

East Stroudsburg Area School District
ENGLISH 11 AP

Unit One: Literature

Overview: This unit lays the foundation for students to explore the various genres of literature and how the literature influences culture and society. Students will read multiple genres of literature and continue to practice the effective use of analyzing, writing, speaking, and listening skills. In addition students will analyze various literary genres with an emphasis on non-fiction to identify, explain and assess an author's use of rhetorical strategies and techniques.

Big Idea: How does literature reflect culture, society, values and literary and rhetorical strategies?

Unit Essential Question: How does the exploration and evaluation of literature facilitate understanding of diverse perspectives and individual roles in society? How do writers use rhetorical strategies and techniques to affect a reader's interpretation of the text?

Pennsylvania Common Core Standard(s): (See Appendix A)

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, 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, CC.1.3.11-12.J, CC.1.3.11-12.K.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115/773/0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Enrichment: Teacher and student driven research/materials SAS Portal Assessments and Resources found at

<http://www.pdesas.org/module/content/search/> College Board <https://apstudent.collegeboard.org/home>

East Stroudsburg Area School District
ENGLISH 11 AP

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<https://apstudent.collegeboard.org/home>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

Unit Concepts What students need to know:	Unit Competencies What students need to be able to do (skills): (Students will:)	Content Vocabulary	Resources	Assessments
Fiction/Drama Required Text <i>The Scarlet Letter</i> by Nathaniel Hawthorne <i>Death of a Salesman</i> by Arthur Miller <i>Gulliver's Travels</i> and <i>A Modest Proposal</i> by Jonathan Swift <i>The Crucible</i> by Arthur Miller <i>Pride & Prejudice</i> by Jane Austen <i>Hamlet</i> by William Shakespeare Including two other choice works from this list: <i>The Great Gatsby</i>	Evaluate the effectiveness of point of view in writing Determining cultural bias and self-identity Listen and respond with civility to the ideas of others Identify and evaluate essential content between and among various text types Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions Evaluate the effectiveness of the author's use of literary devices in various genre	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts	<i>The Longman Writer</i> by Judith Nadell, John Langan and Eliza A. Comodromos <i>The Prentice Hall Reader</i> by George Miller <i>The Scarlet Letter</i> by Nathaniel Hawthorne <i>Death of a Salesman</i> by Arthur Miller <i>Gulliver's Travels</i> and <i>A Modest Proposal</i> by Jonathan Swift <i>The Crucible</i> by Arthur Miller <i>Pride & Prejudice</i> by Jane Austen	Tests and quizzes Classroom discussions Seminar Discussions Shared inquiry Teacher generated activities Cooperative learning activities Oral presentations Timed Writings using AP style

East Stroudsburg Area School District
ENGLISH 11 AP

<p>by F. Scott Fitzgerald</p> <p><i>A Raisin in the Sun</i> by Lorraine Hansberry</p> <p><i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p> <p><i>The Catcher in the Rye</i> by J.D. Salinger</p> <p><i>A Doll's House</i> by Henrik Ibsen</p> <p><i>The Glass Menagerie</i> by Tennessee Williams</p> <p><i>A Tale of Two Cities</i> by Charles Dickens</p> <p>Nonfiction Required Texts</p> <p><i>The Longman Writer</i> by Judith Nadell, John Langan and Eliza A. Comodromos</p> <p><i>The Prentice Hall Reader</i> by George Miller</p> <p>Concepts:</p> <p>Essential content, literary elements and devices develop meaning</p>	<p>Identify, explain, analyze and assess an author's use of rhetorical strategies and techniques including but not limited to An effective use of rhetoric, including tone, voice, diction, and sentence structure.</p> <p>Analyze and evaluate author's use of conflict and theme within and among genre</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s)</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts</p> <p>Analyze the impact of societal and cultural influences in texts</p> <p>Evaluate organizational features of text (e.g.</p>	<p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate (all the terms included in this category)</p> <p>Point of View: Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument –</p>	<p><i>Hamlet</i> by William Shakespeare</p> <p>Choice Works:</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><i>A Raisin in the Sun</i> by Lorraine Hansberry</p> <p><i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p> <p><i>The Catcher in the Rye</i> by J.D. Salinger</p> <p><i>A Doll's House</i> by Henrik Ibsen</p> <p><i>The Glass Menagerie</i> by Tennessee Williams</p> <p><i>A Tale of Two Cities</i> by Charles Dickens</p>	<p>Prompts:</p> <p>*Synthesis: Students read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis.</p> <p>*Rhetorical Analysis: Students read a non-fiction text and analyze how the writer's language choices contribute to his or her purpose and intended meaning for the text.</p> <p>Take home literary analysis essays</p> <p>Talk to the text activities using sticky notes and highlighting tape and markers</p>
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East Stroudsburg Area School District
ENGLISH 11 AP

