

AP Language & Composition (11th grade) Curriculum Map -- Unit 1

2017-2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 1 Vocabulary](#)

Unit Summary: The Structure of Argument & The Epic Hero

This unit is designed to acquaint students with the fundamentals of argument through study of the classical model, Toulmin, and others, as well as literature that illustrates archetypes of the hero. Students will learn the structure of argument styles in order to enhance their critical thinking skills, which will enhance their written and spoken communication. By reading and analyzing various argumentative texts, as well as writing, revising, conferencing on and peer editing their writing, they will identify both valid and faulty reasoning in their own arguments. By studying the language and culture of Anglo-Saxon and modern society, students will be able to deeply understand author's purpose and historical viewpoints, and will use this knowledge to identify how heritage and values impact style, tone, and content in literature. Students will recognize how literary traditions have evolved and how themes endure in modern literature. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of cultural perspective; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating an argument essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How do authors create effective arguments?

How do readers assess the validity and effectiveness of an argument?

How do societies define fame, glory, and heroism across time?

How does literature reflect culture/society?

How is culture/society reflected in literature?

How do authors construct effective literary analysis through argument writing?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Summer Reading Assignment (10%):** (*benchmark pre-assessment for writing)
2. **Writing Workshop (15%):** Argument
3. **Performance Assessment (15%):** Independent Reading or Beowulf;
4. **Vocabulary (10%)** Cumulative Assessment: Units 1-2 Shostak, Level G

Formative Assessments (Classwork & Homework = 15%; Quizzes = 35%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Benchmark Pre-Assessment for Reading: Practice AP Passages (MC & free responses = 0%)

Texts:

Major Work: *Beowulf*, translated by Seamus Heaney

Thematic Connections: Grendel excerpts; "Sir Gawain and the Green Knight,"

Mentor Texts: Examples of argument writing available through *The Language of Composition*, 2nd. Ed.

Poetry: *Ulysses*, Tennyson

Independent Reading options: Recommended from the AP Free Response Titles list, updated 05/2015

AP Language & Composition (11th grade) Curriculum Map -- Unit 1

2017-2018

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Argument	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL.11.2/RI.11.2 – Argument/Claim Analyze claim and counterclaim and strength of support; cite textual evidence to support such analysis; analyze techniques of social commentary</p> <p>RL/RI.11.3: Development Analyze how events interact and develop and impact the text</p> <p>RL.11.4 – Word Choice Analysis of word choice for its effect on tone and author’s purpose</p> <p>RI.11.5 – Structure Identify and assess the organization and development of argument</p> <p>RL.11.6/RI.11.6 – Point of View: Analysis of social and historical perspective and its relationship to author’s purpose; analyze how style and content contribute</p> <p>RI.11.6 – Author Purpose: Analysis of how author presents argument, including persuasive appeals and rhetorical strategies:</p> <p>Satire, Understatement, Exaggeration, and Hyperbole: Identify its use and analyze its effect on author’s purpose and audience and overall effect.</p> <p>Verbal Irony and Sarcasm: Identify its use and analyze its effectiveness</p>	<p><u>Text Types & Purposes</u> W.11.1 a-e -- Argument Writing Present a social-commentary argument that analyzes and evaluates claims and counterclaims in order to answer a student-developed question.</p> <p>Writing Workshop. Use mentor text essays and literature to note the structure and organization of analysis; use notebooks entries to make connections among texts in this unit; compose short analysis pieces in response to given text. Include rhetorical devices; demonstrate effective use of sentence structure & word choice</p> <p>W.11.4, W.11.5, & W.11.6 – Plan, write, revise, and edit essays for content and organization, grammar and mechanics. Participate in writing conferences, self and peer review.</p> <p>W.11.7 & W.11.8 Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources</p> <p>W.11.10 -- Portfolio Reflections</p> <p><u>Research to Build & Present Knowledge</u> W.11.9 -- Use evidence from readings to support literary analysis and to strengthen argument.</p>	<p><u>Comprehension & Collaboration</u> SL.11.1a & b – Practice with Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.11.1a -- *Mini- Seminars: Engage students in small-group discussions that focus on a single question/ goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze argument and social commentary</p> <p>SL.11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p style="text-align: center;"><u>Click here for suggested texts.</u></p>	<p><u>Conventions of Standard English</u> L.11.1, L.11.2, L.11.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of rhetorical devices.</p> <p><u>Knowledge of Language</u> L.11.3a -- Revise rhetorical analysis writing for clauses/phrases, colons, compound-complex sentences, parallelism, hyphens, semicolons, spelling, and syntax.</p>
<p><u>Range of Reading</u> RL.11.10 Poetry: <i>Beowulf</i>, “Sir Gawain and the Green Knight,”</p>	<p><u>Range of Writing</u> W.11.10 Writing Workshop writing process, including reflections (portfolio)</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.11.4 Refer to text to support presentations</p>	<p><u>Vocabulary Acquisition & Use</u> L.11.4, L.11.5, L.11.6 Use context clues to determine</p>

