

11th Grade AP Language and Composition Curriculum Map Template – Secondary

Time Frame: 1st Marking Period

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
<p><u>1.2 Reading Informational Text</u> CC.1.2.11-12.L</p> <p><u>1.3 Reading Literature</u> CC.1.3.11-12.K</p> <p><u>1.2 Reading Informational Text</u> CC.1.2.11-12.J CC.1.2.11-12.K</p>	<p>See appendix for specific language of PA Core Standards.</p>	<p>The following texts may be used to address and achieve the content, common core standards, AP requirements, and core goals/skills throughout the unit:</p> <p>Texts determined by English Department Summer Reading Grid</p> <p>Teacher-generated lists of advanced vocabulary</p>	<p>Summer Reading</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Word acquisition and usage • Multiple meaning / roots 	<p>Assessments may include but are not limited to:</p> <p>Objective tests</p> <p>Subjective tests:</p> <ul style="list-style-type: none"> • Short answers • Timed essays • Formal essays <p>Oral presentations</p> <p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> • Objective tests • Sentence-writing

<p><u>1.3 Reading Literature</u> CC.1.3.11-12.I CC.1.3.11-12.J</p> <p><u>1.2 Reading Informational Text</u> CC.1.2.11-12.B CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.L</p> <p><u>1.4 Writing</u> CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12M CC.1.4.11-12 N CC.1.4.11-12.O CC.1.4.11-12.P CC.1.4.11-12.Q CC.1.4.11-12.R CC.1.4.11-12.U CC.1.4.11-12.X</p> <p><u>1.5 Speaking and Listening</u> CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C</p>		<p>Teacher-generated lists of AP-recommended literary and rhetorical terms</p> <p>Texts including but not limited to:</p> <p><i>The Elements of Style</i> by Strunk and White</p> <p><i>Conversations in American Literature</i> by Aufses, Shea, Scanlon, and Aufses:</p> <ul style="list-style-type: none"> • Lou Gehrig - “Farewell Speech” • Christopher Columbus - from <i>Journal of Christopher Columbus</i> • Richard Nixon - from “The Checkers Speech” • John Cole - “The Thanksgiving Table” (cartoon) 	<p>Unit One: Introduction to Rhetoric</p> <ul style="list-style-type: none"> •Literary Genre: Non-fiction <p>Persuasive/Writing Techniques:</p> <ul style="list-style-type: none"> • Aristotelian Triangle • Rhetorical appeals • Analyzing arguments • Synthesizing information • SOAPS • Subject Organization • Active/passive • Diction choice • Infinitive, participial, prepositional phrases • Clauses 	<ul style="list-style-type: none"> • Use in daily discussions <p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> • Practice AP multiple choice questions • Short answer(s) • Narrative essay • AP prompt practice <p>Writing will focus on introducing students to the required analytical skills specific to the AP test</p>
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<p>CC.1.5.11-12.D CC.1.5.11-12.G</p> <p><u>1.2 Reading Informational Text</u> CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L</p> <p><u>1.3 Reading Literature</u> CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.I</p>		<ul style="list-style-type: none"> • Tom Toles - “Rosa Parkes” (cartoon) <p>Texts including but not limited to:</p> <p><i>The Elements of Style</i> by Strunk and White</p> <p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>The Scarlet Letter</i> by Nathaniel Hawthorne</p> <p><i>The Crucible</i> by Arthur Miller (film)</p> <p><i>Conversations in American Literature</i> by Aufses, Shea, Scanlon, and Aufses:</p> <p>Anne Bradstreet -“The Prologue” (1650) - “The Author to Her Book” (1678) Anonymous</p>	<p>Unit Two: A New World: Beginnings to 1750</p> <p>Literary Genres: Fiction, Nonfiction</p> <p>Literary Elements: Plot, setting, theme, conflict, characterization, point of view, tone, plot structure, drama</p> <p>Literary Devices: figurative language, symbol, allegory, juxtaposition, personification, apostrophe, imagery, paradox, sound devices</p> <p>-Identify, compare, interpret, and evaluate literary devices -Identify and assess effectiveness of point of view -Identify and assess means to establish tone to affect mood -Apply SOAPS strategy -Analyze the impact of culture and beliefs on writing practices and content -Understand and recognize the characteristics of Puritanism</p>	<p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> • Practice AP multiple choice questions • Short answer(s) • Literary essay • AP prompt practice • Group work and presentations • Individual projects to be determined by instructor <p>Writing will focus on developing a thesis, constructing arguments, and using direct quotations as supports</p>
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<p>CC.1.3.11-12.J CC.1.3.11-12.K</p> <p><u>1.4 Writing</u> CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.S CC.1.4.11-12.T CC.1.4.11-12.U CC.1.4.11-12.X</p> <p><u>1.5 Speaking and Listening</u> CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G</p>		<p>- “Mrs. Elizabeth Freake and Baby Mary” (painting, 1702)</p> <p>Jonathan Edwards - from <i>Sinners in the Hands of an Angry God</i> (1741)</p> <p>Billy Graham - “Sinners in the Hands of an Angry God” (poster)</p> <p>John Hale - from <i>A Modest Inquiry into the Nature of Witchcraft</i> (1697, 1702)</p>	<p>-Master incorporation of textual evidence into writing</p>	
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Time Frame: 2nd Marking Period

