

Trinity Area School District
Curriculum Mapping

Course: Advanced Placement English 11	<p>Overview of Course: The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.</p> <p>The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. Although the college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose, the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Most composition courses emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA).</p>
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Class criticism	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Class systems are celebrated (by those whom are in power) as upholding a seldom acknowledged, longstanding barrier in society Class systems are vilified (by those on the margins in society) as maintaining an insurmountable barrier in society	- How is the text shaped by its representation of capitalism and/or classism and the embodiment of ideologies that support or undermine socioeconomic systems? - Does the text support an economic agenda?
Gender criticism	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media	Men and women are expected to prescribe to certain social norms according to gender Failing to prescribe to an established gender norm may result in a loss of social status	How is the text shaped by its representation of patriarchal norms, values, and cultural mores and the embodiment of ideologies that support or undermine gender roles?

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	(e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Breaking established gender norms may result in a gain of social cache Gender norms are not set-in-stone: alpha and beta roles can be found within a gender	- How do men/women gain status, power, or control in a society?
Form criticism	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	The form or structure of a text gives logical order to the ideas present in a text A deeper understanding of the authorial intent may be garnered from focusing on the plot, setting, motifs, main ideas and recurring symbols in a text Literary elements are a writer's vehicle of creativity and artistic license	How do themes, motifs, symbols, plot structure, and character development affect the reader's interpretation of a text? How does an examination of the structure or form of a text assist readers as they investigate the key ideas presented in a text?
Archetypal criticism	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Archetypes are at the heart of all stories Archetypal figures, places, and scenarios permeate all texts and inform our understanding of the natural world	- How is the text shaped by its representation of archetypes, recurring images and the symbolic meanings with which they are associated? - How are these myths or events familiar to and celebrated by a culture?
Written Expression and Critical Thinking	CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Writers use a variety of techniques to capture and maintain the audience's attention/interest. Students should engage in critical thinking to improve discussion and writing skills. Readers develop a deeper understanding through reflection of text.	How does a writer adapt his/her style to meet the expectations of his/her audience? How does a writer use a variety of sentence structures to emphasize key ideas in a text? What are the implications of the question(s) being asked?

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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study							
Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
August/ September	Introduction to Rhetoric(al) awareness, Close Reading, Rhetorical Analysis	<p>Structure</p> <p>Style</p> <p>The Rhetorical Triangle (pathos, ethos, logos)</p> <p>Form Criticism</p>	<p>CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>How something is said is just as important as what is said.</p> <p>Students must focus on how writers articulate ideas.</p> <p>Effective communication is key to captivating an audience.</p>	<p>What does it mean to communicate effectively?</p> <p>What rhetorical methods does an author use to articulate his/her purpose for an audience to be receptive to the ideas he/she is advocating?</p> <p>How does a writer adapt his/her style to meet the expectations of his/her audience?</p> <p>How does a writer use a variety of sentence structures to emphasize key ideas in a text?</p> <p>Why do we need to evaluate what we read?</p>	<p>Questions and exercises from the <i>Language of Composition</i> text</p> <p>Bell ringers – Diction, Syntax, Tone</p> <p>Essays (formal and informal)</p>	<p>The rhetorical triangle (pathos, ethos, logos)</p> <p>SOAPSTone resources</p> <p><u><i>The Language of Composition</i></u> - Chapter 1, Chapter 2 - “Politics and the English Language” – Orwell</p> <p><u><i>The Prose Reader</i></u> - “Literacy Debate: Online, R U Really Reading?” - “On the Importance of Reading” - “The Death of Reading” - “Writing As a Moral Act” “How To Say Nothing in 500 Words”</p> <p>Various TED Talks (“Txxing is killing language. JK!”, “How to sound smart in your TEDx Talk”) <i>* As these materials are dated, they are subject to change</i></p>

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							NMSI Resources: Rhetorical Analysis essay prep <i>Power Plus</i> Vocabulary exercises
September	Documents and Speeches, continued exploration of rhetoric(al) awareness and analysis	Structure Style Diction and Syntax Impact of Language Rhetorical Devices Freedom	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text; CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs; CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole; CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts; CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Freedom and responsibility are inextricably linked to one another. Rhetorical appeals appear in a variety of forms such as speech, essays, letters, and public addresses. Rhetorical appeals appear for a variety of purposes. Diction (word choice) and syntax (sentence structure) create nuanced meaning.	What is freedom? What is the relationship between freedom and responsibility? What are the benefits of and consequences of questioning/ challenging social order? What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual? How are rhetorical appeals used to influence an audience? How do writers use diction and syntax to create meaning in an essay or speech?	Reading checks Quizzes Bell Ringers – Diction, Syntax, Tone	Language of Composition – JFK Inaugural Address Lincoln's Gettysburg Address Letter From Birmingham Jail Speech in the VA Convention AP TEST PREP: Rhetorical Analysis essay – practice/walk-through <i>Power Plus</i> Vocabulary exercises

