

# AP Language & Composition (11th grade) Curriculum Map -- Unit 1 *updated 2022*

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

## Unit Summary: The Structure of Argument

This unit is designed to introduce students to the rhetorical situation, and empower students to effectively analyze the elements of the rhetorical situation in texts. Students will define key terminology necessary to the analysis and writing of strong arguments (i.e. claim, thesis, exigence...see [Unit 1 Vocabulary](#) for complete list.) and apply that terminology to analysis of argumentative texts. By reading and analyzing various argumentative texts, as well as writing, revising, conferencing on and peer editing their writing, students will identify both valid and faulty lines of reasoning in others' arguments and in their own arguments. Students will assess how mentor texts use thesis statements to preview the structure of an argument and will recognize, explain and use appropriate methods of development in mentor texts and use them to advance their arguments. Students will: participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings of rhetoric-specific vocabulary to expand their understanding of the purpose of rhetoric; and write regularly in their journals to develop Writer's Workshop assignments inspired by mentor texts. Students will write an argument essay that focuses on authentically responding to counter arguments, and relies on claims, thesis statements and topic sentences to develop their argument according to their intended audience's expectations and needs.

## Essential Questions:

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

- Who or what are the writer/speaker, audience, message, purpose, exigence and context that comprise the rhetorical situation?
- What perspectives on the subject might audiences have due to their shared and/or individual beliefs, values, needs, emotions and backgrounds?
- What is a claim, and how do writers rely on claims to develop thesis statements and topic sentences that preview the organization of a particular text?
- How do writers attempt to defend their claims using evidence, and different methods of development?
- What is a line of reasoning, and how do writers use reasoning to connect evidence to claims?

## Assessments:

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

1. **Summer Reading Assignment (Teacher's Choice) (10%):** (\*benchmark pre-assessment for writing)
2. **Writing Workshop (20%):** Argument, with focus on responding to Counter Arguments
3. **Performance Assessment (20%):** Options: "A Modest Proposal" Analysis, Cultivate Journal Entry into Narrative Writing about Social Action

### **GRADING PLAN for Honors/AP: Major = 50%; \*Minor = 35%; \*Homework/Classwork = 15%**

*\*These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, small learning community discussions, Socratic Seminar discussions, and language development (vocabulary & grammar).*

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

## Texts:

**Mentor Texts:** Examples of argument writing available through *The Language of Composition*, 2nd. Ed. or 3rd Ed. or found through other sources

**Poetry:** AP-worthy poetry not taught in 10th or 12th that is thematically connected to mentor texts.

**Independent Reading options:** Recommended from the [AP Free Response Titles list, updated 05/2015](#)

# AP Language & Composition (11th grade) Curriculum Map -- Unit 1 *updated 2022*

## STANDARDS for Learning Targets

- This Unit will focus on the following skills from the [AP Language & Composition Course & Exam Description](#): 1.A, B; 2.B; 3.A, B; 4.A, B, B; 5.A, C; 6.A, C
- Use [Progress Checks 1-3 on AP Classroom](#) and [The Question Bank](#) to assess these in the form of formative assessments and the [AP Daily Videos](#) for further skill development. *\*Reminder that Progress Checks can only be graded for completion.\**

