



Manhattan Center for Science and Math High School

English Department Curriculum

Advanced Placement English Language and Composition, English 5

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question: Illusion and Reality, Fear

- How do we construct our own gender roles, relations, and identities?
- How do our society and culture reinforce particular forms of masculinity and femininity?
- In what ways can humans' primal desires be destructive forces?
- How does social class impact our identities and our relationships with others?
- How does fear play a role in our choices and treatment of others?
- How does history repeat itself?

Unit/Topics: McCarthyism, The Red Scare, The Salem Witch Trials

Writing Components: Writing Effective Paragraphs, Textual Evidence, MLA Format, Topic Sentence, Thesis Statement, Writing Reflection Papers

SWBAT/Objectives

- Begin writing the synthesis essay
- Work in small groups
- Formulate effective paragraphs
- Compose effective thesis statements
- Have small and large group discussions about a text
- Ask questions based on reading

Vocabulary/Key Terms: (Literary Terms/Devices) Ethos, Logos, Pathos, Rhetoric, Independent Clause, Zeugma, Repetition, Antithesis, Juxtaposition, Compound Sentence, Sentence Fragment, Compare and Contrast, Induction, Analogy, Appositive, Parallel Syntax/Parallelism, Paradox, Oxymoron, Anecdote, Pun, Metonymy, Synthesis Essay, Characterization

Assessments: Small writing pieces, A.P. English Language Diagnostic, Multiple Choice Passages, Synthesis Essay, Character Analysis, Reflection Papers

Common Core Standards: Reading Informational Texts: CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6 CCSS.ELA-LITERACY.RI.11-12.7 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-

LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.RI.11-12.10

Writing: CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.11-12.4
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Language: CCSS.ELA-LITERACY.L.11-12.1 CCSS.ELA-LITERACY.L.11-12.2 CCSS.ELA-LITERACY.L.11-12.3
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Reading Literature: CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-
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LITERACY.RL.11-12.9 CCSS.ELA-LITERACY.RL.11-12.10

**Differentiated
Instruction:**

ELLs: Provide choice in assessments, provide dictionaries and thesauri, provide opportunities to revise writing

SWDs: Provide choice in assessments, provide dictionaries and thesauri, provide opportunities to revise writing

High-Achievers: Provide independent reading component

Resources/Books: *A Streetcar Named Desire*, by Tennessee Williams, *The Crucible* by Arthur Miller, *Thank You For Arguing, Revised and Updated Edition: What Aristotle, Lincoln, And Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs

Non-fiction: “Why I Wrote *The Crucible*” by Arthur Miller, “Are You Now or Were You Ever” by Arthur Miller, “How to Punctuate” by Russell Baker, "Teachable Moments--Our Family's Real Reasons for Refusing the PARCC" by Doug Larkin, "The Joy of Reading and Writing: Superman and Me" by Sherman Alexie, “The End of Education” by Neil Postman (excerpt), Arthur Miller Biography, Tennessee Williams Biography

Short Stories: “The Black Cat,” by Edgar Allan Poe, “The Cask of Amontillado” by Edgar Allan Poe

Homework: Per Teacher



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Marking Period 2

Topic and Essential Question: The Effects of War and A Generation of Transformation

- How does war have lasting effects on those involved in them?
- What are the effects of “The Great War” on the individual's and society's sense of meaning of life and belonging in the world?
- What role does language play in our lives beyond communication?
- How do gender roles evolve?

Unit/Topics: The Lost Generation, The Effects of War on Humanity, The Human Experience

Writing Components: Writing Effective Paragraphs, Textual Evidence, MLA Format, Topic Sentence, Thesis Statement, Writing Reflection Papers, Synthesis Essay

- SWBAT/Objectives**
- Begin writing the synthesis essay
 - Work in small groups
 - Formulate effective paragraphs
 - Compose effective thesis statements
 - Have small and large group discussions about a text
 - Ask questions based on reading

Vocabulary/Key Terms: (Literary Terms/Devices) Argument from Authority, Ad Hominem Argument, Ironical Statement, Deductive Reasoning, Syllogistic Reasoning, Aphorism, Synthesis, Appeals to Authority, Alliteration, Understatement, Hyperbole, Simile, Onomatopoeia, Apostrophe, Appeal to Tradition, Bandwagon Appeal, Fallacy, Colloquial Language, Cumulative Sentence, Imperative Address, Apposition, Hyperbole, Personification, Relative Clause

