



**English/ Language Arts**  
**Advanced Placement English Language**  
**Grade 11**

<b>Unit Name: Rhetorical Analysis</b>		<b>1<sup>st</sup> 6 Weeks</b>
<b>TEKS</b>	<b>Content/Vocabulary</b>	<b>Guiding Questions</b>
<p>E3.2B Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.</p> <p>E3.6B Rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary.</p> <p>E3.6D Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;</p> <p>E3.6F Discriminate between connotative and denotative meanings and interpret the connotative power of words</p> <p>E3.8A Read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing.</p> <p>E3.12A Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.</p>	<p>Speaker/Audience/Purpose</p> <p>Diction</p> <p>Connotation/denotation</p> <p>Tone</p> <ul style="list-style-type: none"> <li>• Shift</li> </ul> <p>Analysis of good writing</p> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Identification of author’s use of rhetorical strategies</li> <li>• Explanation of author’s use of rhetorical strategies</li> </ul> <p>Application of effective strategies in student writing</p> <ul style="list-style-type: none"> <li>• Stylistic maturity</li> </ul>	<p>For what purpose does a writer choose specific words, sentence structures and development methods in his writing?</p>
<p>E3.8A Read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing.</p> <p>E3.12A Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.</p>	<p>Syntax</p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Purpose</li> <li>• Variety</li> </ul> <p>Usage of a variety of sentence structures</p> <p>Application of effective strategies in student writing</p> <ul style="list-style-type: none"> <li>• Stylistic maturity</li> </ul>	



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<p>E3.2B Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.</p> <p>E3.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].</p> <p>E3.10B Use elements of text to defend, clarify, and negotiate responses and interpretations.</p> <p>E3.18B Justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text</p>	<p>Using text to support analysis</p>	
<p>E3.2B Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.</p> <p>E3.8A Read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing.</p> <p>E3.8B Read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media].</p> <p>E3.8C Read American and other world literature, including classic and contemporary works.</p> <p>E3.12A Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.</p>	<p>Satire/Parody</p> <ol style="list-style-type: none"> <li>1. Irony</li> <li>2. Hyperbole</li> <li>3. Understatement</li> <li>4. Theme</li> </ol> <p>Analysis of good writing</p> <ol style="list-style-type: none"> <li>I. Interpretation</li> <li>II. Identification of author’s use of rhetorical strategies</li> <li>III. Explanation of author’s use of rhetorical strategies</li> </ol> <p>Application of effective strategies in student writing</p> <ul style="list-style-type: none"> <li>• Stylistic maturity</li> </ul>	



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<p>E3.2B Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.</p> <p>E3.8A Read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing.</p> <p>E3.8B Read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media].</p> <p>E3. 8C Read American and other world literature, including classic and contemporary works.</p> <p>E3.12A Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.</p> <p>E3.12B Evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility.</p> <p>E3.12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts.</p> <p>E3.16A Apply valid criteria to analyze, evaluate, and critique informative and persuasive messages</p>	<p>Persuasive elements</p> <ul style="list-style-type: none"> <li>• Logos</li> <li>• Pathos</li> <li>• Ethos</li> <li>• Concession</li> <li>• Counterargument</li> </ul> <p>Analysis of good writing</p> <p>IV. Interpretation</p> <p>V. Identification of author’s use of rhetorical strategies</p> <p>VI. Explanation of author’s use of rhetorical strategies</p> <p>Application of effective strategies in student writing</p> <ul style="list-style-type: none"> <li>• Stylistic maturity</li> </ul> <p>Create and sustain arguments</p> <ul style="list-style-type: none"> <li>• Introduce a complex central idea</li> <li>• Develop it with appropriate, specific evidence</li> <li>• Use cogent explanations</li> <li>• Use clear transitions</li> </ul>	



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<b>TEKS</b>	<b>Content/Vocabulary</b>	<b>Guiding Questions</b>
E3.11F Understand literary forms and terms	Rhetorical devices using opposition <ul style="list-style-type: none"> <li>• Juxtaposition</li> <li>• Paradox</li> <li>• Oxymoron</li> <li>• Antithesis</li> <li>• Irony</li> </ul> Motif  Analysis of good writing <ul style="list-style-type: none"> <li>VII. Interpretation</li> <li>VIII. Identification of author’s use of rhetorical strategies</li> <li>IX. Explanation of author’s use of rhetorical strategies</li> </ul>	
E3.19A Describe how meanings are communicated through elements of design, including shape, line, color, and texture  E3.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.  E3.20B Deconstruct media to get the main idea of the message’s content.  E3.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.  E3.20D Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;  E3.20E Recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each	Visual rhetoric	



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<p>E3.21A Examine the effect of media on constructing his/her own perception of reality;</p> <p>E3.21B Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;</p> <p>E3.21C Use a range of techniques to plan and create a media text and reflect critically on the work produced;</p> <p>E3.21D Create media products to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences; and</p> <p>E3.21E Create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.</p>		
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