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
<p><u>1.2 Reading Informational Text</u> CC.1.2.11-12.J CC.1.2.11-12.K</p> <p><u>1.3 Reading Literature</u> CC.1.3.11-12.I CC.1.3.11-12.J</p>	<p>See appendix for specific language of PA Core Standards.</p>	<p>The following texts may be used to address and achieve the content, common core standards, AP requirements, and core goals/skills throughout the unit:</p> <p>Teacher-generated lists of advanced vocabulary</p> <p>Teacher-generated lists of AP-recommended literary and rhetorical terms</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Word acquisition and usage • Multiple meaning / roots <p>Unit Three: A New Nation – 1750-1830</p>	<p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> • Objective tests • Sentence-writing • Use in daily discussions

<p><u>1.2 Reading Informational Text</u> CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L</p> <p><u>1.3 Reading Literature</u> CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K</p> <p><u>1.4 Writing</u> CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.S CC.1.4.11-12.T CC.1.4.11-12.U</p>		<p>Texts including but not limited to:</p> <p><i>The Elements of Style</i> by Strunk and White</p> <p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>The Lively Art of Writing</i> by Lucile Vaughan Payne</p> <p><i>The Last of the Mohicans</i> by James Fenimore Cooper (film)</p> <p><i>Conversations in American Literature</i> by Aufses, Shea, Scanlon, and Aufses:</p> <p>Benjamin Franklin - from <i>Autobiography</i> - from <i>Poor Richard's Almanac</i></p> <p>Paul Revere - "The Able Doctor, or America Swallowing the Bitter Draught" (cartoon,</p>	<p>Literary Genres – Fiction, Nonfiction</p> <p>Literary Elements – in addition to previous, short story elements</p> <p>Literary Devices – in addition to previous, irony, narrative method, apotheosis</p> <p>-Identify, compare, interpret, and evaluate literary devices -Interpret, compare, describe, analyze and evaluate poetic devices -Identify and assess effectiveness of point of view -Identify and assess means to establish tone to affect mood -Apply SOAPS strategy -Analyze the impact of culture and beliefs on writing practices and content - Identify and analyze the means by which an author establishes logos, ethos, and pathos -Identify, analyze, and evaluate effective persuasive techniques - Understand and apply the impact of choice of persuasive technique(s) to convey a particular viewpoint - Determine the impact of persuasive modes on events of</p>	<p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> • Practice AP multiple choice questions • Short answer(s) • Argumentative essay • AP prompt practice • Group work and presentations • Individual projects to be determined by instructor <p>Writing will focus on developing a thesis and constructing arguments so as to model the requirements for the argumentative essay on the AP test.</p>
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<p>CC.1.4.11-12.X</p> <p><u>1.5 Speaking and Listening</u></p> <p>CC.1.5.11-12.A</p> <p>CC.1.5.11-12.B</p> <p>CC.1.5.11-12.C</p> <p>CC.1.5.11-12.D</p> <p>CC.1.5.11-12.E</p> <p>CC.1.5.11-12.G</p>		<p>1774)</p> <p>Patrick Henry</p> <ul style="list-style-type: none"> - “Speech to the Second Virginia Convention” (1775) <p>Thomas Jefferson</p> <ul style="list-style-type: none"> - The Declaration of Independence (1776) <p>Elizabeth Cady Stanton</p> <ul style="list-style-type: none"> - “Declaration of Sentiments and Resolution” (1848) <p>Thomas Paine</p> <ul style="list-style-type: none"> - <i>The Crisis, I</i> (1776) <p>Abigail and John Adams</p> <ul style="list-style-type: none"> - from <i>Letters</i> (1776) <p>Hector St. John de Crevecoeur</p> <ul style="list-style-type: none"> - from <i>Letters from an American Farmer</i> (1782) <p>“Preamble to the United States Constitution” and “The Bill of Rights” (1789)</p> <p>Francis Scott Key</p> <ul style="list-style-type: none"> - “The Star-Spangled Banner” (1814) <p>William Cullen Bryant</p> <ul style="list-style-type: none"> - “Thanatopsis” (1817) <p>Thomas Cole</p> <ul style="list-style-type: none"> - “View from Mt. Holyoke, Northampton, 	<p>Revolutionary and post-Revolutionary periods</p> <ul style="list-style-type: none"> -Understand and recognize the characteristics of the Age of Reason and Early Romanticism 	
