



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile: English 11 AP Language

<u>Department</u>	English	
<u>Course Name</u>	English 11 AP (Advanced Placement English Language and Composition)	
<u>Course Length</u>	1 year	
<u>High School Credits</u>	1	
<u>Description</u>	English 11 AP (Advanced Placement English Language and Composition) is a college-level course offered by high schools. The local teacher's curriculum is approved by the College Board and the local school administers a year-end exam written and graded by the College Board.	
<u>Target/eligible students</u>	Recommended 11 th -grade students	
<u>State Learning Standards Link(s)</u>	New York State English Language Arts Learning Standards <ul style="list-style-type: none"> ● 11th – 12th grade Reading Standards ● 11th – 12th grade Writing Standards ● 11th – 12th grade Speaking and Listening Standards ● 11th – 12th grade Language Standards ● 9th – 12th Banded Anchor Standards 	pp. 109-110 pp. 111-113 p. 114 p. 115-116 p. 123
<u>Primary texts and materials</u> Examples of texts used to meet the New York State Learning Standards and the expectations of the College Board are shown at right. "The AP English Language and Composition course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' rhetorical choices. The course focuses on effective reading and writing practices, emphasizing depth of knowledge over breadth. This is not a content-driven course, so the curriculum need not cover every work on a long reading list; rather, students should come away from the course with intensive practice of literacy skills that they can apply to further reading."	The College Board's Course Framework : "An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations." Examples of such texts are as follows: LITERATURE Drama: <i>Othello</i> , <i>Hamlet</i> , <i>Death of a Salesman</i> . Fiction: <i>The Great Gatsby</i> , <i>The Grapes of Wrath</i> , <i>All the King's Men</i> , <i>The Sun Also Rises</i> , <i>Cat's Cradle</i> , <i>The Scarlet Letter</i> , <i>The Mayor of Casterbridge</i> . Shorter Works: "A Modest Proposal" by Jonathan Swift, "Self-Reliance" by Ralph Waldo Emerson, "Civil Disobedience" by Henry David Thoreau, "The Gettysburg Address" by Abraham Lincoln, "I Have a Dream" by Martin Luther King Jr., "Allegory of the Cave" by Plato. INFORMATIONAL TEXTS "The Craft of Revision" by Kenneth Eble, "Tragedy and the Common Man" by Arthur Miller," excerpts from <i>The Outliers</i> by Malcolm Gladwell, excerpts from Carol Dweck on growth mindset. Articles of literary criticism.	p. 18
<u>Scope (College Board)</u>	The College Board's Course Framework : Big Ideas and Enduring Understandings	p. 15
<u>Scope/Sequence (NY State)</u>	New York State English Language Arts Learning Standards	

	R1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)	
	R2	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)	
	R3	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)	
	R4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)	
	R5	In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)	
	R6	Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)	
	R7	In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)	
	R8	Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)	
	R9	Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	
Writing Standards	W1	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	W2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
	W3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	

	W4	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.	
	W5	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.	
	W6	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.	
	W7	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.	
Speaking and Listening Standards	SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	
	SL2	Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.	
	SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.	
	SL4	Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.	
	SL5	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	
	SL6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
Language Standards	L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	
	L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	
	L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
	L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
	L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

	L6	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Additional Notes:	Teachers exercise professional discretion, in consultation with their colleagues, as they select classroom texts and supporting materials to meet state learning standards and the expectations of the College Board.		