Reading (Fiction & Nonfiction)	Writing Literary Argument	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>Close Readings/Annotations</b>  <b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11.2/RI11.2 – Argument/Claim</b>            Analyze claim and counterclaim and strength of support; cite textual evidence to support such analysis; analyze techniques of social commentary</p> <p><b>RL/RI.11.3: Development</b> Analyze how events interact and develop and impact the text</p> <p><b>RL.11.4 – Word Choice</b> Analysis of word choice for its effect on tone and author’s purpose</p> <p><b>RI11.5 – Structure</b> Identify and assess the organization and development of argument</p> <p><b>RL.11.6/RI.11.6 – Point of View:</b> Analysis of social and historical perspective and its relationship to author’s purpose; analyze how style and content contribute</p> <p><b>RI11.6 – Author Purpose:</b> Analysis of how author presents argument, including persuasive appeals and rhetorical strategies:<b>Satire, Understatement, Exaggeration, and Hyperbole</b>:: Identify its use and analyze its effect on author’s purpose and audience and overall effect.</p> <p><b>Verbal Irony and Sarcasm:</b> Identify its use and analyze its effectiveness</p>	<p><u>Text Types &amp; Purposes</u>  <b>W.11.1 a-e -- Argument Writing</b> Present a social-commentary argument that analyzes and evaluates claims and counterclaims in order to answer a student-developed question.  <b>Writing Workshop:</b> Develop a topic for argument from reviewing ideas in journal entries, with a focus on explicitly addressing counterargument and identifying and avoiding logical fallacy.</p> <p><b>W.11.4, W.11.5, &amp; W.11.6</b> – Plan, write, revise, and edit essays for content and organization, grammar and mechanics. Participate in writing conferences, self and peer review.</p> <p><b>W.11.7 &amp; W.11.8</b> Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources</p> <p><b>W.11.10</b> -- Portfolio Reflections</p> <p><b>Research to Build &amp; Present Knowledge</b>  <b>W.11.9</b> -- Use evidence from readings to support literary analysis and to strengthen argument.</p>	<p><u>Comprehension &amp; Collaboration</u>  <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:</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 argument and social commentary</p> <p><b>SL.11.1 a-d, SL.11.4</b> -- <b>*Full-class Socratic Seminar: <i>Please note, any texts from The Language of Composition used as mentor texts are potential seminar texts.</i></b>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><a href="#">Click here for potential seminar texts.</a></p>	<p><u>Conventions of Standard English</u>  <b>L.11.1, L.11.2, L.11.3</b> -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of rhetorical devices.</p> <p><u>Knowledge of Language</u>  <b>L.11.3a</b> -- Revise rhetorical analysis writing for clauses/phrases, colons, compound-complex sentences, parallelism, hyphens, semicolons, spelling, and syntax.</p>

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<p><u>Range of Reading</u> <b>RL.11.10</b> <b>Poetry:</b> Thematically-related texts to mentor texts from <i>The Language of Composition</i> <b>Literature:</b> “A Modest Proposal” <b>Mentor Texts:</b> Selections from <i>The Language of Composition</i> <b>*Independent Reading:</b> Consider beginning nonfiction independent reading for MP2 to create and respond to an AP Style analysis prompt based on a portion of text from Independent reading.</p>	<p><u>Range of Writing</u> <b>W.11.10</b> Writing Workshop writing process, including reflections (portfolio) Contemporary Argument with support Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge &amp; Ideas</u> <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><u>Vocabulary Acquisition &amp; Use</u> <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>
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## Sample Essential Questions for Lesson Planning

See [“Developing Course Skills” section of the official “AP English Language & Composition Course & Exam Description”](#) for specific essential questions organized around the “Big Ideas” of the course: (1) Rhetorical Situation, (2) Claims & Evidence, (3) Reasoning & Organization, and (4) Style.

## Vocabulary

Please see this list of [AP Language & Composition Glossary of Literary and Rhetorical Terms](#) with a focus on the following argument and logic terms:

1. Audience
2. Claim
3. Concession
4. Conclusion
5. Conditional Statement
6. Counter argument
7. Counterclaim
8. Diction
9. Exigence
10. Fallacy
11. Genre
12. Occasion
13. Premise: Major, Minor
14. Purpose
15. Reasoning: Deductive, Inductive
16. Refutation
17. Rhetoric

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18. Rhetorical Situation
19. Satire
20. Speaker
21. Subject
22. Syllogism
23. Thesis Statement
24. Tone
25. Topic Sentence

# AP Language & Composition (11th grade) Curriculum Map -- Unit 2 *updated 2022*

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

## Unit Summary: Rhetorical Analysis

This unit will utilize a variety of resources and media in order to prepare students for future college-level analysis writing and for analyzing rhetoric in a series of non-fiction texts. 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 essays. 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 the writer organize and arrange their ideas to develop a coherent argument in the context of Rhetorical Analysis?
- When writing an introduction and conclusion to an argument, which rhetorical choices might you make to orient, engage, and/or focus the audience?
- How does the writer strategically choose words based on not only their denotations and connotations but also their potential effect in the rhetorical situation?
- How can we, as writers, work to specify purpose and analysis through writing choices?
- How does the writer's style and tone contribute to a complex, ironic, and/or changing perspective on the subject?
- How do the works of various authors comment, criticize, or reflect historical and social aspects of the time?
- What does a line of reasoning look like in Rhetorical Analysis writing, as compared to Argument writing?

