

Beowulf translation by Seamus Heaney (700 AD)

The English Department has carefully evaluated *Beowulf* as a whole and deemed it worthy for the 11th grade English curriculum.

I. Plot Summary

Beowulf, an Anglo-Saxon epic poem, focuses on the eponymous hero as he attempts to destroy the monster terrorizing the Danish town of Heorot. Beowulf is able to defeat the terrible monster, Grendel, but as a consequence he provokes another monster into seeking revenge. The tale recounts the crucial battle to defeat this second monster, and the reward Beowulf earns for ending the terror haunting the kingdom.

II. Rationale and Learning Objectives

The student will be challenged to evaluate the form and meaning of the poem; delving into the psychological impacts of battle as they accompany Beowulf through his epic battles. Identifying a heroic character is the focus of study as the student will gain an understanding of the hero in fiction and the role heroes play in ancient societies, as well as today.

The narrative is demanding, even in translation, as the features of Old English challenge even advanced readers with their symbolic and metaphoric complexities.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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specific word choices shape meaning or tone.	
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Beowulf*: graphic, violent depictions of battle. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

While some features of *Beowulf* are unique to this ancient work, sadly the violence contained within the work is not outside the experience of the modern audience. Seamus Heaney, the translator, says of the work, “Its narrative elements may belong to a previous age but as a work

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of art it lives in its own continuous present.” Students may be disturbed by the violence, but as an essential commentary on its time, as well as our own, this is a valuable experience.

Othello by William Shakespeare (1603)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated criteria, the English Department has carefully evaluated *Othello* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

I. Plot Summary

William Shakespeare’s tragedy, *Othello*, is a play about love, hate, jealousy, envy, and lust. In the opening scene, Iago announces his intention to avenge the wrong done him by Othello and Cassio. He devises elaborate schemes to turn Othello against Cassio by implicating Cassio in tryst with Desdemona, Othello's bride. The play concludes with the revelations of Iago’s deceptions, but not in time to stop the murder of Desdemona and the subsequent suicide of Othello. (Williams, Janice)

II. Rationale and Learning Objectives

This classic Shakespearean play will serve as a focal point for the study of drama and, in particular, tragedy. The play will be read aloud in class, with frequent pauses to analyze both plot and the literary devices employed by Shakespeare to communicate his complex message. In addition, audio of key scenes will be shared (from the Sourcebook Shakespeare series) to enhance the student experience. Through a focused written response, the student will critically analyze Shakespeare’s complex plot, particularly his depiction of the Modern Man through the characterization of Iago and his intricate use of language, comparing the written text to the recorded performance.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to

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the key supporting details and ideas.	produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems,

	at the high end of the grades 11–CCR text complexity band independently and proficiently.
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IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Othello*: suicide, murder, and sexual desires In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

Pride and Prejudice by Jane Austen (1813)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated criteria, the English Department has carefully evaluated *Pride and Prejudice* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

I. Plot Summary

As a novel of social critique, *Pride and Prejudice* is centered on the Bennet sisters, whose mother is determined to find suitable spouses for each of them, as marriage is one of the few respectable options available to women at the time. However, Elizabeth has different ideas about marriage and trouble ensues as she wards off the attentions of Mr. Darcy.

II. Rationale and Learning Objectives

The student will compare and contrast Austen’s novel with Mary Wollstonecraft’s, *A Vindication of the Rights of Women*, evaluating the role of women in the 19th century. In addition, the student will analyze Austen’s critique of social class. Finally, the student will identify character, setting, plot, point of view, and theme, demonstrating deeper understanding through both personal and focused written responses. As one of our earliest novels, this work serves as a point of reference in the study of many other works of literature.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR

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informational texts independently and proficiently.	text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Pride and Prejudice*: reference to a couple living out of wedlock. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

Jane Eyre by Charlotte Bronte (1847)

With Film Adaptation

The English Department has carefully evaluated *Jane Eyre* as a whole and deemed it worthy for the 11th grade English curriculum.

