

**Course Numbers**

LA 503/504

LA529/530 (Dual-credit)

**AP English Language & Composition**

2019-2020

**1.0 English credit.**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

**AP English Language and Composition** **– Course Objectives:**

Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects • Writing that proceeds through several stages or drafts, with revision aided by teacher and peers • 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 • Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres • 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 • Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves • Developing research skills and the ability to evaluate, use, and cite primary and secondary sources • 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 • Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)

**AP English Language** **Exam: Format of Assessment – 3 Hours**

**Section I: Multiple Choice | 52-55 Questions | 1 Hour | 45% of Exam Score**

• Includes excerpts from several non-fiction texts

• Each excerpt is accompanied by several multiple-choice questions

**Section II: Free Response | 3 Prompts | 2 Hours 15 minutes | 55% of Exam Score**

-Synthesis: Students read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis.

-Rhetorical Analysis: Students read a non-fiction text and analyze how the writer’s language choices contribute to his or her purpose and intended meaning for the text.

-Argument: Students create an evidence-based argument that responds to a given topic.

[**http://secondaryliteracy.dmschools.org/**](http://secondaryliteracy.dmschools.org/)

[**http://grading.dmschools.org**](http://grading.dmschools.org)

[**http://apcentral.collegeboard.com/apc/public/courses/teachers\_corner/2124.html**](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.html)

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Grading Topic** | **Content Standards** | **DMACC Competencies** |
| **Constructing Writing** | * Writing 4 * Writing 5 * Writing 6 | ENG105-1, ENG105-3, ENG105-5  ENG106-5, ENG 106-6, ENG106-7 |
| **Vocabulary & Terminology** | * Reading Literature 4 * Language 4 | ENG106-4 |
| **Collaborating in Discussions** | * Speaking & Listening 1 * Speaking & Listening 2 * Speaking & Listening 3 |  |
| **Critical Reading** | * Reading Literature 1 * Reading Literature 2 * Reading Literature 3 * Reading Literature 5 * Reading Literature 6 * Reading Literature 7 * Reading Literature 9 * Reading Literature 10 | ENG105-2  ENG106-1 |
| The Advanced Placement English Language & Composition exam requires students to respond to three types of prompts within approximately 40 minutes: 1) an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning; and 2) an “open” question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. | | |
| **Rhetorical Writing** | * Writing 1,2, 9 | ENG106-1, ENG106-2 |
| **Synthesis Writing** | * Writing 9 | ENG106-1, ENG106-2 |
| **Argument Writing** | * Writing 9 | ENG106-1, ENG106-2 |

**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way, including writing your name, numbering the spine, even using blue painters’ tape. This damages the resale value of the book and diminishes our investments. Classroom sets are intended to remain in the classroom. If a student needs to remove the book from the classroom, that book should be checked out to the student using the guidance **Textbook Inventory Handbook.**

Teachers should not initiate a transfer request without the express permission of the building textbook manager or the curriculum coordinator.

\*\*\*Link for Novel Requisition Request

As you select all texts for instruction, determine the level of complexity in conversation with your PLC. Norming around what grade-level complex texts are will be the way to make progress in this standard.

[Rubric to Assess Fiction](file:///C:\Users\sheridanel\Pictures\SCASS_Text_Complexity_Qualitative_Measures_Lit_Rubric_2.8.pdf)

[Rubric to Assess Non-Fiction](file:///C:\Users\sheridanel\Pictures\SCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf)

**Suggested Texts:** Texts listed have been shared by other DMPS AP Lang. instructors as having success in preparing students for the AP exam.

*The Color of Water,* James McBride

*The New Jim Crow,* Michelle Alexander

*They Poured Fire on us from the Sky*, Alephonsion Deng

*Enrique’s Journey*, Sonia Nazario

*Born a Crime*, Trevor Noah

*Columbine*, Dave Cullen

*Fast Food Nation*, Eric Schlosser

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| **Constructing Writing** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   * **Develop** a plan for writing, focusing on what is most significant for a specific purpose and audience * **Create** an organizational structure that logically sequences claims and helps accomplish the purpose * **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience. * **Create** multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. * **Apply** the stylistic conventions and expectations of the task or genre | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**  Students demonstrate they have the ability to:   * Describe the task, purpose, and audience for a given writing task * Produce writing that attends to the requirements of a specific task or prompt * Produce writing for a specific purpose * Produce writing with a specific audience in mind * Produce writing with organization (a clear beginning, middle, and end) * Produce writing with consistent style (formal or informal) * Plan the development of writing using a template or graphic organizer |
| **Standard Language:** [**CCSS.ELA W.11-12.4**](http://www.corestandards.org/ELA-Literacy/W/11-12/4/)  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Standard Language:** [**CCSS.ELA W.11-12.5**](http://www.corestandards.org/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. | | |