AP Language & Composition (11th grade) Curriculum Map -- Unit 1

2017-2018

<p>Literary Excerpts: <i>Grendel</i></p> <p>Mentor Texts: Argument & Social Commentary</p> <p>*Independent Research: Annotate for main idea/claim, evidence and support; evaluate for reliability and usefulness; gather relevant evidence to support two sides of an argument.</p>	<p>Contemporary Argument with support</p> <p>Open-ended Questions</p> <p>Annotations</p>	<p>of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p>meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; differentiate between the nuances of words; gather vocabulary knowledge independently.</p>
--	--	---	---

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none"> • How do purpose and audience influence format and style? • How does writing style influence the overall impact? • Why do writers employ techniques such as satire? • How do we critically read and evaluate research? • How do we analyze the effectiveness of an argument? 	<ul style="list-style-type: none"> • How does employing textual evidence enhance a writer's claim? • How do I discern which and how many details will best support my claim? • What can be learned from studying mentor texts? • How do the various elements of writer's craft work together to appeal to a particular audience? 	<ul style="list-style-type: none"> • How do we effectively discuss themes and craft to create a better understanding of literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions? • How does a speaker effectively convey ideas to an audience? 	<ul style="list-style-type: none"> • How does word choice affect a writer's message? • Which rhetorical devices best support argument writing? • How does connotation affect meaning?

to [Standards for Learning](#)

AP Language & Composition (11th grade) Curriculum Map -- Unit 1

2017-2018

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Acculturation
2. Adamant
3. Adulation
4. Adventitious
5. Adversary
6. Affliction
7. Altruistic
8. Anathema
9. Antithesis
10. Aplomb
11. Approbation
12. Archetype
13. Berate
14. Callow
15. Commiserate
16. Dauntless
17. Decadence
18. Decorum
19. Dexterous
20. Egregious
21. Elicit
22. Enjoin
23. Epitome

24. Equitable
25. Gauntlet
26. Gregarious
27. Implicit
28. Indigenous
29. Infallible
30. Intercede
31. Intrinsic
32. Inundate
33. Irrevocable
34. Lurid
35. Magnanimous
36. Meritorious
37. Munificent*
38. Occult
39. Panacea
40. Paragon
41. Pernicious
42. Plight
43. Prerogative
44. Pretentious
45. Provincial
46. Regress
47. Reparation
48. Restitution
49. Salient
50. Sangfroid
51. Sepulchral
52. Solace
53. Stalwart
54. Staunch

55. Subordinate
56. Tenet
57. Ubiquitous
58. Unwieldy
59. Vehement
60. Zealot

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. alliteration
2. analogy
3. diction
4. epic
5. epic hero
6. kenning

AP Language & Composition (11th grade) Curriculum Map -- Unit 2

2017-2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 2 Vocabulary](#)

