

ELA ADVANCED PLACEMENT PREP AND COMPOSITION CURRICULUM

Course 50022

Students in the ELA Advanced Placement Prep and Composition is designed to prepare students for advanced placement credit in composition. The class will read, comprehend, and respond to literary texts. In this class, students analyze texts making inferences, conclusions, and generalizations based on specifics details from the text. Students will analyze the structure of a text and identify how structure supports the author's purpose and development of the text. They will write in response to texts, analyzing them for main idea, theme, character development, author's purpose, and point of view, citing strong textual evidence for their statements. Various texts will be analyzed for how different authors handle similar topics in different ways and from different points of view. Students should have command of language conventions and to begin to read and communicate at a college and career level. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

ELA ADVANCED PLACEMENT PREP AND COMPOSITION OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul style="list-style-type: none">• Read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.• Determine a theme or central idea of a text and analyze in detail its development over the course of the text.• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.• Evaluate how an author's point of view or purpose shapes the content and style of a text.• Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.• Analyze how words and phrases shape meaning and tone in texts.	<ul style="list-style-type: none">• Determine a theme or central idea of a text and analyze in detail its development over the course of the text.• Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.• Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.• Read and comprehend literary fiction on grade level, reading independently and proficiently.• 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.	Unit Assessments	2-year	Novel: <u>To Kill a Mockingbird</u> Novel: <u>The Great Gatsby</u> Play: <u>A Raisin in the Sun</u>

ELA ADVANCED PLACEMENT PREP AND COMPOSITION MAP:

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1 <i>To Kill a Mockingbird</i> By: Harper Lee (Marking Period 1 & 2)	<ul style="list-style-type: none"> Drawing connections between the choices made by the characters in the novel and the moral and ethical choices each of us confronts throughout our lives 	Tolerance and justice Prejudice Courage Good, Evil, and Human Dignity	<ul style="list-style-type: none"> What factors influence our moral growth? What kinds of experiences help us learn how to judge right from wrong? 	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. 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.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> Engage in practical textual analysis and critical thinking Reflect on the human struggles of blacks living in Jim Crow South 	Extra explanation Class discussion of Literary Analysis Discussion Questions	End of Unit Exam Reader Response Literary Analysis Discussion Questions Free Response AP Essay
Unit 2 <i>A Raisin in the Sun</i> - Drama By: Lorraine Hansberry (Marking	<ul style="list-style-type: none"> The Pursuit of the American Dream Discrimination against African Americans in Jim Crow era 	Dignity and Pride Race, Discrimination, and Assimilation Gender and Feminism	<ul style="list-style-type: none"> How does the play <i>A Raisin in the Sun</i> mirror social, educational, political, and economic climate of the 1950s? 	CC.1.3 Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among	<ul style="list-style-type: none"> Explain parable and allegory and how the text is related Analyze the significance of fire, light, and related images to the text 	Guided notes Extra explanation Guided annotation	End of Unit Exam Reader Response Literary Analysis Discussion Questions

Period 3)				<p>ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>	<ul style="list-style-type: none"> Trace Montag's development as a dynamic character Discuss the distinction between pleasure and happiness 		Free Response AP Essay
Unit 3 <i>The Great Gatsby</i> By F. Scott Fitzgerald (Marking Period 3 & 4)	<ul style="list-style-type: none"> Understand and appreciate, discuss, and interpret, and analyze a variety of poems 	Poetic structure Rhythm Meter Scansion Rhyme Scheme	<ul style="list-style-type: none"> What structures, styles, and elements are used in poetry? How does a poet's purpose reflect a particular literary movement? 	<p>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>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.G</p>	<ul style="list-style-type: none"> Reader Response Free Response AP Poem Analysis Essay End of Unit Exam 	Audio version of poems Extra explanation Guided notes Guided annotations Class discussion of Literary Analysis discussion questions	Reader Response Free Response AP Poem Analysis Essay End of Unit Exam

				Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
Vocabulary Development (Marking Periods 1-4)	<ul style="list-style-type: none"> Provide students with skills/opportunities to learn words independently and nurture an appreciation of words and their use 	<p>Contextual Analysis - infer or predict a word from context</p> <p>Morphemic Analysis - examine meaningful parts (prefixes, suffixes, roots, etc.)</p>	<ul style="list-style-type: none"> How does understanding the meaning of words help students to comprehend oral and written language? 	<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.1.3.9-10.I 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>	<ul style="list-style-type: none"> Learn definitions and spellings of a set of 10 vocabulary words bi-weekly Use designated sets of vocabulary within writing assignments 	<p>Extra explanation</p> <p>Modified test with word bank</p> <p>Google slides guided notes with fill in the blank</p>	Vocabulary Quiz - matching word to its definition, correctly spelling each word