## Assessments:

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

1. **Teacher's Choice (10%):** Rhetorical Terms Multiple Choice Test; AP Test Prep MC from AP Classroom; *Canterbury Tales* Assessment, Advertisements from AP Textbook
2. **Performance Assessment (20%):** aligned with a variety of Non-Fiction Independent Reading Standards available, *Canterbury Tales* Assessment, Advertisements from AP Textbook
3. **Writing Workshop (20%):** Rhetorical Analysis Essay (College Board Prompt or Self-Created Prompt from Non-Fiction Reading)

### **GRADING PLAN for Honors/AP: Major = 50%; \*Minor = 35%; \*Homework/Classwork = 15%**

*\*These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, small learning community discussions, Socratic Seminar discussions, and language development (vocabulary & grammar).*

## Texts:

**Mentor Texts:** Prentice Hall Literature, *The British Tradition*; Examples of rhetorical analysis writing available through *The Language of Composition*, 2nd. Ed. or 3rd Ed. or found through the College Board; *The Canterbury Tales*

**Poetry:** AP-worthy poetry not taught in 10th or 12th that is thematically connected to mentor texts.

**Independent Reading options:** Recommended from the [AP Free Response Titles list, updated 05/2015](#)

# AP Language & Composition (11th grade) Curriculum Map -- Unit 2 *updated 2022*

## STANDARDS for Learning Targets

- This Unit will focus on the following skills from the [AP Language & Composition Course & Exam Description](#): 1.A; 2.A; 3.A; 3.B; 4.A; 4.B; 5.A; 5.B; 5.C; 6.A; 6.B; 6.C; 7.A; 7.C; 8.A; 8.B \*Highlighted are the new skills for the marking period.\*
- Use [Progress Checks 4-6 on AP Classroom](#) and [The Question Bank](#) to assess these in the form of formative assessments and the [AP Daily Videos](#) for further skill development. \*Reminder that Progress Checks can only be graded for completion.\*

Reading (Fiction & Nonfiction)	Writing Rhetorical Analysis	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>Close Readings/Annotations</b>  <b>LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1</b>                      –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.  <b>RL/RI.11.3: Development</b> Analyze how events interact and develop and impact the text  <b>RL.11.4 – Word Choice</b> Analysis of word choice for its effect on tone and author’s purpose  <b>RI11.5 – Structure</b> Identify and assess the organization and development of argument  <b>RL.11.6/RI.11.6 – Point of View:</b> Analysis of social and historical perspective and its relationship to author’s purpose; analyze how style and content contribute  <b>RI11.6 – Author Purpose:</b> Analysis of how author presents purpose, including rhetorical strategies:  <b>Tone, Figurative Language, Parallel Structure:</b> Identify its use and analyze its effect on author’s purpose and audience and overall effect.</p>	<p><u>Text Types &amp; Purposes</u>  <b>LA.11-12.CCSS.ELA-Literacy.CCRA.W.2</b> -- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   <b>Writing Workshop:</b> Use mentor text essays and literature to note the structure and organization of analysis; use journal 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 &amp; word choice. Choose precise word choices to reduce potential confusion and to affect how the audience perceives perspectives   <b>W11.4, W.11.5, &amp; W.11.6</b> – Plan, write, revise, and edit essays for content and organization, grammar and mechanics. Participate in writing conferences, self and peer review.   <b>W.11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   <b>W.11.10</b> -- Writing Reflections</p>	<p><u>Comprehension &amp; Collaboration</u>  <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.   <b>SL.11.1a -- *Mini- Seminars:</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 argument and social commentary   <b>SL11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar:</b> 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   <a href="#">Click here for potential seminar texts.</a></p>	<p><u>Conventions of Standard English</u>  <b>L.11.1, L.11.2, L.11.3</b> -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of rhetorical devices.   <u>Knowledge of Language</u>  <b>L.11.3a</b> -- Revise rhetorical analysis writing for clauses/phrases, colons, compound-complex sentences, parallelism, hyphens, semicolons, spelling, and syntax.</p>
<p><u>Range of Reading</u> <b>RL.11.10</b>  <b>Poetry:</b> Thematically-related texts to mentor texts from <i>The Language of Composition</i>  <b>Literature:</b> “The Canterbury Tales”</p>	<p><u>Range of Writing</u> <b>W.11.10</b>                      Writing Workshop writing process, including reflections (portfolio)                      Responses to Literature                      Open-ended Questions</p>	<p><u>Presentation of Knowledge &amp; Ideas</u>  <b>SL.11.4</b>                      Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp;</p>	<p><u>Vocabulary Acquisition &amp; Use</u>  <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</p>