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<p><u>1.2 Reading Informational Text</u> CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L</p> <p><u>1.3 Reading Literature</u> CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K</p> <p><u>1.4 Writing</u></p>		<p>Massachusetts, after a Thunderstorm - The Oxbow” (painting, 1836)</p> <p>Texts including but not limited to:</p> <p><i>The Elements of Style</i> by Strunk and White</p> <p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>The Lively Art of Writing</i> by Lucile Vaughan Payne</p> <p><i>Conversations in American Literature</i> by Aufses, Shea, Scanlon, and Aufses:</p> <p>Edgar Allan Poe - “Fall of the House of Usher” (1839) - “The Raven” (1845)</p> <p>Henry Wadsworth Longfellow - “A Psalm of Life” (1838)</p>	<p>Unit Four: America Torn Asunder: 1830 - 1865</p> <p>Literary Genres – Fiction, Nonfiction</p> <p>Literary Elements – in addition to previous, essay form</p> <p>Literary Devices – in addition to previous, stanza, meter, free verse, blank verse</p> <p>-Identify, compare, interpret, and evaluate literary devices -Interpret, compare, describe, analyze and evaluate poetic devices -Identify and assess means to establish tone to affect mood -Apply SOAPS strategy -Analyze the impact of culture and beliefs on writing practices and content - Identify and analyze the means by which an author establishes logos, ethos, and pathos -Identify, analyze, and evaluate effective persuasive techniques - Understand and apply the impact of choice of persuasive technique(s) to convey a particular viewpoint</p>	<p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> • Practice AP multiple choice questions • Short answer(s) • AP prompt practice • Group work and presentations • Individual projects to be determined by instructor <p>Writing will focus on activities, including research skills, in preparation for writing synthesis essay/research paper in the third marking period.</p>
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<p>CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.S CC.1.4.11-12.T CC.1.4.11-12.U CC.1.4.11-12.V CC.1.4.11-12.W CC.1.4.11-12.X</p> <p><u>1.5 Speaking and Listening</u></p> <p>CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G</p>		<p>Ralph Waldo Emerson - from <i>Self-Reliance</i> (1841)</p> <p>Frederick Douglass - from <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> (1845)</p> <p>Paul Laurence Dunbar - “Douglass” (1895)</p> <p>James Russell Lowell - “The First Snowfall” (1847)</p> <p>Henry David Thoreau - from <i>Civil Disobedience</i> (1849) - from <i>Walden</i> (1854)</p> <p>Walt Whitman - “I Hear America Singing” (1860) - “O Captain, My Captain” (1865)</p> <p>Langston Hughes - “I, Too” (1926)</p> <p>Angela La Hoya - “To Walt Whitman” (c. 1970)</p> <p>Abraham Lincoln - “Emancipation Proclamation” (1863) - “Gettysburg Address” (1863)</p> <p>Henry W. Herrick</p>	<p>-Understand and recognize the characteristics of Transcendentalism</p> <p>- Analyze impact of one writer on other writers</p> <p>-Analyze how one individual can impact society</p>	
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		<p>- “Reading the Emancipation Proclamation in the Slaves’ Cabin” (engraving, 1864) Thomas Ball</p> <p>- “Freedman’s Monument to Abraham Lincoln” (statue, 1876)</p>		
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Time Frame: 3rd Marking Period

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
<p><u>1.2 Reading Informational Text</u></p>	<p>See appendix for specific language of PA Core Standards.</p>	<p>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit:</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> •Word acquisition and usage 	