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<p>September/ October</p>	<p>Literary Criticism, Women and society, Public/Private Morality, The Individual and the Community</p> <p>Anchor texts: <i>The Scarlet Letter, Ethan Frome</i></p>	<p>Gender criticism</p> <p>Archetypal criticism</p> <p>Public/Private Morality</p> <p>Isolation</p> <p>Women and Society</p> <p>Relationship between individual and community</p> <p>Sin and its effects</p>	<p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>	<p>The relationship between an individual and his/her community is complex.</p> <p>Women and men have been held to different standards throughout history and literature.</p> <p>Often times, people’s desires conflict with society’s expectations.</p> <p>Theocracies require adherence to a strict moral code, which overshadows personal freedom.</p> <p>Literary criticism is a tool to better understand varying perspectives on a text and inter-textual connections.</p> <p>People often experience situations differently (i.e. the weight of sin).</p> <p>Literary works can be understood on a symbolic or archetypal level.</p>	<p>How does the time in which one lives impact beliefs and actions?</p> <p>Are women held to a different moral standard than men?</p> <p>In what ways does society use stigmas in order to control its population?</p> <p>How does society influence our actions and values?</p> <p>How does knowledge add or take away from the human experience?</p> <p>How are revenge and guilt elements of human nature that have physical, psychological, and emotional manifestations?</p> <p>Are we governed/ guided by fate, free will, a greater power, or do we fall on the spectrum between?</p>	<p>Quizzes</p> <p>Reading Journal/Literary Response Journal</p> <p>Timed Writing exercises</p> <p>Applied Practice Multiple Choice exercises</p> <p>Bell ringers – Diction, Syntax, Tone</p>	<p>Intro to Form Criticism (textual analysis)/Critical Lenses (Feminist, Marxist, Historical, Archetypal)</p> <p><i>The Scarlet Letter</i> – Hawthorne</p> <p>LA Times Article – “Is Public Shaming Fair Punishment?”</p> <p>“Sinners in the Hands of an Angry God” – Edwards</p> <p>“The Prologue”, “The Author to Her Book”, “To My Dear and Loving Husband”, “Upon the Burning of our House” – Bradstreet</p> <p><i>Ethan Frome</i> – Wharton</p> <p><u><i>The Language of Composition</i></u> Letters between Abigail and John Adams</p> <p><u><i>The Prose Reader</i></u> - “The Politics of Muscle” - “Why I Want a Wife”</p>
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			CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. which they are writing		How do archetypes function in literary works?		AP Test Prep; Rhetorical Analysis essay <i>Power Plus</i> Vocabulary exercises
November/ December	A Study of Diction and Syntax, Understanding and Developing Argument Anchor text: <i>A Farewell to Arms</i>	Language War Americanism Argument	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	All citizens need to critically consider messages provided through a variety of media in order to make informed decisions. Writing can be used to make meaning of one’s own experience, as well as of other information/ ideas. Writers need to choose their words/language with care, depending on the content, purpose, and audience. Argumentative writing is a powerful way to get people to appreciate a different point of view, change their way of thinking and/or to take action.	How can language be powerful? How can language be used to manipulate us? How can you use language to empower yourself? How do authors use the resources of language to impact an audience?	Reading Journals/Reader Response Quizzes In class writing Timed Essay Bell ringers – Diction, Syntax, Tone	Classical model of Argumentation <i>A Farewell to Arms</i> Article of the Week – analyze selected news articles and write summaries <i>The Prose Reader</i> - “Our Unhealthy Obsession with Sickness” - “How Bingeing Became the New College Sport” - “We Are Training Our Kids to Kill” - “The Real Skinny” - “America Must Take Stronger Measures to Halt Illegal Immigration” - “Illegal Immigration Does Not Threaten America” “Why We Crave Horror Movies” <i>Power Plus</i> Vocabulary exercises