# AP Language & Composition (11th grade) Curriculum Map -- Unit 2 *updated 2022*

<b>Mentor Texts:</b> Selections from <i>The Language of Composition</i> and Student Sample Essays from <i>The College Board</i> ; released practice passages and questions from <i>The College Board</i>	Annotations	Socratic seminar.	denotation vs. connotation of words; differentiate between the nuances of words; gather vocabulary knowledge independently.
<b>*Independent Research:</b> Annotate for main idea/claim, evidence and support; evaluate for reliability and usefulness; gather relevant evidence to support two sides of an argument.			

## Sample Essential Questions for Lesson Planning

See [“Developing Course Skills” section of the official “AP English Language & Composition Course & Exam Description”](#) for specific essential questions organized around the “Big Ideas” of the course: (1) Rhetorical Situation, (2) Claims & Evidence, (3) Reasoning & Organization, and (4) Style.

## Vocabulary

Please see this list of [AP Language & Composition Glossary of Literary and Rhetorical Terms](#) with a focus on the following rhetorical analysis terms:

1. Active Voice
2. Alliteration
3. Allusion
4. Ambiguity
5. Analogy
6. Analysis
7. Anecdote
8. Appeals: ethos, pathos, logos
9. Clauses: Independent, dependent
10. Commentary
11. Devices
12. Diction: Colloquial, Jargon, Vernacular, Denotation, Connotation, etc
13. Euphemism
14. Hyperbole
15. Imagery
16. Irony: verbal, dramatic, situational
17. Juxtaposition
18. Metaphor
19. Organization

## **AP Language & Composition (11th grade) Curriculum Map -- Unit 2** *updated 2022*

20. Oxymoron
21. Parallelism: anaphora, antithesis, zuegma
22. Parenthetical Idea
23. Passive Voice
24. Personification
25. Redundancy
26. Rhetorical Question
27. Simile
28. Style
29. Theme
30. Understatement

# AP Language & Composition (11th grade) Curriculum Map -- Unit 3 *updated 2022*

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 or individual topic selection. Students will review MLA citation guidelines and make connections to its purpose, and discuss the overall purpose of citation conventions. Students will identify and assess sources for their research based on the [C.R.A.A.P. test](#) framework for evaluating sources, with a focus on taking a bibliography of sources identified in research and assessing and eliminating sources as the thesis is refined. Students will focus on revising and qualifying claims through information from sources and established lines of reasoning, revising lines of reasoning as needed. To continue preparation for the AP Literature exam, students will read, analyze and synthesize Shakespearean texts, demonstrating their knowledge through an analysis assessment. Students begin to prepare for the 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 can readers synthesize connections between texts?
- Why is it valuable to synthesize ideas across texts?
- How must writers revise claims as new information is discovered during the research process?
- How can claims be qualified through the use of modifiers, counter arguments, and alternative perspectives?
- 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. **Writing Workshop (20%)** Synthesis Research Project - Argument Writing (W. 11.1, RI.11.4); Topics can be generated by students, related to independent reading, Shakespearean text, etc.
2. **Teacher's Choice (10%)**
  - a. Annotated Bibliography (suggested: follow AP Synthesis prompt format)
3. **Performance Assessment (20%)** Shakespearean Text Assessment