<p>Rhetorical strategies and techniques to affect a reader's interpretation of the text</p> <p>Textual structure features and organization develop meaning</p> <p>Informational sources have unique purposes</p> <p>Active listening facilitates learning and communication</p> <p>Purpose, context and audience influence the content of a text as well as delivery in speaking situations</p> <p>Determine cultural bias and self-identity</p> <p>Identify and explain author's purpose and point of view</p> <p>Promote critical thinking and thoughtful response</p>	<p>sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning</p>	<p>author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning-weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language for the AP exam including but not limited to: syntactical structures, patterns of development, organizational approaches, types of reasoning, argumentation and persuasion techniques and terms, propaganda techniques</p>		
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East Stroudsburg Area School District
ENGLISH 11 AP

East Stroudsburg Area School District
ENGLISH 11 AP

Unit Two: Writing

Overview: This unit continues to develop the students' skills in the construction of academic, personal, professional writing as well as informative and persuasive writing. Students will practice with a variety of organizational structures, utilize the writing process and apply specific formatting guidelines to their writing and write expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres.

Big Idea: Writing is a means of documenting thinking, feeling, and learning.

Unit Essential Questions:

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in students' everyday lives?
- How do students develop into effective writers?
- How do students become aware of themselves as writers and the techniques employed by other writers?

Pennsylvania Common Core Standard(s): (See Appendix B)

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.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-14.M, CC.1.4.11-12.N, CC.1.4.11-14.O, CC.1.4.11-12.P, CC.1.4.11-14.Q, CC.1.4.11-12.R, CC.1.4.11-12.T, CC.1.4.11-14.U, CC.1.4.11-14.W.

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East Stroudsburg Area School District
ENGLISH 11 AP

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East Stroudsburg Area School District
ENGLISH 11 AP

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<p>Writing improves through the recursive process of revising and editing</p> <p>Focus, content, organization, style, and conventions work together to impact writing quality</p> <p>Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects</p> <p>Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers •</p> <p>Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres</p> <p>Citing sources using a recognized editorial style (e.g., Modern Language Association)</p>	<p>Write at least five timed essays, one informative essay, two literary essays and an argumentation-persuasion research essay of 8-12 pages in length.</p> <p>All of the essays must include: an introduction that includes a clearly focused thesis, body paragraphs that include a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by techniques such as repetition, transitions, and emphasis; a balance of generalization and specific, illustrative detail; and an effective use of rhetoric, including tone, voice, diction, and sentence</p>	<p>Thesis</p> <p>Tone</p> <p>Cause and effect</p> <p>Compare/ contrast</p> <p>Focus</p> <p>Style</p> <p>Informal Communication</p> <p>Formal Communication</p> <p>Transition</p> <p>Editing</p> <p>Introduction</p> <p>Conclusion</p> <p>Pre-writing Rhetoric</p> <p>Rhetorical Devices</p> <p>Draft</p>	<p><i>The Longman Writer</i> by Judith Nadell, John Langan and Eliza A. Comodromos</p> <p><i>Prentice Hall Writing and Grammar</i> - Ruby / Diamond Level</p> <p><i>Voice Lessons</i> by Nancy Dean</p> <p><i>English Language and Composition: Analysis, Argument, and Synthesis</i> By John Brassil, Sandra Coker and Carl Glover, Ph.D.</p> <p><i>Prestwick House AP Language & Composition</i> by Douglas Grudzina</p> <p><i>REA: AP English Language & Composition Review Book</i></p> <p>AP English Language & Composition Exam Packets – various years</p> <p>AP English Language & Composition test taking strategy books from Cliff Notes, Princeton Review, Barron’s McGraw Hill</p> <p>College Board https://apstudent.collegeboard.org/home</p> <p>USA TestPrep http://www.usatestprep.com/Home</p>	<p>AP Timed Writing Prompts</p> <p>Response to literature, Informational, Expository, and Persuasive essays</p> <p>Argumentation-Persuasion Research Essay</p> <p>Rubrics</p> <p>Peer Editing</p> <p>Conferencing</p> <p>Teacher generated activities and prompts</p>