Unit Summary: Rhetorical Analysis & Expository

This unit will utilize a variety of resources and media in order to prepare students for future college-level research writing. By close reading and analyzing several varieties of fiction and nonfiction texts from the past and modern day, students will gain practice in identifying and evaluating author's use of structural and organizational strategies through rhetorical analysis writing. In addition, these texts will also serve as practice in analyzing how several types of rhetorical techniques can work in and across genres. Students will apply what they learn from these close readings to their writing of rhetorical analysis piece. In the writing process, which will include mentor texts, mini-lessons, writing conferences, and self and peer edits, students will also focus on expanding and developing their choices and evidence in logical and organized ways as well as on honing their intentional use of tone and proper grammatical conventions. Students will conduct research and hone their annotation skills as they closely and critically read and evaluate their sources in order to garner text evidence to support their analysis of a given text; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and strengthen speaking and listening skills; investigate meanings, contexts, and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when reading texts & creating a rhetorical analysis essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How does an author use different writing styles to criticize and/or comment on historical happenings?

Why do some authors use literature as social commentary/criticism?

How do the works of various authors reflect historical and social aspects of the time?

How do the choices authors make help send their message more clearly than others?

How can we, as writers, work to specify purpose and analysis through writing choices?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Writing Workshop (15%):** Rhetorical Analysis/Expository Portfolio
2. **Performance Assessment (15%):** aligned with a variety of Independent Reading Standards available, Canterbury Tales Assessment
3. **Mid-Year Benchmark Assessment (10%)**
4. **Vocabulary (10%)** Cumulative Assessment: Shostak Units 1-6
5. **Formative Assessments (Classwork & Homework = 15%; Quizzes = 35%)** → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Texts:

Anthology: Prentice Hall Literature, *The British Tradition*, Common Core Edition, *The Language of Composition*, Second Edition

Major Works: related texts: from *The Canterbury Tales*, *Hamlet*

Mentor & Seminar Texts: Examples of expository writing in *The Language of Composition*, Second Edition, selected released practice material from The College Board and selected test prep books.

Multimedia: scenes from *Hamlet*

Independent Reading: Recommended from the AP Free Response Titles list, updated 05/2015

AP Language & Composition (11th grade) Curriculum Map -- Unit 2

2017-2018

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Rhetorical Analysis	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 –Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL/RI.11.3: Development Analyze how events interact and develop and impact the text</p> <p>RL.11.4 – Word Choice Analysis of word choice for its effect on tone and author’s purpose</p> <p>RI11.5 – Structure Identify and assess the organization and development of argument</p> <p>RL.11.6/RI.11.6 – Point of View: Analysis of social and historical perspective and its relationship to author’s purpose; analyze how style and content contribute</p> <p>RI11.6 – Author Purpose: Analysis of how author presents purpose, including rhetorical strategies:</p> <p>Tone, Figurative Language, Parallel Structure: Identify its use and analyze its effect on author’s purpose and audience and overall effect.</p>	<p><u>Text Types & Purposes</u> LA.11-12.CCSS.ELA-Literacy.CCRA.W.2 -- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Writing Workshop: Use mentor text essays and literature to note the structure and organization of analysis; use notebooks entries to make connections among texts in this unit; compose short analysis pieces in response to given text. Include rhetorical devices; demonstrate effective use of sentence structure & word choice</p> <p>W11.4, W.11.5, & W.11.6 – Plan, write, revise, and edit essays for content and organization, grammar and mechanics. Participate in writing conferences, self and peer review.</p> <p>W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11.10 -- Portfolio Reflections</p>	<p><u>Comprehension & Collaboration</u> SL.11.1a & b – Practice with Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.11.1a -- *Mini- Seminars: Engage students in small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze argument and social commentary</p> <p>SL.11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p>Click here for suggested texts.</p>	<p><u>Conventions of Standard English</u> L.11.1, L.11.2, L.11.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of rhetorical devices.</p> <p><u>Knowledge of Language</u> L.11.3a -- Revise rhetorical analysis writing for clauses/phrases, colons, compound-complex sentences, parallelism, hyphens, semicolons, spelling, and syntax.</p>
<p><u>Range of Reading</u> RL.11.10 Drama: <i>Hamlet</i> Literary Excerpts: <i>Canterbury Tales</i> Mentor Texts: Various expository texts from <i>The Language of Composition, 2nd Ed.</i> & released practice passages from College Board</p>	<p><u>Range of Writing</u> W.11.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.11.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> L.11.4, L.11.5, L.11.6 Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; differentiate between the nuances of words; gather vocabulary knowledge independently.</p>