### **GRADING PLAN for Honors/AP: Major = 50%; \*Minor = 35%; \*Homework/Classwork = 15%**

*\*These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, small learning community discussions, Socratic Seminar discussions, and language development (vocabulary & grammar).*

## Texts:

**Mentor Texts:** Examples of argument writing available through *The Language of Composition*, 2nd. Ed. or 3rd Ed.

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

**Poetry:** Shakespeare's Sonnets and other AP-worthy poetry not taught in 10th or 12th that is thematically connected to mentor texts.

**Long Fiction:** Recommended from the [AP Free Response Titles list, updated 05/2015](#)

# AP Language & Composition (11th grade) Curriculum Map -- Unit 3 *updated 2022*

## STANDARDS for Learning Targets

- This Unit will focus on the following skills from the [AP Language & Composition Course & Exam Description](#): 1.A & B; 2.A & B; **3.C**; **4.C**; 7.A, B & C; 8.A, B & C. *\*Highlighted are the new skills for the marking period.\**
- Use [Progress Checks 7-9 on AP Classroom](#) and [The Question Bank](#) to assess these in the form of formative assessments and the [AP Daily Videos](#) for further skill development. *\*Reminder that Progress Checks can only be graded for completion.\**

Reading (Fiction & Nonfiction)	Writing Expository	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>RL &amp; RI.11.1/2 Central Ideas:</b> Determine two or more central ideas or themes and analyze their development over the course of the text, using textual evidence as support</p> <p><b>RL/RI.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</p> <p><b>RI.11.5 Structure:</b> Analyze and evaluate an author's structure/choice of genre for effectiveness</p> <p><b>RI.11.6 Style &amp; POV:</b> Analyze how narrative techniques contribute to the power of nonfiction text &amp; connect to the author's perspective</p> <p><b>RI.11.7 Source Evaluation &amp; Integration:</b> Evaluate credibility of various informational sources presented in different formats</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>RI/RL.11.9 Similar Topics/Same Period:</b> 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 &amp; Purposes</u>  <b>W.11.2a-f – Argument Writing</b> <i>Students will write an argument essay using reliable sources for essays on a topic inspired by the synthesis essay on the AP Language &amp; Composition III test. Essay must use proper MLA citations and include a Works Cited Page.</i></p> <p><b>Writing Workshop:</b> Planning a synthesis response. Effective introductions and conclusions for research essays. Enhance transitions through topic and concluding sentences. Revise and qualify claims by considering counterarguments, modifiers and alternative perspectives.</p> <p><b>W11.4, 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.11.7 &amp; W.11.8</b> Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources</p> <p><b>W.11.10</b> -- Portfolio Reflections</p> <p><b>Research to Build &amp; Present Knowledge</b>  <b>W.11.9</b> -- Use evidence from readings to support literary analysis and to strengthen argument.</p>	<p><u>Comprehension &amp; Collaboration</u>  <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 potential seminar texts.</a></p>	<p><u>Conventions of Standard English</u>  <b>L.11.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.</p> <p><u>Knowledge of Language</u>  <b>L.11.3a</b> -- Revise expository writing for compound-complex sentences/sentence variety, tone and word choice, and deliberate choices in sentence structure</p>
<p><u>Range of Reading</u> <b>RL.11.10</b>  <b>Poetry:</b> Shakespeare's poetry  <b>Excerpts:</b> AP Lang Exam texts  <b>Mentor Texts</b>  <b>Independent Reading:</b> Texts from the</p>	<p><u>Range of Writing</u> <b>W.11.10</b>  AP Lang Exam practice essays  Reading response entries  Open-ended responses  Research essay</p>	<p><u>Presentation of Knowledge &amp; Ideas</u>  <b>SL.11.4</b>  Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp;</p>	<p><u>Vocabulary Acquisition &amp; Use</u>  <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</p>

# AP Language & Composition (11th grade) Curriculum Map -- Unit 3 *updated 2022*

AP Literature & Composition Exam list

Socratic seminar.  
Citation style research presentation

denotation vs. connotation of words;  
differentiate between the nuances of words; gather vocabulary knowledge independently.

