

English 11AP
Official Summer Assignment
June 2023
DeNardo!

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Dear Esteemed, Now-Official 11APian,

Welcome to a Magical year of growth, indeed! As the teacher of English 11AP at CCHS, I would like to first commend you for accepting the challenge and signing up for the course. English 11AP is designed in alignment with the College Board and NYS ELA standards and offers a more in-depth examination of literature and language than a traditional, Regents-level course. English 11AP will be very rigorous in its focus; you will spend a great deal of time crafting your writer's voice and honing your critical skills. Additionally, your junior year is highlighted by many academic "milestones;" 11AP will ideally prepare you to meet each one with aplomb. Specifically, 11AP will address the following benchmarks:

- SAT's
- College and career search
- The ELA Regents Exam
- The English Language and Composition Advanced Placement Examination - taken in May of 2024.

Here are some housekeeping considerations as you get started!

- ★ Google Classroom - I have sent you an invitation, and so you are encouraged to join ASAP so that you can access the various materials and get started.
- ★ Due Dates - ALL portions of this assignment are due on 9/8/23 - late papers will not receive credit!
- ★ Extra Credit - Keep an eye on the Google Classroom and your emails! I will be putting extra credit opportunities in the classroom all summer long - hopefully interesting and doable ones, and these can really give your grade a lovely boost! Stay tuned...

My hope is that your upcoming experience in 11AP will be one characterized by growth and abundant learning. Though challenging, this course can also be very rewarding, and I encourage you to give it

the effort required for success. I truly look forward to working with you. Enjoy your summer!

Most-Reverently,
Linda DeNardo, 11AP English Teacher

Official English 11AP 2023-24 Summer Assignment

Brought to you by Linda DeNardo

This year's summer assignment and entire school year in AP Language and Composition will focus on one essential/guiding question:

***How is meaning in our lives
created and affected by language?***

You are encouraged to contemplate this question, and allllllll the sub-questions that arise from it, as you engage each component of the assignment.

Assignment Phase #1 – Rhetoric & Argumentation Reading & Notes - 1 Test grade

1. **Thank You for Arguing** - Read chapters 1-13 (up to p. 151) of Jay Hendrick's book *Thank you for Arguing*, including all introductory material. The PDF is included in the GC.
2. **Handwritten Notes**- For every chapter, complete a HAND-WRITTEN set of notes - remember that this progression should include the introductory material at the start of the book!

Assignment Phase #2 - 2 Precis Assignments, Semiotics & Pop Culture - 1 Test Grade

Please read the three selected pieces, and, for each piece, complete a full precis assignment:

1. *Signs of Life in the USA* - Maasick & Solomon
 - “Introduction” - pp. 41-55
 - “Foundations” - pp. 138-155 (*you will be combining these 2 sections into 1 Precis!*)

2. “Popular Culture and Media” - Hammond - 16 pages

These three passages can be found under the GC Topic “Semiotics & Pop Culture - Summer Assignment 2023-24.” You will also find the Precis template, as well as a sample response, in this post.

Assignment Phase #3 - Lesson Plan - Semiotics & Pop Culture - 1 Test grade

Now that you have an understanding of what semiotics and pop culture are, you must design a 45 minute lesson about them! This lesson will examine the semiotic reflections and subsequent commentaries on the society, culture, and people depicted through language use and semiotics/pop culture in the world today. To design a magnificent lesson, please do the following:

- A. Formulate a relevant, academic, societal topic that you’d like to teach

- ★ Note that this can be any aspect of society!
- ★ Note as well that you are beholden to grasp the concepts of semiotics and pop culture (which you already know, you’ve just never heard it called semiotics before.) Included in the GC, you will find helpful links to bring you up to snuff.

★ Note as well again that this is not a history lesson, and therefore your topic can go back no more than 5 years!

B. After developing your topic, please create a 45 minute lesson chock full of activities that engage your students in a quest to answer your essential guiding question.

1. Your lesson can be about any aspect of semiotics and pop culture in society TODAY, so think about which ones are calling to you! NO HISTORICAL TOPICS!
2. You must utilize Bloom's Taxonomy (the top 3 tiers only!) and the Theory of Multiple Intelligence (4 different ones!) as you plan your lesson. *Bloom's taxonomy and MI-* lesson must include at least 4 of the intelligences, and activities that reflect the top three tiers of Bloom's Taxonomy Pyramid. (No worries, there are resources for multiple intelligence and Bloom in the google classroom!) ***Please note that your lesson should NOT be *about* Bloom or MI; rather, your lesson should *incorporate* both as you design activities for it. ***

- Clear objectives that reflect outcome-based goals - must have minimally 4.
- Clear Anticipatory Set (Do-Now.)
- Clear outline of student-activities.
- Clear outline of Teacher (your) activities.
- Clear indication of time allotted for each activity.
- Clear Closure of the lesson.
- Clear assessment (note - assessment=test that measures whether or not your objectives were met.) The assessment should be assigned outside of class-time.

. Works Cited Page (NO WIKI ANYTHING).

Be sure to label every section clearly!