AP Language & Composition (11th grade) Curriculum Map -- Unit 2

2017-2018

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Rhetorical Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"> • How do purpose and audience influence format and style? • How does writing style influence the overall impact? • Why do writers employ techniques such as figurative language & parallel structure? • How do we critically read and evaluate to discern an author's tone? • How do we analyze the effectiveness of rhetorical choices authors make? 	<ul style="list-style-type: none"> • How does employing textual evidence enhance a writer's purpose? • How do I discern which choices will best assist with my analysis? • What can be learned from studying mentor texts? • How do the various elements of writer's craft work together to appeal to a particular audience? 	<ul style="list-style-type: none"> • How do we effectively discuss themes and craft to create a better understanding of literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions? • How does a speaker effectively convey ideas to an audience? 	<ul style="list-style-type: none"> • How does word choice affect a writer's message? • Which rhetorical devices best support rhetorical analysis writing? • How does connotation affect meaning?

to [Standards for Learning](#)

AP Language & Composition (11th grade) Curriculum Map -- Unit 2

2017-2018

Tier 2 VOCABULARY: Students will engage in focused study of Shostak, Level G words from units 1-6 as they are embedded in reading and writing instruction. The words may be taught in any order throughout the marking period in preparation for the cumulative exam.

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Simile
2. Metaphor
3. Imagery
4. Hyperbole
5. Anaphora
6. Parallelism
7. Zeugma
8. Synecdoche
9. Metonymy
10. Tone

AP Language & Composition (11th grade) Curriculum Map -- Unit 3

2017-2018

updated August 14, 2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 3 Vocabulary](#)

Unit Summary: Research Synthesis & AP Language Test Preparation

The 3rd marking period unit is built on a close study of argument skills in MP1 and of analysis skills in MP2. To prepare for the AP Language & Composition III test (in May each year), this 3rd unit will focus on revisiting and refining these argument and analysis skills as well as honing synthesis skills in preparation for the exam. Students will refine synthesis skills through writing of a research argument essay inspired by readings. In order to prepare for footnote, citation and source analysis on the AP exam, students will review MLA formatting and make connections to its purpose, and discuss the overall purpose of citation conventions. Students will research and present a citation style other than MLA (APA, Chicago style, etc.) to their classmates to facilitate their understanding of citation styles and their purpose. To further their study of English literature, students will read, analyze and synthesize Shakespearean texts, demonstrating their knowledge through an analysis assessment. Students will prepare for AP Language & Composition exam with final test preparation activities. Students will read various non-fiction texts for structure and purpose in support of their reading of Shakespeare, as well as source material for research essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

- How do authors effectively use literary and rhetorical devices to communicate theme and purpose?
- How can readers synthesize connections between texts?
- Why is it valuable to synthesize ideas across texts?
- How can writers organize analysis and argument using primary and secondary source texts as support?
- What are the features and purposes of MLA, APA and other citation conventions?
- How do writers use citation conventions to communicate reliable source information?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Final Reading Assessment (10%)** Sample AP Language & Composition Test
2. **Writing Workshop: (20%)** Synthesis Research Project - Argument Writing (W. 11.1, RI.11.4)
3. **Performance Assessment (10%)**
 - a. Research project on style using different documentation style
 - b. Independent Reading Assignment
 - c. Shakespearean Text Assessment
4. **Vocabulary (10%)** Cumulative Assessment

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

AP Language & Composition (11th grade) Curriculum Map -- Unit 3

2017-2018

Texts:

Anthology: Prentice Hall Literature, *The British Tradition*, Common Core Edition

Major works *Hamlet* (Shakespeare), *Macbeth* (Shakespeare)

Related Nonfiction texts: AP Language & Composition Test Prep materials, “Is Ambition Good or Bad?” by Neel Burton, M.D., “The Allegory of the Cave” (Plato), “Tragedy and the Common Man” (Miller)