East Stroudsburg Area School District
ENGLISH 11 AP

	<p>structure, and a conclusion that restates the thesis bringing unity and coherence to the essay.</p> <p>Write with sharp, distinct focus, identifying topic, purpose and audience (focus)</p> <p>Develop substantive content that is fully explained and well-supported with details, facts, research, examples and is appropriate for the topic (content)</p> <p>Use organizational patterns that support key ideas and are appropriate to format and purpose. (organization)</p> <p>Write to create an individual writing style, tone and voice through the use of precise and well integrated language, literary devices and a variety of sentence</p>	<p>Revise</p> <p>Publish</p> <p>Plagiarism</p> <p>Domain Specific Language for the AP writing portion of the exam including but not limited to: syntactical structures, patterns of development, organizational approaches, types of reasoning, argumentation and persuasion techniques and terms, propaganda techniques</p>	<p>SAS portal—http://www.pdesas.org</p> <p>Purdue Owl— https://owl.english.purdue.edu/owl/</p> <p>MLA.org—http://mlaformat.org/</p>	
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East Stroudsburg Area School District
ENGLISH 11 AP

	<p>structures (style)</p> <p>Use proper conventions to compose in the standard form of the English language (conventions)</p> <p>Use socially and academically appropriate writing conventions in a variety of formal and informal communication</p> <p>Use socially and academically appropriate language and content</p> <p>Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus</p> <p>Incorporate an expansive and expressive vocabulary that includes terms specific to the topic</p>			
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East Stroudsburg Area School District
ENGLISH 11 AP

	<p>Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader</p> <p>Integrate appropriate transitions within and between paragraphs</p> <p>Construct parallel structures between sentences, paragraphs and related documents</p> <p>Apply the writing process to develop a piece of work.(i.e. pre-write, draft, revise, edit and publish)</p> <p>Revise writing by:</p> <p>Examining how the questions of purpose, audience, and genre have been addressed</p> <p>Examining and improving style, word choice, sentence variety and subtlety of meaning</p> <p>Promote a spirit of</p>			
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East Stroudsburg Area School District
ENGLISH 11 AP

	honesty and integrity in writing (no plagiarism)			
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East Stroudsburg Area School District
ENGLISH 11 AP

Unit Three: Research

Overview: This unit develops the students' skills in the construction of formal research papers including but not limited to persuasive, academic, and analytical papers. They will include in-text citations from primary and secondary sources and compose a MLA works cited page. They will utilize the writing process and apply specific formatting guidelines to their research writing.

Big Idea:

Information to gain or expand knowledge can be acquired through a variety of sources

Unit Essential Questions:

How can students' knowledge and use of the research process promote lifelong learning?

How do students use information gained through research to expand knowledge?

Pennsylvania Common Core Standard(s): (See Appendix A)

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.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-14.M, CC.1.4.11-12.N, CC.1.4.11-14.O, CC.1.4.11-12.P, CC.1.4.11-14.Q, CC.1.4.11-12.R, CC.1.4.11-14.S, CC.1.4.11-12.T, CC.1.4.11-14.U, CC.1.4.11-12.V, CC.1.4.11-14.W, CC.1.4.11-14.X.

Connecting to Common Core and Other Standards:

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ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at

www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

SAS Portal ELL Overlay found at

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ENGLISH 11 AP

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East Stroudsburg Area School District
ENGLISH 11 AP

