

Curriculum Overview Grade 11

Advanced Placement English Language and Composition

Desired Student Outcomes and Performance Goals:

By the end of grade 11, Students will:

- Demonstrate an understanding of non-fiction prose literature (short and long) and its function in society as it records history, reflects humanity, and connects to contemporary social issues.
- Demonstrate an ability to analyze rhetorical strategies and devices used to describe, narrate, classify and divide, explain a process, define, demonstrate cause and effect, instruct, persuade, argue, demonstrate, describe, reflect, and illustrate.
- Recognize and analyze the effects of rhetorical fallacies in non-fiction prose.
- Identify and analyze the effects of tone, mood, purpose, audience and diction in short and long non-fiction works.
- Draft multiple original short (500-1000 word) non-fiction pieces from the following categories: reflective essays on impersonal topics, autobiographical essays, biographical essays, persuasive/argumentative essays, speeches, didactic essays, and descriptive essays
- Produce critical literary essays illustrating insight and the ability to formulate original thought in response to non-fiction works.
- Demonstrate the ability to critically analyze personal work and improve accordingly
- Demonstrate the application of personal, creative talents to interpret and connect with literature.
- Demonstrate proficiency in oral presentation and argument.
- Produce 1 Formal essay of 1000-1500 words in length on works studied each marking period.
- Perform 2 informal oral analyses of works studied in class.
- Take 1 full-length practice AP exam as Midterm
- Obtain a score of 3 or higher on the actual AP Exam

Texts:

In Cold Blood – Truman Capote

Black Hawk Down – Mark Bowden

Tuesdays with Morrie – Mitch Albom

A Modest Proposal and Other Prose – Jonathan Swift

Small Wonder – Barbara Kingsolver

Me Talk Pretty One Day – David Sedaris

Women and Writing – Virginia Woolf

The Best American Essays of the Century – edited by Joyce Carol Oates

The Norton Sampler: Short Essays for Composition – Sixth Edition

Marking Period 1:

In Cold Blood – Truman Capote

Selected Essays from Small Wonder – Barbara Kingsolver

Focus on Description and Narrative – Selected Essays from The Norton Sampler, and The Best American Essays of the Century.

Rhetorical Concepts: use of descriptive detail (exploded moments, dialog snippets, and thought-shots.), concrete detail, deductive reasoning, digression, metaphor, simile, and imagery, indirect quotation, montage, active versus passive language, audience, mood, personification, realism, alliteration, conceit, synecdoche, colloquialism, meiosis, euphemism, litotes, point of view, synaesthesia, zeugma.

Student products:

- Critical literary essay (1000-1500 words analysis of rhetorical strategies used In Cold Blood)
- 2 close-text analyses of portions of Kingsolver's essays (300-500 words)
- 2 close-text analyses of portions of essays by other authors
- 2 original essays (500-700 words) – One "descriptive", and one "narrative" essay that have gone through the writer's workshop process.
- 1 timed-test focusing on selected AP questions from practice tests that center on descriptive and narrative rhetorical strategies. Students are required to get an 85% out of 100%: failure to do so will result in mandatory attendance at an after-school workshop, and retesting until they succeed.

Marking Period 2:

Black Hawk Down – Mark Bowden

Selected Essays and Letters from Women and Writing – Virginia Woolf

Focus on Example, Classification and Division, and Definition -- Selected Essays from The Norton Sampler, and The Best American Essays of the Century.

Rhetorical Concepts: stream of consciousness, parallelism, the rhetorical question, onomatopoeia, non-sequiter, pedantic, rebuttal, malapropism, paradox, wit, connotation and denotation, exegis, use of supporting details, and didactic writing.

Student products:

- Critical literary essay (1000-1500 words analysis of rhetorical strategies used in Black Hawk Down)
- 2 close-text analyses of portions of Woolf's essays (300-500 words)
- 2 close-text analyses of portions of essays by other authors
- 3 original essays (500-700 words) – One "example", one "classification and division" and one "definition" essay that have gone through the writer's workshop process.
- 1 timed-test focusing on selected AP questions from practice tests that center on highlighted rhetorical strategies in this unit. Students are required to get an 85% out of 100%: failure to do so will result in mandatory attendance at an after-school workshop, and retesting until they succeed.

Marking Period 3:

Selections from *A Modest Proposal and Other Prose* – Jonathan Swift

Selections from *Me Talk Pretty One Day* – David Sedaris

Focus on Process Analysis, Cause and Effect, Comparison and Contrast, and Argument: *Selected Essays from The Norton Sampler, and The Best American Essays of the Century.*

Rhetorical Concepts: tone, diction, hyperbole, bombast, farce, harangue, homily, circumlocution, burlesque, ambiguity, aphorism, understatement, oxymoron, paralipsis, periphrasis, invective, pun, sarcasm, satire, lampoon, cliché, apostrophe, litotes, bathos, caricature, melodrama, metonymy, supporting evidence, emotion vs. reason, various rhetorical fallacies (ad hominem, straw man, band wagon, slippery slope, etc) , irony

Student products:

- A 1200-1500 word essay comparing and contrasting Swift and Sedaris's employment of irony
- 4 close-text analyses of portions of essays by other authors
- 3 original essays (500-700 words) – One "process analysis", one "cause and effect" and one "argument" essay that have gone through the writer's workshop process.
- 1 timed-test focusing on selected AP questions from practice tests that center on highlighted rhetorical strategies in this unit. Students are required to get an 85% out of 100%: failure to do so will result in mandatory attendance at an after-school workshop, and retesting until they succeed.

Marking Period 4:

Tuesdays with Morrie – Mitch Albom

Rhetorical Concepts: sentimentality, pathos, foreshadowing, epiphany, in media res, pathetic fallacy

Focus on the use of memoirs, personal essay style, and college essays.

Student products:

A 1200-1500 word essay on memoir format of Tuesdays with Morrie.

- 3 examples of college essays that reflect an understanding of memoir style to be used in the fall to apply to colleges.
- Final exam – rather than taking a traditional final exam, students will select their best example of personal work developed over the yearlong course, and present them to the class. (Students will receive a bound anthology of these works at the final exam).