I. Plot Summary

Bronte's novel follows the difficult, but ultimately triumphant, life of Jane Eyre. An orphaned governess, Eyre struggles against the social mores of Victorian England, the limitations of her family connections, and the complicated nature of her affection for her employer Rochester. The novel follows Jane throughout her life: from her childhood deprivations at the hands of her family to her own life as a mother. While Eyre's life is filled with tragedy and impediments, she ultimately prevails and manages a rather unconventional "happily ever after."

II. Rationale and Learning Objectives

Covering the spectrum of a nineteenth century life for women, Brönte's novel is a unique combination of the semi-autobiographical, Victorian, Gothic, and Bildungsroman. As such, the novel presents an opportunity for students to experience a wide range of literary forms within its bounds. The themes of the novel are timeless, and its form is archetypal.

Questions of loyalty, forgiveness, and faith dominate this realistic novel as Jane struggles to navigate the sometimes rigid moral standards of Victorian England. Jane rejects many of the requirements and expectations of women during this period, consequently the novel is considered by many to be a proto-feminist text. Students naturally respond to Jane's independence and personal fortitude in the face of oppression. Jane fits the mold of transgressive female narrators students have already encountered, having read *To Kill a Mockingbird* and is predictive of the types of narrators students will encounter in the remainder of the course curriculum.

III. Common Core Standards

Reading Standards for Literature

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Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Jane Eyre*: child abuse, violence, sexuality, and references to adulterous affairs. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

Sexuality in the Victorian world is carefully governed, and discussion of this topic may be of concern to some readers and parents. This aspect of the novel is essential to understanding Jane, who grapples with morality and loyalty before deciding sexuality should be contained by matrimony. By raising the fundamental importance of personal relationships to morality, the book helps students to explore their own emerging sense of virtue as it relates to this topic. Students can, and should, be forewarned about the potentially upsetting discussion of sexuality contained in the novel. Considering the sexual extremes depicted daily on television, students need a vehicle to discuss the importance of individual morality in this area of their lives. As Jane says, ““I am no bird; and no net ensnares me: I am a free human being with an independent will.” Brönte’s novel provides students an opportunity to seek for themselves the freedom promised by independent will.

Frankenstein by Mary Shelley (1818)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated criteria, the English Department has carefully evaluated *Frankenstein* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

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I. Plot Summary

Frankenstein, or The Modern Prometheus, is the classic Gothic novel about man's struggle to play God and create the perfect human being. Ambition overcomes the goodness of his original medical implications, and Dr. Victor Frankenstein's fiendish creature torments his creator. The reason for revenge is simple- no one loves the abomination. Society takes one look at the creature, judges his nature wrongly, and turns him into the monster represented in movies and TV today.

II. Rationale and Learning Objectives

The student will compare and contrast Shelley's novel with other novels, like *The Stranger* and *Catcher in the Rye*, that explore the concept of alienation. Students reading this novel should develop an appreciation for the outcast who is ostracized by society, a glance into the overly ambitious mind, and a deep appreciation for all the many techniques used by Mary Shelley to convey her thoughts about her time period and what might happen in the future if man continues to play God. In addition, the student will consider the ethical implications of the choices made by Dr. Frankenstein. Finally, the student will identify character, setting, plot, point of view, and theme, demonstrating deeper understanding through both personal and focused written responses. In particular, students will recognize conflicts between man and himself, man vs. society, and man vs. man. As one of our earliest novels, this work serves as a point of reference in the study of many other works of literature.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text,	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

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including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Frankenstein*: There should be few problems when reading this book. The controversy might come from comparing this novel to modern times and all of the medical problems with transplants, cloning, DNA research, prolonging life by artificial means, etc. However, most students relate to the plight of the monster without going any deeper into the modern comparisons. In the classroom, sensitive topics will be dealt with in a

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mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

The Scarlet Letter by Nathaniel Hawthorne (1850)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated criteria, the English Department has carefully evaluated *The Scarlet Letter* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

I. Plot Summary

Set in Puritan Boston, Massachusetts during the years 1642 to 1649, *The Scarlet Letter* tells the story of Hester Prynne, who conceives a daughter through an affair and as a result, faces imprisonment and ostracism, including the wearing of her scarlet letter, all while struggling to create a new life of repentance and dignity. Throughout the book, Hawthorne explores themes of legalism, sin, and guilt.

