

# 11th Grade AP Language & Composition - Curriculum Map, Unit 4

2017-2018

updated Summer 2017

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

## Unit Summary: The Human Condition: Analyzing the Language of Human Emotion & Experience

Now that students can identify craft, narrative structure, and make inferences regarding author's grammatical and diction choices, this unit will engage students in more complex and detailed texts. By closely reading and analyzing a variety of texts, including Shakespearean drama and British poetry, students will explore how authors capture different human emotions and experiences, such as the transition from innocence to experience, love, death, greed, religion, and the desire for power. In addition to content analysis, students will also analyze the effect of figurative language and other literary devices on the text as well as how and why authors take risks and break conventions when conveying their messages. In the writing process, which will include mentor texts, mini-lessons, writing conferences, and self and peer edits, students will also focus on narrative writing and the intentional use of varied writing techniques they've studied throughout the year. Students will 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 promote effective use of language, require reflections on progress when writing a narrative essay; and include the study and imitation of mentor texts.

### Essential Questions:

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

**Why are some authors' works considered timeless?**

**How do authors use literary devices (symbolism, e.g.) to convey theme?**

**How are similar themes developed in various genres?**

**What do we learn by analyzing an author's use of language in a particular genre?**

**How do different interpretations of a text impact the overall effect of the story being told?**

### Assessments:

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

1. **Writing Workshop (10%):** Narrative writing
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)

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## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><b>Key Ideas &amp; Structure</b>  <b>RL.11.1/2 Central Ideas:</b> 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><b>RL.11.3: Author's Choices/Story:</b>                      Analyze the impact of the author's choices in developing or relating a drama, including setting, order of action, and character development</p> <p><b>RL.11.4: Vocabulary &amp; Word Choice:</b>                      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><b>RL.11.5 Author's Choices/Structure:</b>                      Analyze and evaluate an author's poetic structure; analyze how structural choices contribute to the impact of the text</p> <p><b>RL.11.6 Style &amp; POV:</b> Analyze effect of irony, understatement, and/or sarcasm on point of view</p> <p><b>RL.11.7 Different Interpretations:</b>                      Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text</p>	<p><b>Text Types &amp; Purposes</b>  <b>W.11.3a-e - Narrative Writing</b></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><b>Writing Workshop:</b> Use mentor text essays and literature to note the techniques that can be used to compose an effective narrative; use writers' notebooks to practice taking grammatical and mechanical risks to achieve a desired effect</p> <p><b>W.11.4, W.11.5, &amp; W.11.6</b> - 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><b>W.11.10</b> -- Portfolio Reflections</p> <p><b>Research to Build &amp; Present Knowledge</b></p> <p><b>W.11.9</b> -- Use evidence from readings to support literary analysis</p>	<p><b>Comprehension &amp; Collaboration</b>  <b>SL.11.1a &amp; b - Practice with Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p><b>SL.11.1a</b> -- <b>*Mini- Seminars &amp; Literature Circles:</b> 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><b>SL11.1 a-d, SL.11.4</b> -- <b>*Full-class Socratic Seminar:</b> 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><a href="#">Click here for suggested texts.</a></p>	<p><b>Conventions of Standard English</b>  <b>L.11.1, L.11.2, L.11.3</b> -- 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><b>Knowledge of Language</b>  <b>L.11.3a</b> -- Revise narrative writing for compound-complex sentences/sentence variety, tone and word choice; break grammatical conventions to achieve an effect</p>
<p><b>Range of Reading</b> <b>RL.11.10</b>                      Poetry                      Drama                      Nonfiction (seminar texts, supplemental texts)                      Mentor Texts                      Independent Reading</p>	<p><b>Range of Writing</b> <b>W.11.10</b>                      Writing Workshop writing process, including reflections (portfolio)                      Responses to Literature                      Open-ended Questions                      Annotations</p>	<p><b>Presentation of Knowledge &amp; Ideas</b>  <b>SL.11.4</b>                      Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><b>Vocabulary Acquisition &amp; Use</b>  <b>L.11.4, L.11.5, L.11.6</b>                      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 Narrative	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>• How do the choices a writer makes regarding figurative language, diction, grammar, and mechanics affect the way we read and interpret text?</li> <li>• Why do writers use metaphors? How does historical context affect our understanding of a story?</li> <li>• Why would a poet choose the sonnet form?</li> <li>• How do the characteristics of Renaissance poetry appear in different poems?</li> </ul>	<ul style="list-style-type: none"> <li>• How do narrative techniques improve non-fiction writing?</li> <li>• How does a writer establish tone to create a particular effect?</li> <li>• How does the use of textual evidence enhance a central claim?</li> <li>• How does a writer establish tone to create a particular effect?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we effectively discuss themes and craft to better understand literature, ourselves, and our world?</li> <li>• How can we synthesize views to achieve consensus in collaborative discussions?</li> <li>• How do we respectfully challenge the ideas of others?</li> </ul>	<ul style="list-style-type: none"> <li>• How can sentence structure and reflect the author's purpose?</li> <li>• How can intentional deviation from grammatical convention reflect author's purpose?</li> <li>• How do compound-complex sentences function in a text?</li> <li>• How does vocabulary study improve our abilities as readers and writers?</li> </ul>

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. 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