Unit Concepts What students need to know:	Unit Competencies What students need to be able to do (skills): (Students will:)	Content Vocabulary	Resources	Assessments
<p>Research is an inquiry based process</p> <p>Informational sources have unique purposes</p> <p>Validity of information must be established</p> <p>Organization of information facilitates meaning</p>	<p>Craft a research paper of 8-12 pages with seven or more sources</p> <p>Develop and refine a research question or thesis statement</p> <p>Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets and other electronic reference materials</p> <p>Analyze and evaluate information from sources for relevance to the research question, topic and thesis</p> <p>Synthesize information gathered from a variety of sources</p> <p>Evaluate information from a variety of reference sources for its relevance to the research question, topic and thesis</p> <p>Critically evaluate primary and secondary sources for validity, (perspective, bias, and relationship to topic)</p>	<p>Thesis</p> <p>Content</p> <p>Tone</p> <p>Focus</p> <p>Style</p> <p>Transitions</p> <p>Editing</p> <p>Introduction</p> <p>Conclusion</p> <p>Pre-writing</p> <p>Rhetorical Devices</p> <p>Draft</p> <p>Revise</p> <p>Publish</p> <p>Plagiarism</p> <p>Primary Sources</p> <p>Secondary Sources</p>	<p><i>The Longman Writer</i> by Judith Nadell, John Langan and Eliza A. Comodromos</p> <p><i>Prentice Hall Writing and Grammar</i> - Ruby / Diamond Level</p> <p>EHS library / district media technology, and school library database resources for research including Google Chrome Scholar</p> <p>SAS portal— http://www.pdesas.org</p> <p>Purdue Owl— https://owl.english.purdue.edu/owl/</p> <p>MLA.org—http://mlaformat.org/</p>	<p>Peer response groups</p> <p>Teacher Assessments</p> <p>Rubric</p> <p>Self and peer evaluation/reflection</p> <p>Journals</p> <p>Conferencing</p> <p>Review of rough and revised drafts</p> <p>Final research paper</p>

East Stroudsburg Area School District
ENGLISH 11 AP

	<p>Develop research skills and the ability to evaluate, use, and cite primary and secondary sources</p> <p>Conduct research and write argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources</p> <p>Document sources of information using in-text citations and works cited page, using an appropriate MLA style</p> <p>Use proper MLA format when quoting, paraphrasing or summarizing</p>	<p>Source Evaluation</p> <p>Paraphrasing</p> <p>Propaganda techniques including but not limited to:</p> <ul style="list-style-type: none">● Name calling● Bandwagoning● Red Herring● Repetition● Testimonials● Stereotyping● Circular argument <p>Persuasive tactics</p> <ul style="list-style-type: none">● Ethos● Pathos● Logos <p>Domain Specific Language for AP Language and Composition that should be included in college level research writing including but not limited to: syntactical structures, patterns of development, organizational approaches, types of reasoning, argumentation and persuasion techniques and terms</p>		
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East Stroudsburg Area School District
ENGLISH 11 AP

Unit Four: Vocabulary

Overview: This unit will support the effective use of vocabulary to build social and academic knowledge in order to help the student communicate and understand issues presented in the literature they read. This unit will also increase the development of reading, writing, and speaking more effectively by increasing the depth of vocabulary knowledge.

Unit Essential Questions:

*Why is vocabulary development important?

*How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Pennsylvania Common Core Standard(s): (See Appendix A)

SAS Standards 1.1.8.B

SAS Anchors R8.A.1.1.1 – R8.A.2.1.2

Connecting to Common Core and Other Standards:

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Career Education and Work found at www.pacareerstandards.com/

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Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

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Enrichment:

Teacher and student driven research/materials

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College Board <https://apstudent.collegeboard.org/home>

Remediation:

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ENGLISH 11 AP

Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
R8.A.1.1.1 – R8.A.2.1.2	<ol style="list-style-type: none"> Words in required units from <i>Vocabulary Workshop Level F</i> Vocabulary from the given Literary Texts. <p>Concepts:</p> <ul style="list-style-type: none"> Acquiring and applying a robust vocabulary assists in constructing meaning 	<ul style="list-style-type: none"> Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations. Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning. Generalize the use of academic vocabulary across disciplines. Use grade appropriate resources to confirm and extend meaning of vocabulary. 	<ul style="list-style-type: none"> Minimum of 15 units from required text Vocabulary as outlined in required literature texts 	<p>Required text: <i>Vocabulary Workshop Level G</i></p> <p>Texts listed in literature units</p>	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities and assessments Vocabulary Workshop quizzes and tests Hands-on activities Vocabulary Workshop exercises

East Stroudsburg Area School District
ENGLISH 11 AP

Unit Five: Grammar

Overview: This unit will continue to help the student in their refinement of grammatical skills as they apply grammatical conventions appropriately in a variety of formal and informal communication. The understanding of how grammatical conventions work together to impact writing quality will be emphasized.

Big Idea: How does knowledge of grammar concepts influence speaking and writing?

Unit Essential Questions:

How is grammar integral in effective communication?

Pennsylvania Common Core Standard(s): (See Appendix A)

1.5.11.F: Use grade appropriate conventions of language

- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

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East Stroudsburg Area School District
ENGLISH 11 AP

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/http://www.pdesas.org/module/content/search/http://www.pdesas.org/module/content/search/>
College Board <https://apstudent.collegeboard.org/home>

IEP/GIEP: Refer to individual student’s education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student’s case manager.