II. Rationale and Learning Objectives

Through this highly accessible, classic text, the student will identify character, setting, plot, point of view, and theme, at various times during first quarter “boot camp,” demonstrating deeper understanding through discussion and through both personal and focused written responses.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *The Scarlet Letter*: references to adultery and conflicts with community values. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

Great Expectations by Charles Dickens (1860)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board).

Using the above stated criteria, the English Department has carefully evaluated *Great Expectations* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

I. Plot Summary

Charles Dickens' *Great Expectations* was originally published in weekly installments of *All the Year Round*. Set in Victorian England, Dickens presents this bildungsroman, the growth and development of a single character, Pip, an orphan, who struggles with poverty and upward mobility and family relationships and love—while trying to find his identity.

II. Rationale and Learning Objectives

Great Expectations is a highly accessible, classic text. The student will identify character, setting, plot, point of view, and theme, at various times during first quarter “boot camp,” demonstrating deeper understanding through discussion and through both personal and focused written responses.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to

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the key supporting details and ideas.	produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems,

	at the high end of the grades 11–CCR text complexity band independently and proficiently.
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IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Great Expectations*: references to violent acts
 In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

The Grapes of Wrath by John Steinbeck (1939)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated criteria, the English Department has carefully evaluated *Grapes of Wrath* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

I. Plot Summary

John Steinbeck’s Pulitzer winning novel, *The Grapes of Wrath*, follows the lives of sharecroppers during the Depression. As the Joad family attempts to navigate various hardships, Steinbeck presents the plight of impoverished men and women as they long for fair and humane treatment.

II. Rationale and Learning Objectives

The student will identify themes of man’s inhumanity to man, strength of the human spirit, and poverty. S/he will also consider decision-making and how the decision-making process affects outcomes. Through a series of personal and focused written responses, the student will critically evaluate realism, sentimentalism, exposition and narration as rhetorical types, as well as analyze the historic period, supported by informational texts like Sandler’s photographic essay, *The Dust Bowl*, and Timothy Egan’s, *The Worst Hard Time*.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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support conclusions drawn from the text.	
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12

Curriculum Rationales: American Literature

10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Grapes of Wrath*: vulgar language and a character nurses a starving man. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

Catcher in the Rye by J.D. Salinger (1951)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). The English Department has carefully evaluated *The Catcher in the Rye* as a whole and deemed it worthy for the AP Language and Composition curriculum.

I. Plot Summary

After being expelled from school, Holden Caulfield goes on a three-day quest for truth and enlightenment, a quest to help him understand how to bridge into the frightening and “phony” world of adults. His quest leaves him delusional, and after seeking psychiatric help, he re-tells his story.

II. Rationale and Learning Objectives

The student will compare and contrast Salinger’s novel with other novels, like *The Stranger* and *Frankenstein*, that explore the concept of alienation. Toward a deeper understanding, the student will critically evaluate Salinger’s novel for his use of rhetorical strategies and cultural context, as well as analyze his literary style, identifying character, setting, plot, point of view, and theme. In particular, the student will analyze the significance of symbols, like the red hat; the purposeful manipulation of tense; and the effect of point of on the narration. Finally, the student will look for relevance, identifying what makes this classic novel continue to have meaning for today’s reader.