Assessments: Small writing pieces, A.P. English Language Diagnostic, Multiple Choice Passages, Synthesis Essay, Character Analysis, Reflection Papers

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Instruction:**

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SWDs: Provide choice in assessments, provide dictionaries and thesauri, provide opportunities to revise writing

High-Achievers: Provide independent reading component

Resources/Books: *The Sun Also Rises* by Ernest Hemingway, *Thank You For Arguing, Revised and Updated Edition: What Aristotle, Lincoln, And Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs

Poetry: “Stanzas in Meditation” by Gertrude Stein

Non-fiction: Ernest Hemingway Biography, “Pain” by Diane Ackerman, “What Libraries Mean to the Nation” by Eleanor Roosevelt, “Turkeys in the Kitchen” by Dave Barry, “Assimilation in America” by Milton Gordon, “The Luckiest Man in the World” by Lou Gehrig, “Albert Einstein’s Letter to Phyllis Wright,” Albert Einstein

Short Stories: “Soldier’s Home” by Ernest Hemingway, “Hills Like White Elephants” by Ernest Hemingway



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Marking Period 3

Topic and Essential Question: The American Dream

- Is the American Dream reality or a myth?
- How has our understanding of The American Dream evolved?
- What is the American Dream and to what extent is it achievable for all Americans?
- In what ways does the American Dream mean different things for different Americans?

Unit/Topics: The American Dream, Social Stratification

Writing Components: Writing Effective Paragraphs, Textual Evidence, MLA Format, Topic Sentence, Thesis Statement, Writing Reflection Papers, Synthesis Essay, Argumentative Essay

- SWBAT/Objectives**
- Continue writing the synthesis essay
 - Work in small groups
 - Formulate effective paragraphs
 - Compose effective thesis statements
 - Have small and large group discussions about a text
 - Ask questions based on reading
 - Begin working toward Essay of Argument (Essay #3)

Vocabulary/Key Terms: Flashback, Satire, Paradox, Theme, Point of View, Conflict, Symbolism
(Literary Terms/Devices)

Assessments: Small writing pieces, Multiple Choice Passages, Synthesis Essay, Character Analysis, Reflection Papers, Argument Essay, Small Research Project and Meta-Text, Rhetorical Devices Quiz #1

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Reading Literature: CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-
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High-Achievers: Provide independent reading component

Resources/Books: *The Great Gatsby* by F. Scott Fitzgerald, *Thank You For Arguing, Revised and Updated Edition: What Aristotle, Lincoln, And Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs

Poetry: “Theme for English B” by Langston Hughes, “In a Station of the Metro” by Ezra Pound

Non-fiction: F. Scott Fitzgerald Biography, “Kid Kustomers” by Eric Schlosser, “The Gettysburg Address” by Abraham Lincoln, “On Morality” by Joan Dideon, “The Declaration of Independence” by Benjamin Franklin

Short Stories: “Bernice Bobs Her Hair” by F. Scott Fitzgerald, “A Diamond as Big as The Ritz” by F. Scott Fitzgerald, “A&P” by John Updike



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Marking Period 1

Topic and Essential Question: Gender and Identity

- How does a lack of awareness of one's identity act as a barrier to achieving one's dream?
- How does the female African American experience play a role in identity formation and evolution?
- How do gender roles affect our identity and society's expectations of us?
- How does storytelling play a role in identity development?

Unit/Topics: Feminism, Gender Equality, Gender Roles, Power Dynamics, Storytelling, Conforming to Societal Norms

Writing Components: Writing Effective Paragraphs, Textual Evidence, MLA Format, Topic Sentence, Thesis Statement, Writing Reflection Papers, Argumentative Essay, Rhetorical Analysis Essay

- SWBAT/Objectives
- Continue Argumentative Essay (Essay #3)
 - Begin Writing the Rhetorical Analysis Essay (#2)
 - Work in small groups
 - Formulate effective paragraphs
 - Compose effective thesis statements
 - Have small and large group discussions about a text
 - Ask questions based on reading

Vocabulary/Key Terms: (Literary Terms/Devices) Analogy, Exposition, Irony, Induction, Persuasion, Extended Metaphor, Allusion, Colloquial Speech, Understatement,

Assessments: Small writing pieces, Multiple Choice Passages, Synthesis Essay, Character Analysis, Reflection Papers, Argument Essay

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High-Achievers: Provide independent reading component

Resources/Books: *Their Eyes Were Watching God* by Zora Neale Hurston, *Thank You For Arguing, Revised and Updated Edition: What Aristotle, Lincoln, And Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs