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<p>January/ February</p>	<p>The American Dream and the World of Work: Labor and Class</p> <p>- AND -</p> <p>Satire</p>	<p>Literary Criticism: New Historicism</p> <p>Work Ethic</p> <p>Marxist Literary Criticism</p> <p>Satire</p> <p>Tone</p>	<p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>	<p>Pursuit of the American Dream has shaped historical events.</p> <p>The American Dream has emerged as a result of the need for personal fulfillment.</p> <p>Satire employs the use of various techniques.</p> <p>Satire can influence/affect our perception of people, places, ideas, etc.</p> <p>Tone can also influence our perception of people, places, ideas, etc.</p>	<p>How does work shape or influence our lives?</p> <p>How does work both complement and conflict with family life?</p> <p>What is happiness and what is the degree of importance in one’s life?</p> <p>In what ways does the American Dream mean different things for different Americans?</p> <p>How does satire affect our perceptions of the subjects it ridicules?</p> <p>How could satire inspire social reform?</p> <p>Why is it important to observe and reflect on a writer’s tone?</p>	<p>Bell ringers – Diction, Syntax, Tone</p> <p>Reader Response Journals</p> <p>SOAPSTone articles</p> <p>Essay Writing</p>	<p><i>The Great Gatsby</i></p> <p>Selections from <i>The Grapes of Wrath</i></p> <p><u>Language of Composition</u></p> <p>- “The Atlanta Exposition Address”</p> <p>- “from ‘Labour’”</p> <p>- “The Writing Life”</p> <p>- “The Traveling Bra Salesman’s Lesson”</p> <p>- from “Serving in Florida”</p> <p>Various TED Talks and Nonfiction articles (“The new American Dream”, “The struggles of America’s forgotten working class”) *As these materials are dated, they are subject to change</p> <p>Synthesis Practice (AP Test Prep)</p> <p><i>Power Plus</i> Vocabulary exercises</p>
<p>February/ March</p>	<p>Research Strategies, Synthesis and Propaganda: The</p>	<p>Propaganda Techniques (Bias, Bandwagon,</p>	<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.C</p>	<p>Writing is a process.</p> <p>Writing is a powerful tool for communicating.</p>	<p>What information is needed to fully complete this project?</p>	<p>Research Paper – MLA Format</p> <p>Topic selection</p>	<p>Junior Research Paper – topic TBA</p> <p>Synthesis Practice (AP Test Prep)</p>

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	<p>Importance of Persuasion and the Message</p>	<p>Testimonial, etc)</p>	<p>Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>	<p>Analytical questioning creates a purpose for research.</p> <p>Interpreting and analyzing research results will answer a variety of questions.</p> <p>Persuasion/ Propaganda is all around us, in forms such as commercials, advertisements, political speeches.</p> <p>Persuasion/propaganda involves emotional and logical arguments supported by facts, details, or emotional appeals.</p>	<p>Do my questions have enough depth?</p> <p>How does my thesis drive my research and ultimately my writing?</p> <p>Why is research valuable?</p> <p>Where can we find propaganda in our daily lives, and how do we process it?</p> <p>What components constitute a good argument?</p>	<p>Draft writing</p> <p>Final Draft</p> <p>Works Cited page</p>	<p>Examples of Propaganda (visual/advertisements, speeches and letters, etc)</p> <p><i>The Prose Reader</i> "How Facts Backfire" "How To Bring the Schools Out Of the 20th Century"</p> <p><i>Power Plus</i> Vocabulary exercises</p>
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<p>April/May</p>	<p>Conflict in Drama</p> <p>Focused Exam Preparation</p> <p>Critical Thinking</p> <p>Anchor texts:</p> <p><i>Fences, Long Day's Journey Into Night</i></p>	<p>Psychological Criticism</p> <p>Individuality</p> <p>Tragedy</p> <p>Family Dynamics</p>	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>	<p>Reconciling with the ghosts of the past is a necessary part of healing past wounds.</p> <p>Each generation seeks to distinguish itself from the previous generation's ideas and values.</p> <p>Sometimes the people that we love the most are the ones that we understand the least.</p> <p>Only after our very most basic needs are met can we aspire to fulfill other needs.</p> <p>It hurts to look upon missed opportunities and dashed dreams.</p>	<p>Why could it be difficult to let go of the past?</p> <p>Why does each generation seek to set itself apart from the previous generation?</p> <p>What blinds some people to their destructive or irresponsible behavior?</p> <p>How do we prioritize our needs, wants, and desires?</p>	<p>Bell ringers – Diction, Syntax, Tone</p> <p>Reading Quizzes</p> <p>In-class discussions</p> <p>Reader Response Journals (segments)</p> <p>Essay Writing</p>	<p><i>Fences</i></p> <p><i>Long Day's Journey Into Night</i></p> <p>Test Preparation exercises</p> <p><i>The Prose Reader</i></p> <p>“Only Daughter”</p> <p>“Understanding Birth Order”</p> <p>“Dads Are Dudes”</p> <p>“Beliefs About Families”</p> <p>“The Baffling Question”</p> <p>“To Read Fiction”</p> <p><i>Power Plus</i> Vocabulary exercises</p>
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