<p><u>1.4 Writing</u> CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.S CC.1.4.11-12.T CC.1.4.11-12.U CC.1.4.11-12.V CC.1.4.11-12.W CC.1.4.11-12.X</p> <p><u>1.5 Speaking and Listening</u> CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G</p>		<p>Winslow Homer - “The Veteran in a New Field” (painting, 1865)</p> <p>Natasha Trethewey - “Again, the Fields: After Winslow Homer” (2006)</p> <p>Thomas Nast - “Worse Than Slavery” (cartoon, 1874)</p> <p>Booker T. Washington - “The Atlanta Exposition Address” (1895)</p> <p>Albert Bierstadt - “The Last of the Buffalo” (painting, 1888)</p> <p>Emily Dickinson - “The Soul selects her own Society” (c. 1862) - “I heard a Fly buzz – when I died - (c. 1862)</p> <p>Hans Ostrom - “Emily Dickinson and Elvis Presley in Heaven” (2006)</p> <p>Ambrose Bierce - “An Occurrence at Owl Creek Bridge” (1890)</p> <p>Kate Chopin</p>	<p>- Identify and analyze the means by which an author establishes logos, ethos, and pathos</p> <p>-Identify, analyze, and evaluate effective persuasive techniques</p> <p>- Understand and apply the impact of choice of persuasive technique(s) to convey a particular viewpoint</p> <p>-Understand and recognize the characteristics of Realism and Naturalism</p> <p>-Master and apply the following writing skills to produce a research paper according to Aristotelian model:</p> <ul style="list-style-type: none"> • Locating and evaluating sources • Note-taking • Thesis formation • Outlining • In-text citations • Synthesis of source material • Incorporation of sources into essay 	
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		- “The Story of an Hour” (1894) Stephen Crane - “The Open Boat” E.A. Robinson - “Richard Cory” (1897)		
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Time Frame: 4th Marking Period

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
<u>1.2 Reading Informational Text</u> CC.1.2.11-12.J CC.1.2.11-12.K	See appendix for specific language of PA Core Standards.	<p>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit:</p> <p>Teacher-generated lists of advanced vocabulary</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Word acquisition and usage • Multiple meaning / roots 	<p>Assessments may include but are not limited to:</p>

<p><u>1.3 Reading Literature</u> CC.1.3.11-12.I CC.1.3.11-12.J</p> <p><u>1.2 Reading Informational Text</u> CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L</p> <p><u>1.3 Reading Literature</u> CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K</p> <p><u>1.4 Writing</u> CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E</p>		<p>Teacher-generated lists of AP-recommended literary and rhetorical terms</p> <p><i>The Elements of Style</i> by Strunk and White</p> <p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>The Lively Art of Writing</i> by Lucile Vaughan Payne</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><i>The Catcher in the Rye</i> by J. D. Salinger</p> <p>English department-generated list of lit circle options</p> <p><i>Conversations in American Literature</i> by Aufses, Shea, Scanlon,</p>	<p>Unit Six: A Leader in the Modern World: 1913 - 1945</p> <p>Literary Genres – Fiction, Nonfiction</p> <p>Literary Elements – in addition to previous, frame narrative, imagism, modernism, Harlem Renaissance, titular character, reader-response</p> <p>Literary Devices – in addition to previous, motif, simile, metaphor</p> <p>-Identify, compare, interpret, and evaluate literary devices -Interpret, compare, describe, analyze and evaluate poetic devices -Identify and assess means to establish tone to affect mood -Apply SOAPS strategy -Analyze the impact of culture and beliefs on writing practices and content - Identify and analyze the means by which an author establishes logos, ethos, and pathos -Identify, analyze, and evaluate effective persuasive techniques - Understand and apply the impact</p>	<ul style="list-style-type: none"> • Objective tests • Sentence-writing • Use in daily discussions <p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> • Practice AP multiple choice questions • Short answer(s) • AP prompt practice • Group work and presentations • Individual oral presentation • Lit Circle participation • Individual projects to be determined by instructor <p>Writing will focus on practice and preparation for the AP test in May.</p>
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<p>CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.S CC.1.4.11-12.T CC.1.1.11-12.U CC.1.4.11-12.V CC.1.4.11-12.W CC.1.4.11-12.X</p> <p><u>1.5 Speaking and Listening</u></p> <p>CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.F CC.1.5.11-12.G</p>		<p>and Aufses:</p> <p>Ezra Pound -“A Few Don’ts by an Imagiste” (1913)</p> <p>Robert Frost - “Mending Wall” (1914) -“Fire and Ice” (1920)</p> <p>Edna St. Vincent Millay - “First Fig” (1918)</p> <p>Claude McKay - “If We Must Die” (1919)</p> <p>Langston Hughes - “The Negro Speaks of Rivers” (1921)</p> <p>T.S. Eliot -”The Love Song of J. Alfred Prufrock” (1915)</p> <p>Ernest Hemingway - “A Clean, Well-Lighted Place” (1933)</p> <p>Yiyun Li - “A Clean, Well-Lighted Place” (2011)</p>	<p>of choice of persuasive technique(s) to convey a particular viewpoint</p> <p>-Understand and recognize the characteristics of Age of Disillusionment and Age of Anxiety</p> <p>-Apply oral presentation skills and prepare PowerPoint presentation</p>	
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