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Parallelism Active and Passive Voice Point of View in writing Agreement in writing Concepts: Focus, content, organization, style, and conventions work together to impact writing quality	Use proper conventions to compose in the standard form of the English language (conventions) Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language (style) Use socially and academically appropriate writing conventions in a variety of formal and informal communication	Semi-colons Colons Quotation marks Underline Pronoun Verb Irregular verb	<i>Writing & Grammar Communication in Action Prentice Hall Ruby / Diamont Level</i> Other media sources determined at teacher’s discretion	Tests and quizzes Teacher generated activities Cooperative learning activities Written responses informal and formal from sentences to research paper in both timed and non-timed conditions Peer Editing Activities

East Stroudsburg Area School District
ENGLISH 11 AP

Unit 6: English Language & Composition Exam Preparation

Overview: This unit will continue to help the students in their refinement of critical thinking and reading skills as they apply AP language and composition terms on multiple choice testing.

Big Idea: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

Unit Essential Questions:

How does interaction with college level text provoke critical reading, thinking and response?

Pennsylvania Common Core Standard(s): (See Appendix A)

CC.1.2.9-10.A, CC. 1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.G, CC.1.2.9-10.H, CC.1.2.9-10.I, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10.D, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

Enrichment:

Teacher and student driven research/materials

College Board <https://apstudent.collegeboard.org/home>

USA TestPrep <http://www.usatestprep.com/Home>

Remediation:

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East Stroudsburg Area School District
ENGLISH 11 AP

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	AP Exam Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>Essential content, language and rhetorical devices, literary elements and devices that help to form meaning.</p> <p>Textual structure, features and organization that help to form meaning.</p> <p>Acquiring and applying a robust vocabulary assists in constructing meaning.</p>	<p>Identify and evaluate essential content between and among various text types.</p> <p>Evaluate the effects of inclusion and exclusion of information in persuasive text.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Identify the use of bias, stereotype, and propaganda where present.</p> <p>Evaluate the effectiveness of the author's use of literary devices in various genres.</p> <p>Analyze and evaluate author's/authors' use of literary elements within and among genres.</p> <p>Analyze and evaluate author's use of point of view within and among</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author's conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections—connecting one idea from the text to another idea in the text and/or using prior knowledge</p>	<p>College Board □ https://apstudent.collegeboard.org/home</p> <p>USA TestPrep □ http://www.usatestprep.com/Home</p> <p><i>Voice Lessons</i> Nancy Dean</p> <p><i>English Language and Composition: Analysis, Argument, and Synthesis</i> by John Brassil, Sandra Coker and Carl Glover</p> <p><i>Prestwick House AP Language & Composition</i> by Douglas Grudzina</p> <p><i>REA: AP English Language & Composition Review Book</i></p> <ul style="list-style-type: none"> • Teacher Generated Materials • “Term Box” • Additional supplemental resources may be used at teacher's discretion. 	<ul style="list-style-type: none"> • Timed Writing • Open-Ended Response Writing • Multiple Choice Questions • Formative Assessments • Summative Assessments • Work Book Exercises • Computer exercises • USA Test Prep • Library computer resources • Teacher Generated Assessments

East Stroudsburg Area School District
ENGLISH 11 AP

	<p>texts.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p> <p>Analyze the use of facts and opinions across texts.</p> <p>Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions.</p> <p>Evaluate the characteristics of nonfiction forms to determine how the form relates to purpose.</p>	<p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p>		
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East Stroudsburg Area School District
ENGLISH 11 AP

	<p>Evaluate organizational features of text (patterns of development & organizational approaches) as related to content to clarify and enhance meaning.</p> <p>Evaluate the use of graphics in text as they clarify and enhance meaning.</p> <p>Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.</p> <p>Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning.</p> <p>Generalize the use of academic vocabulary across disciplines.</p> <p>Use grade appropriate resources to confirm and extend meaning of vocabulary.</p> <p>Enhance critical thinking as applicable to the AP Language & Composition</p>	<p>Domain Specific Language for the AP writing portion of the exam including but not limited to: syntactical structures, patterns of development, organizational approaches, types of reasoning, argumentation and persuasion techniques and terms, propaganda techniques</p>		
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East Stroudsburg Area School District
ENGLISH 11 AP

	<p>exam</p> <p>Promote critical reading of college level text</p> <p>Practice and extend word/term identification, application and analysis</p>			
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