

11th Grade AP Language & Composition Curriculum Map, Unit 1

2017-2018

updated Summer 2017

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

Unit Summary: Fame & Glory: Analysis of the Hero in the British Literature

This unit is designed to acquaint students with literature that illustrates different perspectives on fame and glory across multiple time periods. By studying the language and culture of Anglo-Saxon, Medieval, 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 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 (10%):** Essay Assessment (**benchmark pre-assessment for writing*)
2. **Writing Workshop (15%):** Literary Analysis Argument
3. **Reading Assessment (15%):** Benchmark-style or performance; **Must align with **RL.11.9**: Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same time period treat similar themes or topics*
4. **Vocabulary (10%)** Cumulative Assessment: [60 MP.1 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).*

Benchmark Pre-Assessment for Reading: Nonfiction text (*MC & OE responses paired with visual text = 0%*)

Texts:

Major Work: *Beowulf* (add Unferth excerpt, not included in this textbook addition), (Anthology: Prentice Hall Literature, The British Tradition, Common Core Edition)

Thematic Connections: Grendel excerpts; "Sir Gawain and the Green Knight," "Le Morte D'Arthur," "The Sword in the Stone"

Mentor Texts: Examples of argument writing available through www.thewritesource.com and *Everything's An Argument*

Poetry (*Thematic connections to fame/glory and cultural views on heroes*): "Ozymandias" by Shelley, "Holy Sonnet 10" ("Death Be Not Proud") by Donne, "Ode to a Suit" by Neruda, "When I Have Fears" by Keats, "To An Athlete Dying Young" by A.E. Housman, "The Soldier" by Rupert Brooke, "Wired" by Siegfried Sassoon, "Anthem for Doomed Youth" by Wilfred Owens; "The Wanderer" (Anglo-Saxon); "Seafarer"

Independent Reading options

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Argument	Speaking & Listening	Language
<p>Key Ideas & Structure</p> <p>Close Readings/Annotations</p> <p>RL.11.2/RI.11.2 – Theme: Analyze contributing factors to its development; cite textual evidence to support such analysis (RL.11.1/RI.11.1); analyze thematic connections in literature studied</p> <p>RL.11.3 – Characters: Analysis of traits and flaws in relation to conflict development; archetypes</p> <p>RL.11.4 – Word Choice</p> <p>Tone: Diction, figurative language, imagery</p> <p>RI.11.5 – Structure</p> <p>Argument development</p> <p>Text/Style Choices: Sentences, paragraphs</p> <p>RL.11.6 – Point of View: Analysis of British cultural perspective & values reflected in literature</p> <p>RI.11.6 – Author Purpose: Analysis of how author present argument/author choices in rhetoric</p> <p>RL.11.9/RI.11.9 - Multiple Texts, Similar Themes: analyze how two or more pieces of British literature address similar themes or topics</p>	<p>Text Types & Purposes</p> <p>W.11.1 a-e -- Argument Writing</p> <p>Present an argument about fame, glory, and heroism through literary analysis of texts, citing at least two sources.</p> <p>Writing Workshop: Use mentor text essays to note structure of argument; use notebooks entries to make connections among texts in this unit; writing may reflect personal views on heroism, fame & glory. Include rhetorical devices; demonstrate effective use of sentence structure & word choice</p> <p>W11.4, W.11.5, & W.11.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics.</p> <p>W.11.10 -- Portfolio Reflections</p> <p>Research to Build & Present Knowledge</p> <p>W.11.9 -- Use evidence from readings to support literary analysis and present argument</p>	<p>Comprehension & Collaboration</p> <p>SL.11.1a & b – Review of 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 partner and 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 the development of heroes and how fiction reflects culture/society</p> <p>SL11.1 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>Conventions of Standard English</p> <p>L.11.1, L.11.2, L.11.3 -- Use appropriate sentence structure to achieve purpose, avoiding comma splices and using commas properly with dependent clauses; use parallelism; demonstrate understanding of rhetorical devices.</p> <p>Knowledge of Language</p> <p>L.11.3a -- Revise for content, paragraph organization and structure, and word choice</p>
<p>Range of Reading RL.11.10</p> <p>Poetry: Epic of Beowulf & other titles</p> <p>Short Stories</p> <p>Mentor Texts: Argument & Literary Analysis</p> <p>*Independent Reading Choice: Annotate for elements/devices studied in class; emphasis on cultural perspectives and factors that contribute to characterization.</p>	<p>Range of Writing W.11.10</p> <p>Writing Workshop writing process, including reflections (portfolio)</p> <p>Responses to Literature</p> <p>Open-ended Questions</p> <p>Annotations</p>	<p>Presentation of Knowledge & Ideas</p> <p>SL.11.4</p> <p>Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p>Vocabulary Acquisition & Use</p> <p>L.11.4, L.11.5, L.11.6</p> <p>Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>

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Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none">• How and why do good readers ask questions about the text they are reading?• How do conflicts shape and/or reflect society?• Why does the hero/villain archetype persist and what do they symbolize?	<ul style="list-style-type: none">• How does employing textual evidence enhance a writer's claim?• How much detail do I need to support a point and achieve my purpose?• What can be learned from studying mentor texts?	<ul style="list-style-type: none">• How can we use collaborative discussion to expand our understanding of literature, ourselves, and our world?• How can we synthesize views to achieve consensus in collaborative discussions?	<ul style="list-style-type: none">• How does word choice affect a writer's message?• Which rhetorical devices best support argument writing?• How does parallelism help achieve purpose?

to [Vocabulary list](#)

to [Standards for Learning](#)

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