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III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source

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visually and quantitatively, as well as in words.	text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *The Catcher in the Rye*: vulgar language, sexual scenes, and violence. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

The Awakening by Kate Chopin (1899)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated criteria, the English Department has carefully evaluated *The Awakening* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

I. Plot Summary

Set in New Orleans and Southern Louisiana late in the nineteenth century, *The Awakening* tells the story of Edna Pontellier and her views on femininity and motherhood. Edna begins a journey of self-discovery that leads to an understanding of the limitations on women at this time period; her “solitary soul” and her need for both solitude and independence; the pleasure she discovers in music and the creation of art; and her romantic attachment to a young man.

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II. Rationale and Learning Objectives

Through a series of personal and focused writing exercises, the student will analyze the author's craft through use of dialogue and various rhetorical techniques including diction, theme development and analysis of character development. The student will also analyze the social and contextual aspects of the setting and their influence on characters and events, along with an examination of feminist theories and consideration of the journey to selfdiscovery. Further, the student will evaluate the influences of Romanticism, Realism, Naturalism, and Local Color. This novel is taught in connection with the unit on Body Image and is supported by a variety of informational texts. The final assessment is a synthesis essay on said topic.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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stanza) relate to each other and the whole.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *The Awakening*: suicide and sexual relations. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

The Stranger by Albert Camus (1942)

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated

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criteria, the English Department has carefully evaluated *The Stranger* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

I. Plot Summary

Albert Camus' *The Stranger* is a novel about an unintended murder and the trial that follows. Meursault is a young man who appears to be indifferent to the world around him and is forced to face his own identity and ultimately, his own mortality.

II. Rationale and Learning Objectives

Camus' complex text, an example of existentialism, challenges the reader to evaluate the concepts of alienation, spirituality, morality, and choice, encouraging comparison and evaluation of one's individual beliefs. Students will identify character, setting, plot, point of view, and theme, demonstrating deeper understanding through both personal and focused written responses.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g.,	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic

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a section, chapter, scene, or stanza) relate to each other and the whole.	resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *The Stranger*: murder (violence) and sexual topics. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

To Kill a Mockingbird by Harper Lee (1960)

With Film Adaptation (1962)

The English Department has carefully evaluated *To Kill a Mockingbird* as a whole and deemed it worthy for the 11th grade English curriculum. The film adaptation is unrated, but parents are advised that the recommended rating is PG-13 for thematic material, some language, and

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references to rape. To further understanding of narrative devices the student will compare the novel with the performance.

I. Plot Summary

Lee's novel is narrated by Scout Finch and follows her family as they struggle against the entrenched racism of 1930s Alabama. Scout's father Atticus is a local public defender, called to confront bigotry and discrimination directly as the attorney for a black man named Tom Robinson. Tom has been falsely accused of rape and because the narration is provided from the perspective of a child, the crime in question is bewildering on many levels.

II. Rationale and Learning Objectives

To Kill a Mockingbird is vital to any study of literature. The novel, its characters, and Lee herself are frequently alluded to in popular culture and academia. But the value of the novel is not limited to its existence as a touchstone, the framework provided by Lee's work is ideal for the study of literary elements and story archetypes. Theme, motif, and allusion are particularly evident and easily accessible for students.

The motif of childhood that infuses the first portion of the narrative makes the novel particularly appealing to high school students. Readers naturally sympathize with Scout's escapades and the accessibility of Lee's prose makes the complexities of the novel manageable for students.

III. Common Core Standards

Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or

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specific word choices shape meaning or tone.	language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *To Kill a Mockingbird*: profanity or vulgar language, reference to rape, and violence. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

Bigotry can be a sensitive issue in the classroom, and the undercurrent of violence that pervades the novel adds additional complexity. While the racism and injustice that feature in the narrative may seemingly have receded out of the public consciousness, certainly these issues remain relevant for students. Harper Lee has remained steadfastly silent on the book and

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its influence, but she once noted, "The book to read is not the one which thinks for you, but the one which makes you think." To the extent the students will have an opportunity to think about crucial issues and conduct difficult literary analysis this is the book to read.