Poetry: Shakespeare’s Sonnets

Long Fiction: Texts from the AP Literature & Composition Exam list

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Expository	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> RL & RI.11.1/2 Central Ideas: Determine two or more central ideas or themes and analyze their development over the course of the text, using textual evidence as support RL/RI.11.4: Vocabulary & Word Choice: Identify content-specific words in nonfiction writing and connect to author’s purpose; analyze cumulative impact of word choice RI.11.5 Structure: Analyze and evaluate an author’s structure/choice of genre for effectiveness RI.11.6 Style & POV: Analyze how narrative techniques contribute to the power of nonfiction text & connect to the author’s perspective RI.11.7 Source Evaluation & Integration: Evaluate credibility of various informational sources presented in different formats RI/RL.11.9 Similar Topics/Same Period: Look at different texts that deal with the same topic or event, but in different formats or from different perspectives.</p>	<p><u>Text Types & Purposes</u> W.11.2a-f – Argument Writing <i>Students will write an argument essay using reliable sources for essays on a topic inspired by the synthesis essay on the AP Language & Composition III test. Essay must use proper MLA citations and include a Works Cited Page.</i> Writing Workshop: Planning a synthesis response. Effective introductions and conclusions for research essays. Enhance transitions through topic and concluding sentences. W11.4, W.11.5, & W.11.6 – Plan, write, revise, and edit a rough draft for content and organization, grammar and mechanics. Participate in writing conferences, self and peer review. W.11.7 & W.11.8 Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources W.11.10 -- Portfolio Reflections <u>Research to Build & Present Knowledge</u> W.11.9 -- Use evidence from readings to support literary analysis and to strengthen argument.</p>	<p><u>Comprehension & Collaboration</u> SL.11.1a -- *Mini- Seminars & Literature Circles: Engage students in small-group discussions that focus on a single question/ goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze expository writing for point of view, style, structure, and content SL11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar: Based on one text or paired texts that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals SL 11.4, 11.5 & 11.6 -- Citation Style Research Presentation Students research a citation style other than MLA, apply that style to a 2 page essay, and present detailed information on the conventions of that citation style to classmates.</p>	<p><u>Conventions of Standard English</u> L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly. <u>Knowledge of Language</u> L.11.3a -- Revise expository writing for compound-complex sentences/sentence variety, tone and word choice, and deliberate choices in sentence structure</p>

AP Language & Composition (11th grade) Curriculum Map -- Unit 3

2017-2018

<p><u>Range of Reading</u> RL.11.10 Poetry: Shakespeare's poetry Excerpts: AP Lang Exam texts Mentor Texts Independent Reading: Texts from the AP Literature & Composition Exam list</p>	<p><u>Range of Writing</u> W.11.10 AP Lang Exam practice essays Reading response entries Open-ended responses Research essay</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.11.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar. Citation style research presentation</p>	<p><u>Vocabulary Acquisition & Use</u> L.11.4, L.11.5, L.11.6 Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; differentiate between the nuances of words; gather vocabulary knowledge independently.</p>
---	---	--	--

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none"> • How does understanding a text's structure and a writer's craft reveal its meaning and contribute to critical responses to literature? • How does an author establish a tone and how does that tone impact the piece of writing? • How does diction and an awareness of connotation give a text a particular slant? 	<ul style="list-style-type: none"> • How can a reader synthesize meanings among texts? • Why do writers employ citation conventions such as MLA, APA, etc? • How does the use of textual evidence enhance a central claim? • How does a writer establish tone to create a particular effect? 	<ul style="list-style-type: none"> • How do we effectively discuss themes and craft to better understand literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions? • How do we respectfully challenge the ideas of others? • How can we effectively introduce a set of ideas or rules with which they were previously unfamiliar? 	<ul style="list-style-type: none"> • How can sentence structure and reflect the author's purpose? • How does punctuation (specifically, hyphenation) enhance communication? • How do compound-complex sentences function in a text?

to [Standards for Learning](#)

AP Language & Composition (11th grade) Curriculum Map -- Unit 3

2017-2018

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

Vocabulary Workshop, by Shostak, Level G, Units 7-9

Cumulative Test Word List

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. colloquialism
2. connotation
3. denotation
4. expository
5. jargon
6. metaphor
7. nuance
8. parallelism

