

DEPARTMENT: ENGLISH		COURSE TITLE: AMERICAN LITERATURE AND NATURE			
GRADE(S): 11-12		PRE-REQUISITES (IF ANY): NONE			
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
<b>Huckleberry Finn: “All-American Boy”</b>	3-4 weeks	<ul style="list-style-type: none"> <li>The American male archetype</li> <li>Portrayal of femininity</li> <li>Slavery, race, and the depiction of Jim</li> <li>Jim’s role in Huck’s development</li> <li>Twain’s satire of American values/character</li> <li>Historical controversy over educational merits of the novel</li> <li>First-person narration and the uses of dialect</li> <li>Huck’s internal conflict – conscience vs. inner sense of right and wrong</li> <li>American geography and nature symbolism (archetypes of river and shore, “lighting out for the territory”)</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>Writing to learn: use informal writing to probe and make connections to readings both independently and with class</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).</p>	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 12, 15, 16, 17</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26</p>
<b>The Slave Narrative</b>	1-2 weeks	<ul style="list-style-type: none"> <li>Effects of slavery on slaves and slaveholders</li> <li>The search for identity and independence</li> <li>Role of literacy in quest for freedom</li> <li>Slavery and Christianity – for slaves and slaveholders</li> <li>Claiming of a voice and establishment of identity through writing</li> <li>Autobiography as agent for sociopolitical change</li> <li>The narrative as rhetoric: using language to persuade readers</li> </ul>	<p>Analytical writing: write well-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>Quizzes and tests on readings 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>Honors/AP projects: Level 1: Comparative essay (course text and independent reading) using critical lenses. Level 2: Same plus use of secondary sources.</p>	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 13, 15, 16, 17</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26</p>
<b>Transcendentalism</b>	1-2 week	<ul style="list-style-type: none"> <li>Major precepts of Transcendental philosophy</li> <li>The quest for independence and self-definition</li> <li>Nature as symbolic language and embodiment of the divine</li> <li>Non-conformity and civil disobedience</li> </ul>	<p>Cross-cultural issues: compare personal customs, beliefs, and value systems with those presented in readings</p>		<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 13, 15, 16, 17</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26</p>

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<i>Moby-Dick</i> or <i>The Grapes of Wrath</i>	3-4 weeks	<ul style="list-style-type: none"> <li>• Historical background on the whaling industry/the Depression and Dust Bowl</li> <li>• The philosophical journey: Ishmael's and Ahab's quests for meaning/the Joad family's search for the American Dream</li> <li>• Queequeg and the concept of the "noble savage"/class oppression and victimization</li> <li>• Natural phenomena as symbols of philosophical and social truths</li> <li>• Levels of interpretation: archetypal, political, economic, philosophical, religious</li> <li>• Language, epistemology, and interpretation (<i>Moby-Dick</i>)</li> <li>• Narrative structure (intercalary chapters in <i>The Grapes of Wrath</i>; narrative vs. philosophical sections of <i>Moby-Dick</i>)</li> </ul>			Language: 1, 2, 3, 4, 5, 6  Literature: 8, 9, 10, 11, 12, 13, 15, 16, 17, 18  Composition: 19, 20, 21, 22, 23, 24, 25  Media: 26, 27
<b>Modern and Contemporary Literature</b>	3 weeks	<ul style="list-style-type: none"> <li>• Tension between Christianity and Native American religion and cultural values (<i>Tracks</i>)</li> <li>• Analysis of narrative structure (multiple perspectives)</li> <li>• Experimentation with non-linear style (stream of consciousness, magical realism)</li> <li>• Nature as obstacle or catalyst for human action</li> <li>• Connection of land to individual/cultural identity</li> </ul>			Language: 1, 2, 3, 4, 5, 6  Literature: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17  Composition: 19, 20, 21, 22, 23, 24, 25  Media: 26, 27
<b>American Poetry</b>	1-2 weeks (may be integrated with other units)	<ul style="list-style-type: none"> <li>• Innovations in poetic content and style</li> <li>• Nature as symbolic language</li> <li>• Examination of interior life, religion, and death</li> <li>• Thematic connections to other course authors</li> </ul>			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