

# AP Lang - Unit 1

Content Area: **ELA**  
Course(s):  
Time Period: **MP1**  
Length: **45**  
Status: **Published**

## NJSLS ELA

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RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Correlating SLOs

NJSLs	Student Learning Objectives
Standard - You can list the code of the standard here (RL.9-12.1) and then use the "Actions" feature to "Add Standards" and they will be listed in full below	<ul style="list-style-type: none"> <li>○ Insert correlating SLOs here in a bulleted list</li> </ul>


## **Rationale, Transfer Goals, and Enduring Understandings**

### **Rationale**

In this unit, study and appreciate the mythic and cultural (i.e., Anglo-Saxon) background of English literature, with Beowulf serving as the anchor text. As the unit progresses, students will read and comprehend a variety of genres from the Middle Ages. They will analyze and compare informational texts. Students will apply critical reading strategies through understanding historical context, literary archetypes, clarity of meaning, context clues, and literary elements. Students will use a variety of strategies to read unfamiliar words and build vocabulary. The students will practice close reading and using the right questions to ask in order to find the themes. Vocabulary acquisition will be ongoing, as will writing and grammar/style lessons as the students' writing needs dictate. Writing will include in-class timed responses to the literature and at least one longer essay (2—3 typed pages) to be written at home.

### **Transfer Task**

Write and recite a boast about your achievements in the style of an epic poem (Boast Like Beowulf), research Medieval imagery to create a Personal Coat of Arms, and create a mock job resume for an epic hero of your choice.

## **Essential Questions**

<b>Overarching Essential Question</b>	<b>Content-Specific</b>	<b>Skill Specific</b>
What does living a truly heroic life mean?  Does fate determine our destinies, or do we?	What is the hero's journey, and why does it appear in so many stories?  How can an archaic poem like Beowulf be relevant to us today?  How do the The Canterbury Tales represent the journey of all humanity?	How can classic works of literature serve as exemplars for my own writing?  How can understanding concepts like symbolism and archetypes help me to think more critically about things that I read?

## **Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>Reading an epic poem</p> <p>Literary Analysis and Narrative Writing</p> <p>Researching a topic</p> <p>Working in discussion groups</p> <p>Presenting content for feedback</p> <p>Honoring the conventions of standard English grammar</p>	<p>Analyze a text (specifically character development, literary devices)</p> <p>Vary word choice to enhance writing</p>

### Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS						
1-2 RESOURCES						

<b>3-4 SKILLS</b>						
<b>3-4 RESOURCES</b>						
<b>5-6 SKILLS</b>						
<b>5-6 RESOURCES</b>						
<b>7-8 SKILLS</b>						
<b>7-8</b>						

<b>RESOURCES</b>						
<b>9-10 SKILLS</b>						
<b>9-10 RESOURCES</b>						

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### **Career Awareness, Exploration, Preparation, and Training**

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

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### **21st Century Skills**

NJSLS-CLKS 9.4.12.CI.1 With a growth mindset, failure is an important part of success.

NJSLS-CLKS 9.4.12.CFR.1 The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

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### **Interdisciplinary Connections**

6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration. (SS)

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period. (SS)