AP Language & Composition (11th grade) Curriculum Map -- Unit 4

2017-2018

updated Summer 2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 4](#)

[Vocabulary](#)

Unit Summary: Speech: Argument and Analysis of formal and informal oration

Now that students have a strong understanding of the structure, function, and uses of argument in written texts, they will begin to explore argument delivered through speech. The Unit will begin with a review of analysis of written arguments and speeches, followed by side-by-side analysis of audio visual representations of famous speeches along with transcriptions. In addition to the topics of analysis from Unit 2, students will now also learn to assess the use of pitch, volume, and enunciation as well as facial expression and body language as they contribute to the overall effectiveness of a speech. The students will then practice formation of speech based argument in a tiered sequence of formality, starting from conversational, to informal debate, then informal speeches, finally culminating with the students demonstrating their proficiency in delivering their own formal speeches. Along the way, they will practice imitating the style of great speakers of the past, as well as alternating style of delivery with previously written famous speeches.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

- Why must authors take a different approach when writing content that is meant to be delivered orally?
- How must an author approach rhetorical and poetic devices differently when writing for a listening audience?
- What techniques can be used to analyze a speech that differ from essay analysis?
- What do we learn by analyzing an author's use of language in a particular genre?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Writing Workshop (10%):** writing a speech
2. **Performance Assessment (20%)** *must align with standard RI/RL.11.7: *Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play), evaluating how each version interprets the source text/Integrate and evaluate multiple sources of information in different media or formats to address a question*
3. **Teacher's Choice assessment (10%)** *should be aligned to NJSLs and department goals (Socratic Seminar, Writing Workshop, Ind. Rdg., Vocabulary-in-Context)*
4. **Vocabulary Cumulative Assessment (10%)** [English 3A, 150 words](#); [English 3CP, 100 words](#)

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Texts:

Drama: *Macbeth, Hamlet, Julius Caesar, or Taming of the Shrew*

Suggested Poetry: "To His Coy Mistress" (Marvell); "To Virgins, Make Much of Time" (Herrick); "The Passionate Shepherd to His Love" (Marlowe); "The Nymph's Reply to the Shepherd" (Raleigh); "A Valediction: Forbidding Mourning" (Donne); "The Lamb" (Blake); "The Tyger" (Blake); "A Poison Tree" (Blake); "Death Be Not Proud" (Donne); "Elegy Written in a Country Courtyard" (Gray); "The Rime of the Ancient Mariner" (Coleridge); "The World is Too Much With Us" (Wordsworth); sonnets;

Mentor Texts – drawn from *10 Things Every Writer Needs to Know* (Anderson); *Write Like This* (Gallagher); *Everything's an Argument*, excerpts from *The Book Thief & The Art of Racing* (pov); *The Fault in Our Stars* (dialogue); *Hard Times* (figurative language); *The Hunger Games* (pacing); *Neverwhere* (setting); *Kitchen Confidential* (tone)

[Back to top](#)