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| **Ideal Student Experience:**  This topic connects clearly to the three writing topics (Argument, Rhetorical Analysis, and Synthesis) and should be used to measure student engagement in the process of writing while attending to the requirements of the writing genres from those scales.  Peer feedback is a vital part of the writing process. Students should be engaged in peer editing multiple times throughout the year, and this can also be assessed through **Collaborating in Discussions.** | **Teacher Clarifications**  **While evidence for constructing writing may take many forms, length expectations for 11-12th grade are 4-5+ pages for full length papers.**  **Development**: Is able to support all paragraphs with sufficient detail, evidence, explanation, and relevant qualifiers or counterclaims closely related to a strong thesis.  **Organization:** Is able to arrange ideas and details throughout the piece to support the thesis, central idea, or theme and use strong transitions to create flow.  **Style**: Is able to make effective word choices (particularly in terms of persuasiveness) suited to the situation while also varying syntax for effect.  **Stylistic Conventions** = APA/MLA as appropriate for the audience and purpose |
| **Academic Vocabulary**  Relevant, Cohesion, Formal Style, Conventions, Thesis | **Additional Resources**  No Red Ink Pro: Writing Coach |

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| **Vocabulary & Terminology** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.  **Possible Level 4 Guidance:**   1. Investigate the evolution of form and meaning of an unusual word in a text 2. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study | **LEVEL 3 LEARNING GOAL: (AT)**  *The student demonstrates the ability to:*   1. **Analyze** a word and its impact within a passage (i.e., connotation, denotation, concrete, abstract, literal, figurative) 2. **Apply** knowledge of a word to use it in the correct context with the appropriate syntax | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Determine the meaning of words and phrases as they are used in a text, including technical meanings * Acquire and use accurately general academic and domain-specific words and phrases in isolation |
| **Standard Language: CCSS ELA RL.11-12.4**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful  **Standard Language: CCSS ELA L.11-12.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 11-12 reading and content*, choosing flexibly from a range of strategies.  **Standard Language: CCSS ELA L.11-12.6**  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |

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| **Multiple Opportunities**  Students can practice these skills when **Collaborating in Discussions** and can write shorter analysis pieces that serve the **Constructing Writing** topic. | **Teacher Clarifications**  Note that the 3A focuses on things such as literary and rhetorical devices, while 3B encourages students to focus on developing a stronger general vocabulary. |
| **Academic Vocabulary**  Connotation, Denotation, Concrete, Abstract, Literal, Figurative, Syntax | **Additional Resources** |

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| **Collaborating in Discussions** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly and persuasively:***   * **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas * **Propel conversations** by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives * **Respond thoughtfully to diverse perspectives**; synthesize comments, claims, and evidence made on *other* sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed * Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner * Prepare for participation in a discussion by reading and researching indicated material |
| **Standard Language: CCSS ELA SL.11-12.1**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  **Standard Language:** [**CCSS.ELA-LITERACY.SL.11-12.2**](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/)  Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  **Standard Language:** [**CCSS.ELA-LITERACY.SL.11-12.3**](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/)  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | | |

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| **Multiple Opportunities**  The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the associated reading topic. | **Teacher Clarifications**  Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day’s assessment.  Not all qualifiers in each bullet point must be present in every discussion.  Some teachers have found that the Devil’s Advocate role during student discussion helps further dialogue, especially when many agree on an issue. |
| **Academic Vocabulary**  Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize | **Additional Resources**  **Costa’s Level of Questioning (AVID strategy)**  **Question-Answer Relationship (QAR)** |

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| **Critical Reading** | | |
| **LEVEL 4: (ET) 70%-100%**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT) 60-64%**  ***Students demonstrate they have the ability to:***   1. Analyze a text regarding rhetorical language (syntax, diction, figurative language, tone) 2. Analyze a text regarding author’s meaning and purpose 3. Analyze a text regarding main idea, theme, and tone 4. Analyze a text regarding organization, structure, and rhetorical modes 5. Analyze a text regarding documentation and citation | **Level 2: (PT) 45-59%**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Identify instances of rhetorical language (syntax, diction, figurative language, tone) * Identify author’s meaning and purpose * Identify main idea, theme, and tone * Identify instances of organization, structure, and rhetorical modes * Identify instances of documentation and citation |
| **Standard Language: CCSS ELA RL.11-12.1-3**  **Standard Language: CCSS ELA RL.11-12.5-10**  **Standard Language: CCSS ELA RI.11-12.1-3**  **Standard Language: CCSS ELA RI.11-12.5-10** | | |

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| **Multiple Opportunities:** | **Teacher Clarifications**  Bear in mind that a student is more likely to pass the AP exam once they cross the 45% threshold on the multiple-choice exam. |
| **Academic Vocabulary** | **Additional Resources** |

