

DEPARTMENT: ENGLISH		COURSE TITLE: AFRICAN AMERICAN LITERATURE			
GRADE(S): 11-12		PRE-REQUISITES (IF ANY): NONE			
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
<b>Slavery/Civil War</b>	3 weeks	<ul style="list-style-type: none"> <li>History of contemporary stereotypes</li> <li>The value of authentic voice</li> <li>Role that “traditional” values play in maintaining racial oppression</li> <li>Historical analysis of African Americans’ struggle for equal rights</li> <li>Historical and political roles of music, oral tradition and folk literature</li> </ul>	<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>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>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 12, 13, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>
<b>Post Civil War</b>	2 weeks	<ul style="list-style-type: none"> <li>Comparison of philosophies of Booker T. Washington and W.E.B. DuBois</li> <li>Connections between historical and contemporary problems</li> <li>Discussion of “passing” strategies in the black community</li> <li>Social construction of race</li> <li>Transcending prejudice, stereotyping, and other limitations to success and fulfillment</li> </ul>	<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-organized essays incorporating textual evidence and critical theory</p>	<p>Formal analytical papers.</p> <p>Original poetry, script, and/or story writing.</p> <p>Quizzes and tests on readings and vocabulary.</p> <p>Research paper and/or oral presentation on independent reading, including bibliographic documentation.</p>	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 12, 13, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>

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<b>Harlem Renaissance</b>	1 week	<ul style="list-style-type: none"> <li>The study of the emergence of the “New Negro”</li> </ul>	<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>Course portfolio with reflective introduction and varied writing samples.</p> <p>AP Project: Independent reading and analysis of major literary works 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, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>
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<b>Pre Civil Rights and Civil Rights</b>	3 weeks	<ul style="list-style-type: none"> <li>• Analysis of cultural, social and political conditions</li> <li>• The effect of institutional racism on African Americans</li> <li>• Patterns of symbolism and other literary devices</li> </ul>	<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>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>
<b>Contemporary</b>	3 weeks	<ul style="list-style-type: none"> <li>• Search for identity through understanding and acceptance of one's past</li> <li>• The personal toll of racism</li> <li>• How to "fly"</li> <li>• Patterns of symbolism and other literary devices</li> </ul>			<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 14, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>