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CW High School
AP Language & Composition C

1. **Satire and Such**   (33.33%)

Learning Targets

1.1   I can define and critically evaluate satire employed by a variety of authors from multiple and varied time periods.

Learning Target	Descriptor	Definition
4	Proficient	I can define and critically evaluate satire employed by a variety of authors from multiple and varied time periods.
3	Developing	I can define and attempt to evaluate and compare the satire of a variety of author, but may fall short in true comparative analysis.
2	Basic	I can read a given piece and annotate or speak to the satire included, justifying the nature of the rhetoric used.
1	Minimal	I can define satire and its purpose in literature.
0	No Evidence	No evidence shown.

1.2   I can detail and analyze the rhetorical and literary skills demonstrated in the creation of humor and satire, including wit, irony, figurative language, idioms, colloquialisms and puns.

Learning Target	Descriptor	Definition
4	Proficient	I can detail and analyze the rhetorical and literary skills demonstrated in the creation of humor and satire, including wit, irony, figurative language, idioms, colloquialisms and puns.
3	Developing	I can attempt to analyze and discuss the purpose behind employed literary skills of humor and satire, but may not be able to use particular terminology to speak to the skills represented in the given writing.
2	Basic	I can define and recognize satirical skills such as irony, and figurative language employed in creating humor or satire.
1	Minimal	I can recognize lines including humor and satire in given reading.
0	No Evidence	No evidence shown.

1.3   I can analyze and review political and editorial cartoons to find purpose and appeals.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze and review political and editorial cartoons to find purpose and appeals.
3	Developing	I can detail information in a given cartoon that reveals its purpose and the humor to be found in the topic.

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Learning Target	Descriptor	Definition
2	Basic	I can detail information in a given cartoon that is suggestive of the piece's purpose and argumentation.
1	Minimal	I can recognize the basic purpose behind a given political cartoon.
0	No Evidence	No evidence shown.

1.4 I can write an in-class, timed response to a prior AP Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.

Learning Target	Descriptor	Definition
4	Proficient	I can write an in-class, timed response to a prior AP Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.
3	Developing	I can write an in-class, times response to a prior AP Prompt meeting criterion accorded to the prompt's est. scoring guide at a minimum of 70%.
2	Basic	I can write an in-class, timed response essay that defines a clear thesis and three basic arguments of support.
1	Minimal	I can complete an in-class prompt response essay.
0	No Evidence	No evidence shown.

1.5 I can manipulate a given scoring guide to self-assess my own prompt completion, validating my progress and demonstrated criterion.

Learning Target	Descriptor	Definition
4	Proficient	I can manipulate a given scoring guide to self-assess my own prompt completion, validating my progress and demonstrated criterion.
3	Developing	I can manipulate a given scoring guide to self-assess my own writing, but unfairly judge my own writing scores in comparison to other scorer's views.
2	Basic	I can manipulate a given scoring guide with my peers to assess a given piece of writing.
1	Minimal	I can read and prove my comprehension of a given scoring guide through basic discussion.
0	No Evidence	No evidence shown.

2. **Close Test Preparation**   (33.33%)

Learning Targets

2.1 I can complete a variety of former and practice AP Language and Composition multiple choice tests, focusing on rhetoric and language usage, with improving results.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can complete a variety of former and practice AP Language and Composition multiple choice tests, focusing on rhetoric and language usage, with improving results.
3	Developing	I can complete former MC tests, and try to recognize patterns of language, questions stems, and content references in an effort to improve my scores.
2	Basic	I can complete former MC tests, and study results to seek out improvement.
1	Minimal	I can work to complete former and practice AP Lang exams in an effort to practice.
0	No Evidence	No evidence shown.

2.2 I can create, document, and practice a "plan of attack" for the AP Exam, including time references, specific tasks, and means of breaking test anxiety.

Learning Target	Descriptor	Definition
4	Proficient	I can create, document, and practice a "plan of attack" for the AP Exam, including time references, specific tasks, and means of breaking test anxiety.
3	Developing	I can research or comprehend, and practice steps to prepare for test taking that will increase my chances of success.
2	Basic	I can pinpoint and list some of my own shortcomings in relation to the AP Exam and standardized test taking in general.
1	Minimal	I can explain skills necessary for a difficult test-taking experience.
0	No Evidence	No evidence shown.

2.3 I can write an in-class, timed response to a prior AP Synthesis Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.

Learning Target	Descriptor	Definition
4	Proficient	I can write an in-class, timed response to a prior AP Synthesis Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.
3	Developing	I can write an in-class, timed response to a prior AP Prompt meeting criterion accorded to the prompt's est. scoring guide at a minimum of 70%.
2	Basic	I can write an in-class timed essay that defines a clear thesis, and attempts to incorporate supplied resources.
1	Minimal	I can write an essay in the time allotted that addresses the prompt given.
0	No Evidence	No evidence shown.

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2.4 I can write an in-class, timed response to a prior AP Argumentation Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.

Learning Target	Descriptor	Definition
4	Proficient	I can write an in-class, timed response to a prior AP Argumentation Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.
3	Developing	I can write an in-class, timed response to a prior AP Prompt meeting criterion accorded to the prompt's est. scoring guide at a minimum of 70%.
2	Basic	I can write an in-class essay that addresses the given prompt, but remain undeveloped in argumentation and immature in writing structure.
1	Minimal	I can write an essay that may be incomplete, or stray from topic.
0	No Evidence	No evidence shown.

2.5 I can write an in-class, timed response to a prior AP Rhetorical Analysis Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.

Learning Target	Descriptor	Definition
4	Proficient	I can write an in-class, timed response to a prior AP Rhetorical Analysis Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.
3	Developing	I can write an in-class, timed response to a prior AP Prompt meeting criterion accorded to the prompt's est. scoring guide at a minimum of 70%.
2	Basic	I can write an in-class essay that attempts rhetorical analysis, but falls short in true understanding, and remains immature in language and structure.
1	Minimal	I can write an essay that discusses the given prompt, but never becomes real analysis.
0	No Evidence	No evidence shown.

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3. Academia   (33.34%)

Learning Targets

3.1 I can read, analyze and respond in writing to one of a given set of college-prep, nonfiction pieces. These may include, but is not limited to: Quiet by Cain, On Writing by King, Blink by Gladwell, The GlassCastle by Walls, or HillbillyElegy by Vance.

Learning Target	Descriptor	Definition
4	Proficient	I can read, analyze, and respond in writing to one of a given set of college-prep, nonfiction pieces. These may include, but are not limited to: Quiet by Cain, On Writing byKing, Blink by Gladwell, The Glass Castle byWalls or Hillbilly Elegy byVance.
3	Developing	I can read, and discuss a given novel or memoir, but may not be able to find analysis or application in its lessons.
2	Basic	I can read a given piece, and recall some information for sharing.
1	Minimal	I can begin to read a piece, getting the main ideas, but fall short of teaching others from its content.
0	No Evidence	No evidence shown.

3.2 I can create a soundly written argument supporting or negating the potentials of this class as supportive of my future educational goals.

Learning Target	Descriptor	Definition
4	Proficient	I can create a soundly written argument supporting or negating the potentials of this class as supportive of my future educational goals.
3	Developing	I can create an essay that discusses this class and writing, but does not perhaps not take a real stand on its overall applications.
2	Basic	I can begin to write an essay addressing the prompt as given, but likely stray form the topic at hand, or become disorganized in my writing attempts.
1	Minimal	I can write an essay that may be incomplete, or off topic.
0	No Evidence	No evidence shown.

Submitted on 2/3/2022 by Christie Sather