AP Language & Composition (11th grade) Curriculum Map -- Unit 4

2017-2018

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> RL.11.1/2 Central Ideas: Determine two or more central ideas or themes related to human emotions and/or the human experience; analyze their development over the course of the text, using textual evidence as support</p> <p>RL.11.3: Author's Choices/Story: Analyze the impact of the author's choices in developing or relating a drama, including setting, order of action, and character development</p> <p>RL.11.4: Vocabulary & Word Choice: Identify content-specific words in nonfiction writing and connect to author's purpose; analyze cumulative impact of word choice in poetry and drama</p> <p>RL.11.5 Author's Choices/Structure: Analyze and evaluate an author's poetic structure; analyze how structural choices contribute to the impact of the text</p> <p>RL.11.6 Style & POV: Analyze effect of irony, understatement, and/or sarcasm on point of view</p> <p>RL.11.7 Different Interpretations: Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text</p>	<p><u>Text Types & Purposes</u> W.11.3a-e – Narrative Writing</p> <p><i>Students will write a narrative essay that deals with one of the themes/ideas covered in this unit. They should write their essay from alternate point of view (one that is not their own) and include elements of narrative studied throughout the year, including dialogue and figurative language.</i></p> <p>Writing Workshop. Use mentor text essays and literature to note the techniques that can be used to compose an effective speech; use writer's notebooks to practice taking grammatical and mechanical risks to achieve a desired effect</p> <p>W.11.4, W.11.5, & W.11.6 – Plan, write, revise, and edit a rough draft for content and organization, grammar and mechanics. Participate in writing conferences, self and peer review.</p> <p>W.11.10 -- Portfolio Reflections</p> <p><u>Research to Build & Present Knowledge</u> W.11.9 -- Use evidence from readings to support literary analysis</p>	<p><u>Comprehension & Collaboration</u> SL.11.1a & b – Practice with Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.11.1a -- *Mini- Seminars & Literature Circles: Engage students in small-group discussions that focus on a single question/ goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze expository writing for point of view, style, structure, and content</p> <p>SL.11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar: Based on one text or paired texts that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p>Click here for suggested texts.</p>	<p><u>Conventions of Standard English</u> L.11.1, L.11.2, L.11.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of narrative techniques and how to use sentence structure and punctuation to create an effect in writing</p> <p><u>Knowledge of Language</u> L.11.3a -- Revise narrative writing for compound-complex sentences/sentence variety, tone and word choice; break grammatical conventions to achieve an effect</p>
<p><u>Range of Reading</u> RL.11.10 Poetry Drama Nonfiction (seminar texts, supplemental texts) Mentor Texts Independent Reading</p>	<p><u>Range of Writing</u> W.11.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.11.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> L.11.4, L.11.5, L.11.6 Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; differentiate between the nuances of words; gather vocabulary</p>

AP Language & Composition (11th grade) Curriculum Map -- Unit 4

2017-2018

knowledge independently.

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Speeches	Speaking & Listening	Language
<ul style="list-style-type: none"> • How do the choices a writer makes regarding figurative language, diction, grammar, and mechanics affect the way we read and interpret text? • Why do writers use metaphors? How does historical context affect our understanding of a speech? • How do public speakers change their writing to account for different contexts (audience, time, location) 	<ul style="list-style-type: none"> • How do narrative techniques improve non-fiction writing? • How does a writer establish tone to create a particular effect? • What types of evidence most effectively enhance a central claim in a speech? • How does a writer structure a speech to maximize ethos, pathos, and logos? 	<ul style="list-style-type: none"> • How do we effectively discuss themes and craft to better understand literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions? • How do we respectfully challenge the ideas of others? 	<ul style="list-style-type: none"> • How can sentence structure and reflect the author's purpose? • How can intentional deviation from grammatical convention reflect author's purpose? • How do compound-complex sentences function in a text? • How does vocabulary study improve our abilities as readers and writers?

to [Standards for Learning](#)

AP Language & Composition (11th grade) Curriculum Map -- Unit 4

2017-2018

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Abominable
2. Aggrandize
3. Amnesty
4. Anomalous
5. Aspersion
6. Atrophy
7. Autonomy
8. Bedlam
9. Brusque
10. Cajole
11. Castigate
12. Caveat
13. Circumvent
14. Contemptuous
15. Culpable
16. Deleterious
17. Disavow
18. Estranged
19. Evanescent
20. Exculpate
21. Expiate
22. Filch
23. Flout
24. Foil

25. Fortuitous
26. Harbinger
27. Heathen
28. Heinous
29. Ignoble
30. Imperial
31. Infirmary
32. Insurgent
33. Irresolute
34. Jocund
35. Knell
36. Masochist
37. Megalomania
38. Palpable
39. Peculate
40. Proclivity
41. Propitious
42. Pusillanimous
43. Rancor
44. Relegate
45. Reprobate
46. Repugnant
47. Reticent
48. Retrospect
49. Scathing
50. Seditious
51. Sedulous
52. Soporific
53. Subversive
54. Surreptitious
55. Sycophant
56. Valor
57. Vanquish

58. Vicarious
59. Vitriolic
60. Winsome

Cumulative Test Word List

[English 3A](#)

[English 3CP](#)

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. elegy
2. sonnet