## Sample Essential Questions for Lesson Planning

See “Developing Course Skills” section of the official “AP English Language & Composition Course & Exam Description” for specific essential questions organized around the “Big Ideas” of the course: (1) Rhetorical Situation, (2) Claims & Evidence, (3) Reasoning & Organization, and (4) Style.

## Vocabulary

Please see this list of [AP Language & Composition Glossary of Literary and Rhetorical Terms](#) with a focus on terms related to research and synthesis:

1. Abstract
2. Accuracy (of text)
3. Author
4. Authority
5. Annotated Bibliography
6. Bibliography
7. Citation
8. Container Title (aka Title of Container)
9. Copyright
10. Currency (of text)
11. Database
12. Iambic Pentameter
13. In-text citation
14. Editor
15. Ellipsis
16. Meter
17. Motif
18. Paradox
19. Parenthetical citation
20. Publication date
21. Publisher
22. Purpose (of text)
23. Relevance (of text)
24. Rhyme Scheme

## AP Language & Composition (11th grade) Curriculum Map -- Unit 3 *updated 2022*

25. Qualifying
26. Sonnet
27. Source
28. Syllables (stressed and unstressed)
29. Synthesis
30. Works Cited

# AP Language & Composition (11th grade) Curriculum Map -- Unit 4 *updated 2022*

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

## **Unit Summary: AP Language Test Preparation & The Human Experience**

Now that students have a strong understanding of the function, structure, and use of each type of essay, students will refine their writing of each in preparation for the AP Language & Composition test. Students will write each type of essay, evaluate their own writing, peer edit and revise, and choose which to revise and submit for Writing Workshop. To continue preparation for the AP exam, students will read a variety of excerpts, essays, letters, and/or speeches to analyze, synthesize, and evaluate through annotating, writing, and answering multiple choice questions. Students will work independently and with classmates to reflect on their test-taking strengths and weaknesses in order to excel on the AP exam. To this end, students will also analyze their progress check data from previous marking periods in order to see which skills they still need to work with and practice those skills independently. Additionally, students will dive into the Human Experience through analysis and writing of original poetry and literature. Students will review terms specific to time period, literature, and poetry to assist in their analysis of the texts. Students will begin to prepare for the AP Literature course and exam with final literature and poetry activities.

### **Essential Questions:**

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

- How do poets and writers of literature tell us about the human experience?
- How must an author approach rhetorical and poetic devices differently when writing for a listening audience?
- How does literature/poetry reflect the time period it's from?
- What do we learn by analyzing an author's use of language in a particular genre?
- How can we revise our writing to prepare for the AP exam and to enhance our reasoning?
- How can we develop strong thesis statements during timed/on-demand writing?
- What are our strategies for multiple choice questions?

### **Assessments:**

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

1. **Teacher's Choice (10%):** Rhetorical Terms Multiple Choice Test; AP Test Prep MC from AP Classroom; Poetry Terms Test; Literature Test with AP/SAT Style MC Questions
2. **Performance Assessment (20%):** aligned with a variety of Non-Fiction Independent Reading Standards available, Literary Analysis Project/Presentation; Original Poetry/Performance; Speech Analysis
3. **Writing Workshop (20%):** Student Choice Essay/Portfolio (College Board Prompts for Argument, Rhetorical Analysis, and/or Synthesis)

#### **GRADING PLAN for Honors/AP: Major = 50%; \*Minor = 35%; \*Homework/Classwork = 15%**

*\*These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, small learning community discussions, Socratic Seminar discussions, and language development (vocabulary & grammar).*

