

DEPARTMENT: ENGLISH	COURSE TITLE: AMERICAN LITERATURE AND SOCIETY
GRADE(S): 11-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Pre-Twentieth Century Fiction, Memoir, and Poetry	(Integrate with other units)	<ul style="list-style-type: none"> • Slave narratives from <i>Incidents in the Life of a Slave Girl</i> • Oppression in the workplace as represented in <i>Bartelby the Scrivner</i> and <i>Life in the Iron Mills</i> • Emerson and Whitman’s ideas of identity and self-discovery • Perkin’s Gilman and Porter’s representations of sexism within society 			
The Mythic American Dream	2-3 weeks	<ul style="list-style-type: none"> • The “rags to riches” archetype and the Horatio Alger hero • Historical and Literary Analysis of the American Dream in <i>The Great Gatsby</i> • The option of defining oneself inside and outside of the 1920s version of the American Dream • Wealth and corruption as exemplified in <i>Gatsby</i> • Class, race, gender oppression; Critical analysis of <i>The Great Gatsby</i> and/or <i>In Our Time</i>. • Writing style (with emphasis on symbolism) and narrative technique (with emphasis on the unreliable narrator) in <i>Gatsby</i>. Some students will also study writing style and narrative technique in Faulkner’s <i>The Sound and the Fury</i>. Faulkner will be required for AP students. 	<p>Active reading skills: make personal connections, compare with other texts, use inquiry questions</p> <p>Vocabulary development: acquire new words through context clues, dictionary use, and analysis</p> <p>Close reading of text: analyze author’s use of imagery, figurative language, symbolism, plot structure, character development, thematic content, voice, and stylistic experimentation</p> <p>Writing to learn: use informal writing to probe and make connections to readings both independently and with class</p> <p>Analytical writing: write well-</p>	<p>Individual participation in class discussions.</p> <p>Collaborative assignments and activities (e.g., exploration of textual details and language).</p> <p>Oral interpretation of selected readings.</p> <p>Writing to learn: in-class writing prompts and self-initiated response papers.</p> <p>Formal analytical papers.</p> <p>Original poetry, script, and/or story writing.</p> <p>Original adaptations of course texts (e.g., dialect forms, scripts, voice papers).</p> <p>Quizzes and tests on readings</p>	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 12, 13, 15, 16, 17</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>

DEPARTMENT: ENGLISH	COURSE TITLE: AMERICAN LITERATURE AND SOCIETY
GRADE(S): 11-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
-------------	---------------	----------------	---------------	------------------------------	--

Other Americans, Other Dreams	1-2 weeks (may be integrated with other units)	<ul style="list-style-type: none"> • Exclusion from the American dream/Questioning the American Dream/Reinventing American Dreams • The immigrant experience of some Jews, Mexicans and a diverse selection of Asians in American Literature • Limits on language, voice, and identity because of cultural collisions • Transcending prejudice, stereotyping, and other limitations to success and fulfillment 	<p>organized essays incorporating textual evidence and critical theory</p> <p>Imaginative writing: write poems, personal narratives, scripts, and voice papers related to core reading</p> <p>Dramatic performance: interpret and present speeches and/or scenes using appropriate inflection and delivery techniques</p> <p>Media analysis: interpret and evaluate film adaptations of script</p> <p>Elements of fiction: analyze point of view, characterization techniques</p> <p>Cross-cultural issues: compare personal customs, beliefs, and value systems with those presented in readings</p> <p>Independent research: develop inquiry questions, select suitable sources, sort and synthesize information, use appropriate documentation</p> <p>Oral presentation: choose content appropriate to audience and purpose, organize and deliver information with clarity and originality</p>	<p>and vocabulary.</p> <p>Research paper and/or oral presentation on independent reading, including bibliographic documentation.</p> <p>Course portfolio with reflective introduction and varied writing samples.</p> <p>AP Project: Independent reading and analysis of two major American works by a single author using one or more critical lenses. Note: second AP project also includes research in published criticism</p>	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 12, 13, 15, 16, 17</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>
--------------------------------------	--	--	---	--	---

DEPARTMENT: ENGLISH	COURSE TITLE: AMERICAN LITERATURE AND SOCIETY
GRADE(S): 11-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Modern Poetry	1-2 weeks (may be integrated with other units)	<ul style="list-style-type: none"> • Philosophical, political, and cultural interpretations of the human condition • Reactions to oppression and social conditions in Cambodia’s Lament and selected poems by Ginsberg and Brooks • Urban images – with a special emphasis on the influence of the Nuyorican poets • Valuing of multiple dialects and dictions in spoken word poetry • AP students will closely analyze poetry to prepare for AP exam. 			Language: 1, 2, 3, 4, 5, 6 Literature: 8, 9, 10, 11, 14, 15, 16, 17, 18 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26, 27
Fiction	4-5 weeks	<ul style="list-style-type: none"> • African-American historical and literary connections in <i>Invisible Man</i> and <i>Sula</i> (some students may also study <i>Beloved</i>) • AP: Structural analysis of <i>Sula</i> and <i>Invisible Man</i> (with focus on prologue and epilogue). • Patterns of symbolism (e.g., colors, names, machinery, letters, paternal imagery, slavery) in the writing of Ellison and Morrison • Representations of women; using a feminist lens to examine key sections of <i>Invisible Man</i> and <i>Sula</i> • Psychological analysis of oppression • Meaning of invisibility and quest for self-definition 			Language: 1, 2, 3, 4, 5, 6 Literature: 8, 9, 10, 11, 12, 15, 16, 17 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26, 27

DEPARTMENT: ENGLISH	COURSE TITLE: AMERICAN LITERATURE AND SOCIETY
GRADE(S): 11-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Modern Drama	2 weeks	<ul style="list-style-type: none"> • Death of the American dream and notions of the work ethic as exemplified in <i>Death of a Salesman</i> • Dysfunctionality in the modern family as discussed in <i>Who's Afraid of Virginia Woolf?</i> and/or <i>Cat on a Hot Tin Roof</i> and/or <i>Long Day's Journey Into Night</i> • Contemporary themes - Addictions, enabling behaviors, coping mechanisms, "Mendacity" and self-delusion, and issues of sexuality 			Language: 1, 2, 3, 4, 5, 6 Literature: 8, 9, 10, 11, 15, 16, 17, 18 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26, 27