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| **Rhetorical Analysis Writing** | | |
| **LEVEL 4: (ET)**  **7+ on the AP scale**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT) 6 on the AP scale**  ***Students demonstrate they have the ability to:***   1. **Construct** complex rhetorical analysis essays that responds to an assigned prompt 2. **Construct** complex rhetorical analyses over time that attend to rigorous academic requirements | **Level 2: (PT) ≤5 on the AP scale**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Identify the critical components of rhetorical analysis * Produce brief rhetorical analyses that attend to specific elements of rhetoric |
| **Standard Language: 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.  **Standard Language: CCSS.ELA-Literacy.W.11-12.2**  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.  **Standard Language:** **[CCSS.ELA-LITERACY.W.11-12.9](http://www.corestandards.org/ELA-Literacy/W/11-12/9/)** Draw evidence from literary or informational texts to support analysis, reflection, and research.  (See last page of guide for DMACC Competency Explanations) | | |

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| **Multiple Opportunities** | **Teacher Clarifications**  Remember that the AP Rhetorical Analysis prompt heavily encourages annotation throughout. One method for supporting this writing type is SOAP. |
| **Academic Vocabulary**  Appeals (Ethos, Logos, Pathos), Literary Devices, Rhetorical Devices, Satire, Repetition, Rhetorical Shift, Genre | **Additional Resources** |

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| **Synthesis Writing** | | |
| **LEVEL 4: (ET)**  **7+ on the AP scale**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT) 6 on the AP scale**  ***Students demonstrate they have the ability to:***   1. **Construct** complex synthesis essays within a fixed time constraint that responds to an assigned prompt 2. **Construct** complex synthesis writing over time and through multiple drafts that attend to rigorous academic requirements 3. **Evaluate** and infuse evidence from provided sources | **Level 2: (PT) ≤5 on the AP scale**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Identify the critical components of synthesis writing * Produce brief synthesis responses that attend to specific elements of synthesis writing * Support thesis through cited evidence from provided sources |
| **Standard Language:** [**CCSS.ELA-LITERACY.W.11-12.9**](http://www.corestandards.org/ELA-Literacy/W/11-12/9/)Draw evidence from literary or informational texts to support analysis, reflection, and research.  (See last page of guide for DMACC Competency Explanations) | | |

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| **Multiple Opportunities**  It is possible to assess a synthesis writing task under both this topic and the Argument Writing topic, as the two are closely related. | **Teacher Clarifications**  Citation of sources must be consistent.  The difference between 3C and 2C is largely a matter of the degree of skill used to incorporate the sources into the student writing. 2C covers a more mechanical/formulaic approach, while 3C asks students to embed multiple sources throughout the writing more organically. |
| **Academic Vocabulary**  Synthesis vs. Summary, Paraphrase vs. Direct Quotation, Citation, Counterargument | **Additional Resources** |

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| **Argument Writing** | | |
| **LEVEL 4: (ET)**  **7+ on the AP scale**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT) 6 on the AP scale**  ***Students demonstrate they have the ability to:***   1. **Construct** complex argumentative essays that responds to an assigned prompt 2. **Construct** complex argumentative writing that attend to rigorous academic requirements | **Level 2: (PT) ≤5 on the AP scale**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Identify the critical components of argumentative writing * Produce brief argumentative responses that attend to specific elements of argumentation |
| **Standard Language:** [**CCSS.ELA-LITERACY.W.11-12.9**](http://www.corestandards.org/ELA-Literacy/W/11-12/9/)Draw evidence from literary or informational texts to support analysis, reflection, and research.  (See last page of guide for DMACC Competency Explanations) | | |

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| **Multiple Opportunities:** | **Teacher Clarifications**  Remember that the AP Argument Writing prompt does not require quoted/cited text evidence. Additionally, first person writing is not necessarily prohibited in this writing type, but it should be used sparingly. |
| **Academic Vocabulary**  Thesis, Evidence, Counterclaim, Rebuttal, Appeals (Ethos, Pathos, Logos) | **Additional Resources** |

**DMACC Partnership Information**

**Mission Statement**

In order to better support students in their preparation for post-secondary education, many AP programs offer their courses for dual-credit, meaning that the course confers both high school and college credit at the same time. These arrangements require courses to be built in accordance with DMACC competencies and require students to enroll in the course, a process overseen by DMACC personnel working in conjunction with DMPS teachers.

**Alignment: ENG 105**

The following list indicates the Course Competencies required for DMACC’s ENG 105 “Composition I” course.

1. **Practice writing as a recursive process**
2. **Practice reading as an active part of the writing process**
3. **Adapt the rules of standard English grammar**
4. **Investigate research resources where/when available**
5. **Recognize standard documentation form**

**Alignment: ENG 106**

The following list indicates the Course Competencies required for DMACC’s ENG 106 “Composition II” course.

1. **Demonstrate critical reading and writing skills**
2. **Analyze rhetorical patterns and theoretical approaches in student and/or published texts**
3. **Apply concepts and/or techniques from primary and/or secondary sources in a new context**
4. **Identify language nuances**
5. **Apply the rules of standard English grammar**
6. **Evaluate individual writing process to allow flexibility in adapting writing task and situation**
7. **Demonstrate standard documentation form**

