](#)

Teaching Tolerance Website

<https://www.tolerance.org/>

Summative Assessment:

Extended synthesis project/essay

African American Perspectives Synthesis Essay:

<https://uhsaplansynthesis.weebly.com/>

Formative Assessments:

Rhetorical analysis essay, Letter composition, extended synthesis outline, rough draft/writing workshops, project presentation, class discussion, project reflection, syntax quiz, rhetorical device quiz

2021-2022 AP Language and Composition, Q4

Culturally Relevant African American + Mexican American Viewpoint



<p>Reading Focus: Review RHS, CLE, REO, and STL Writing Focus: Review RHS, CLE, REO, and STL</p>	<p>Unifying Concept: Passion Projects, Personal and Academic Identity through Research and Application, Applying Essential Skills and Understandings</p>	<p>Quarter 4</p>
<p>Enduring Understandings:</p>		<p>Essential Questions:</p>
<ul style="list-style-type: none"> ● Action is integral to our identity and purpose. ● Individuals write within a particular situation and make strategic writing choices based on that situation. ● Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. ● Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence. ● The rhetorical situation informs the strategic stylistic choices that writers make. 		<ul style="list-style-type: none"> ● How to take our understandings of writing and AA/MA perspectives into our lives beyond this class? ● How do we apply our voices to contemporary conversations/issues? ● How can rhetoric, argument, and synthesis empower us in our reading, writing and speaking? ● What is meant by “speaking truth to power” and how does it apply in multiple contexts and across multiple disciplines?
<p style="text-align: center;">Standards</p>		
<p>Highly-Leveraged Standards¹</p>		
<p>AP Language and Composition Standards <u>Rhetorical Situation - Reading</u> 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. <u>Rhetorical Situation - Writing</u> 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs <u>Claims and Evidence - Reading:</u> 3.A Identify and explain claims and evidence within an argument. 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. <u>Claims and Evidence - Writing:</u> 4.A Develop a paragraph that includes a claim and evidence supporting the claim.</p>		



Culturally Relevant African American + Mexican American Viewpoint

4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Reasoning and Organization -Reading

5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.

5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

5.C Recognize and explain the use of methods of development to accomplish a purpose

Reasoning and Organization – Writing

6.A Develop a line of reasoning and commentary that explains it throughout an argument.

6.B Use transitional elements to guide the reader through the line of reasoning of an argument.

6.C Use appropriate methods of development to advance an argument.

Style - Reading

7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

Style – Writing

8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

8.B Write sentences that clearly convey ideas and arguments

8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

Supporting Standards²

Constant Standards³

Social Justice Standards

Identity: Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

Diversity: Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

Justice: Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

Action: Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

Adopted Texts and Materials

Textbooks: Adopted Anthologies:

Recommended Short Texts: Choose 3-5

2021-2022 AP Language and Composition, Q4

Culturally Relevant African American + Mexican American Viewpoint



<p>Recommended Extended Texts: Choose 1-2 <i>Narrative of the Life of Frederick Douglas</i>, Frederick Douglas <i>Incidents in the Life of a Slave Girl</i> Harriet Jacobs https://docsouth.unc.edu/fpn/jacobs/jacobs.html</p>	<p>This quarter may emphasize application of skills using practice multiple choice samples or timed writing from College Board. This quarter emphasizes the “action” through presentation of passion/synthesis projects of varying sorts (i.e. CRIA). Recommend lightly filling in with readings from quarters 2-3 for extra enrichment as needed.</p>
<p>Instructional and Assessment Guides</p>	<p>Additional Instructional Resources</p>
<p>TUSD SPARKS SPARK Strategies MLA Guide from the Purdue Online Writing Lab Teaching Tolerance Website https://www.tolerance.org/</p> <p>Summative Assessments: MCQ Final RA timed write Argument timed write Synthesis timed write Rhetorical Device Final Passion/Synthesis Project Presentation (In Classroom or CRIA)</p> <p>Formative Assessments: Rhetorical analysis journals, Socratic seminars, Group essays, revision workshops, practice MCQ tests</p>	<p>Electronic Resources and Alternative Media:</p> <p>College Board website AP Classroom http://yparhub.berkeley.edu/ https://arizona.pure.elsevier.com/en/publications/youth-participatory-action-research-a-pedagogy-of-transformationa</p>

¹**Highly-Leveraged Standards** are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

²**Supporting Standards** are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

³**Constant Standards** are routinely addressed to reinforce grade-level mastery.

2021-2022 AP Language and Composition, Q4

Culturally Relevant African American + Mexican American Viewpoint