### **Texts:**

**Mentor Texts:** Prentice Hall Literature, *The British Tradition*; Examples of writing available through *The Language of Composition*, 2nd. Ed. or 3rd Ed. or found through the College Board; *The Canterbury Tales*; *Frankenstein* or other AP Lit Text not taught in 9th, 10th, or 12th; drawn from *10 Things Every Writer Needs to Know* (Anderson); *Write Like This* (Gallagher); *Everything's an Argument*

**Poetry:** AP-worthy poetry not taught in 10th or 12th that is thematically connected to mentor texts; Romantic Poetry.

**Independent Reading options:** Recommended from the [AP Free Response Titles list, updated 05/2015](#); Assortment of Speeches

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## STANDARDS for Learning Targets

- This Unit will focus on a review of the skills from the [AP Language & Composition Course & Exam Description](#) (Units 1-9).
- Use [The Question Bank](#) and [Practice Exams](#) on AP Classroom to assess these in the form of formative assessments.

Reading (Fiction & Nonfiction)	Writing Workshop	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <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><u>Text Types &amp; Purposes</u>  <b>W.11.3a-e – Narrative Writing:</b> Students will write various forms of narrative writing such as poetry, reflections, and anecdotes.</p> <p><b>W.11.1 a-e -- Argument Writing</b> Present a social-commentary argument that analyzes and evaluates claims and counterclaims in order to answer a student-developed question.</p> <p><b>LA.11-12.CCSS.ELA-Literacy.CCRA.W.2 --</b> 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><b>W.11.7 &amp; W.11.8</b> Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources</p> <p><b>Writing Workshop:</b> <i>Students will write all essay types this marking period and choose a sampling of their best work. Students will practice revising and editing as well as writing on-demand. Students will take grammatical and mechanical risks to achieve a desired effect.</i></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.11.9 --</b> Use evidence from readings to support literary analysis</p> <p><b>W.11.10 --</b> WritingReflections</p>	<p><u>Comprehension &amp; Collaboration</u>  <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 -- *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>SL.11.1 a-d, SL.11.4 -- *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 potential seminar texts.</a></p>	<p><u>Conventions of Standard English</u>  <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><u>Knowledge of Language</u>  <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><u>Range of Reading</u> <b>RL.11.10</b>  <b>Poetry:</b> Thematically-related texts to mentor texts from <i>The Language of Composition</i>; Romantic Poetry  <b>Literature:</b> Frankenstein or Other AP Lit</p>	<p><u>Range of Writing</u> <b>W.11.10</b>            Writing Workshop writing process, including revisions and reflections            Responses to Literature            Open-ended Questions</p>	<p><u>Presentation of Knowledge &amp; Ideas</u>  <b>SL.11.4</b>            Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp;</p>	<p><u>Vocabulary Acquisition &amp; Use</u>  <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</p>

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Text not taught in 9th, 10th, or 12th. <b>Mentor Texts:</b> Selections from <i>The Language of Composition</i> and Student Sample Essays from <i>The College Board</i> , released practice passages and questions from <i>The College Board</i> <b>*Independent Research:</b> Annotate for main idea/claim, evidence and support; evaluate for reliability and usefulness; gather relevant evidence to support two sides of an argument.	Annotations On-demand writing	Socratic seminar.	denotation vs. connotation of words; differentiate between the nuances of words; gather vocabulary knowledge independently.
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## Sample Essential Questions for Lesson Planning

See [“Developing Course Skills” section of the official “AP English Language & Composition Course & Exam Description”](#) for specific essential questions organized around the “Big Ideas” of the course: (1) Rhetorical Situation, (2) Claims & Evidence, (3) Reasoning & Organization, and (4) Style.

## Vocabulary

Please see this list of [AP Language & Composition Glossary of Literary and Rhetorical Terms](#) with a focus on the following terms:

1. Anaphora
2. Assonance
3. Classicism
4. Consonance
5. Foreshadowing
6. Free Verse
7. Literature/Literary Fiction
8. Mood
9. Onomatopoeia
10. Pacing
11. Rhyme: internal, slant, end
12. Romanticism
13. Sentence Structures/Types
14. Symbol
15. Syntax/Sentence Variety