

English 11AP
Official Summer Assignment
June 2024
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 2025 Now, digital!

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 9/6/24 - 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 2024-25 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 – Personal Response Essay – 500
words – 1 Test grade**

- A. Read “Decolonizing Higher Education Pedagogy: From Theory to Practice” and annotate (not note-take - annotate - you’ll be uploading pics!)
- B. Ponder how Itwaru’s posits pertain to your own educational path thus far (I know the piece is germane to college, but just apply what you read to the educational years from Pre-K-12th grade.)
- C. Write a 500 word personal reflection that intertwines a critical thesis about your own education with the points that Itwaru makes in her essay.
- D. Must be handwritten!

- E. Your essay can be informal, should include specifics from Itwaru and your own life, and intentionally utilize 3 rhetorical devices.

Assignment Phase #2 - Lesson Plan - Language as Discourse and Sociocultural Revelation - 2 Test grades

For the second component of the summer assignment, you will kindly design a 45 minute, bell-to-bell, teachable lesson plan that focuses on famous speeches as a reflection of language and culture. Specifically, you must do the following:

- A. Select a relevant, academic, societal topic that you'd like to teach (consider important concepts and themes in our world.)
- ★ Note that this can be any aspect of society!
- B. Find 3 different speeches from 3 different time periods that are about your selected subject. One of your speeches must be from the 21st century! The other 2 speeches you use can be from any other century in the UNITED STATES!
- ★ Note as well again that this is not a history lesson, and you should mindfully keep your focus on language and the author's choices as a reflection of societal conditions and standards!
 - ★ Analyze the language used as a reflection of the culture of the time period, incorporating your rhetorical awareness of the writer's choices and their impact on both society and the speech itself. Be specific as you contemplate!
- C. After developing your understanding of your chosen subject matter and gathering your speeches, please create a 45 minute lesson chock full of activities that engage your students in a quest to answer our essential guiding question by way of your chosen topic.
1. You must utilize **Bloom's Taxonomy** and the Theory of **Multiple Intelligence** 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!

Bonus Round - start reading The Fountainhead! It's a bear of a read and a good idea to get it out of the way during the summer! If you are a reader, this is the chance for you to get a lil summer reading in and conquer this beast!