Poetry: “Phenomenal Woman” by Maya Angelou, “Still I Rise” by Maya Angelou

Non-fiction: “Professions for Woman,” by Virginia Woolf, “How it Feels to be Colored Me” by Zora Neale Hurston, “Ain’t I a Woman” by Sojourner Truth, “Declaration of Sentiments and Resolutions” by Elizabeth Cady Stanton, “Strangers” by Toni Morrison, selected passages of Maya Angelou, “A Vindication of the Rights of Woman” by Mary Wollstonecraft, “No Name Woman” by Maxine Hong Kingston, Zora Neale Hurston Biography

Short Stories: “Everyday Use” by Alice Walker



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Marking Period 2

Topic and Essential Question: Race and Identity

- How much of a priority is independence?
- How does that priority change based upon exterior circumstances?
- How does one gain a sense of self identity and community identity?
- What is the responsibility of the individual for shaping his/her own identity?
- What is the role of government in establishing individual and/or group identity?
- How do unconscious prejudice and institutionalized racism play roles in society?
- How do those in power shape the identity of those who are marginalized?

Unit/Topics: Racism, Social Inequality, Income Inequality

Writing Components: Writing Effective Paragraphs, Textual Evidence, MLA Format, Topic Sentence, Thesis Statement, Writing Reflection Papers, Rhetorical Analysis Essay

SWBAT/Objectives

- Continue the Rhetorical Analysis Essay (#2)
- Work in small groups
- Formulate effective paragraphs
- Compose effective thesis statements
- Have small and large group discussions about a text
- Ask questions based on reading

Vocabulary/Key Terms: (Literary Terms/Devices) Antithesis, Rhetorical Question, Imperative Sentence, Compound-Complex Sentence, Anaphora, Diction, Metonymy, Cumulative Sentence, Periodic Sentence, Anaphora, Euphemism, Deduction, Syntax,

Assessments: Small writing pieces, Multiple Choice Passages, Rhetorical Analysis Essay, Character Analysis, Reflection Papers, Argument Essay, Rhetorical Devices Quiz #2

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Poetry: “Theme for English B” by Langston Hughes

Non-fiction: “Letter for a Birmingham Jail” by Martin Luther King, Jr., “Salvation” by Langston Hughes, “Learning to Read and Write” by Frederick Douglass, “Notes of a Native Son” by James Baldwin, “Plessy v, Ferguson, 1896,” “The Souls of Black Folk” by W.E.B. DuBois, Richard Wright Biography

Short Stories: “One Friday Morning” by Langston Hughes



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Marking Period 3

Topic and Essential Question: Literature and Choice

- What does a good discussion sound like/look like?
- What is the individual's role in making a discussion run smoothly?
- What strategies can be used to deepen our conversations about books?
- What role does American Literature place in understanding society?

Unit/Topics: Choice, Individualism and Collectivism, Genre

Writing Components: Writing Effective Paragraphs, Textual Evidence, MLA Format, Topic Sentence, Thesis Statement, Writing Reflection Papers, Various Creative Non-fiction Components

- SWBAT/Objectives
- Work in small groups
 - Formulate effective paragraphs
 - Compose effective thesis statements
 - Have small and large group discussions about a text
 - Ask questions based on reading
 - Create a group-wide multi-genre research project

Vocabulary/Key Terms: Genre, Research, MLA Format

(Literary Terms/Devices)

Assessments: Small writing pieces, Multi-Genre Research Project, Journals

Common Core Standards: **Reading Informational Texts:** CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6 CCSS.ELA-LITERACY.RI.11-12.7 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.RI.11-12.10

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SWDs: Provide choice in assessments, provide dictionaries and thesauri, provide opportunities to revise writing

High-Achievers: Provide independent reading component

Resources/Books: *Sula* by Toni Morrison, *Death of a Salesman* by Arthur Miller, *The Bell Jar* by Sylvia Plath, *Adventures of Huckleberry Finn* by Mark Twain, *A View from the Bridge* by Arthur Miller, *A Farewell to Arms* by Ernest Hemingway, *The Things They Carried* by Tim O'Brien

Poetry: To be chosen by students based on their book choice

Non-fiction: “Chapter 6. We Each Have a Role to Play: A Language Arts Unit Introducing Literature Circles” by Sandra Williams Page, Author Biographies, To be chosen by students based on their book choice

Short Stories: To be chosen by students based on their book choice
