



**AP Language and Composition**  
**(This course is both a stand-alone course and**  
**one half of the American Studies course)**

**Course Information**

<b>Grade(s):</b>	Grade 11
<b>Discipline/Course:</b>	English
<b>Course Title:</b>	AP Language and Composition
<b>Prerequisite(s):</b>	English 10 College Prep or English 10 Honors
<b>Course Description:</b> <i>Program of Studies</i>	The AP Language and Composition course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam. Students read a wide variety of American prose styles from many disciplines and historical periods and consider how selections of American fiction and non-fiction highlight stylistic decisions. Students also identify elements of literary and rhetorical style and apply these techniques to their writing. As the course progresses, students become aware of their writing process through self-assessment against AP standards for writing, and through feedback from their peers and their teacher. Completion of assigned summer reading and writing is a course requirement. Students are encouraged to take the AP Language and Composition exam in May.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● Why do we have/need rules of language?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do I develop my writer’s voice?</li> <li>• What do skilled readers do?</li> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> <li>• How is conflict essential to our growth?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• I shape and define my identity through interactions with others as well as the stories and artifacts of society.</li> <li>• Change is the only way to progress.</li> <li>• Our environment is intricately connected to happiness and well-being; without a stable and healthy environment, an individual will suffer and fail to progress.</li> <li>• When I read, hear, or view content presented in the world, I must do so with a critical mind and a set of skills that will help me determine the credibility of the information.</li> <li>• Human relationships are what keep us tethered to the world and encourage us to abide by the social contract.</li> <li>• People need a community to feel safe and happy; communities are essential for human progress.</li> <li>• Stories contain all of human endeavors and challenges; they reveal what is important to a group or community.</li> <li>• If we never experience conflict, there is nothing to overcome; conflict is essential for reflecting and growing.</li> <li>• Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly.</li> <li>• To develop my own unique writer’s voice, I will need to engage consistently in authentic writing experiences and experiment with various strategies until I find what works for me.</li> <li>• Good readers challenge themselves with increasingly more complicated texts while also adopting active strategies that will allow them to attend fully to the text at hand.</li> <li>• Collaborative conversations require agreed-upon protocols, a willingness to set aside preconceived notions and biases, and a commitment to respecting every individual participant.</li> <li>• I will present my findings and conclusions using the format, tools, and structure that most respond to the needs of the audience.</li> </ul>
<b>Duration:</b>	One year

<b>Credit:</b>	1 credit
<b>Course Materials/Resources:</b>	See the list of resources below.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Synthesizing and Evaluating</li> <li>● Conveying Ideas</li> </ul>
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>● The Portfolio</li> <li>● Unit 1: American Origins and Rhetoric</li> <li>● Unit 2: Forging an American Identity and Synthesizing Ideas</li> <li>● Unit 3: Evolution of American Consciousness and Craft of Argumentation</li> <li>● Unit 4: American Modernity and Collaborative Voice</li> </ul>

### Resources:

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

Texts
<i>Adventures of Huckleberry Finn</i> by Mark Twain (19th century American novel) <i>A Moveable Feast</i> by Ernest Hemingway (20th century American memoir) <i>A Voyage Long and Strange</i> by Tony Horwitz (21st century American travelogue) <i>Caleb's Crossing</i> by Geraldine Brooks (21st century American novel) <i>Catcher in the Rye</i> by J. D. Salinger (20th century American novel) <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon (textbook) <i>Death of a Salesman</i> by Arthur Miller (20th century American drama)

*Educated* by Tara Westover (21st century American memoir)  
*In Cold Blood* by Truman Capote (20th century American nonfiction)  
*Invisible Man* by Ralph Ellison (20th century American novel)  
*My Antonia* by Willa Cather (early 20th century American novel)  
*Narrative of the Life of Frederick Douglass* by Frederick Douglass (19th century memoir)  
*Passing* by Nella Larsen (20th century American novel)  
*Reservation Blues* by Sherman Alexie (20th century American novel)  
*Slaughterhouse-Five* by Kurt Vonnegut (20th century American novel)  
*The Awakening* by Kate Chopin (19th century American novel)  
*The Crucible* by Arthur Miller (20th century American drama)  
*The Grapes of Wrath* by John Steinbeck (20th century American novel)  
*The Great Gatsby* by F. Scott Fitzgerald (20th century American novel)  
*There There* by Tommy Orange (21st century American novel)  
*The Round House* by Louise Erdrich (21st century American novel)  
*The Scarlet Letter* by Nathaniel Hawthorne (19th century American novel)  
*The Things They Carried* by Tim O'Brien (20th century American novel)  
*The Underground Railroad* by Colson Whitehead (21st century American novel)  
*Walden* by Henry David Thoreau (19th century American nonfiction)  
*When the Emperor was Divine* by Julie Otsuka (21st century American novel)

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)



- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

## Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	One Year
<b>Resource(s):</b>	<u>English Portfolio Directions</u>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> 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.</p>

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are



appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**LANGUAGE STANDARDS:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

	<p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or</li> </ul>

		<p>presentations.</p> <ul style="list-style-type: none"><li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li><li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>● Use a colon to introduce a list or quotation.</li><li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li></ul>
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<b>Unit Number and Title:</b>	Unit 1: American Origins and Rhetoric
<b>Duration:</b>	One quarter
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>• <i>The Crucible</i> by Arthur Miller</li> <li>• <i>The Scarlet Letter</i> by Nathaniel Hawthorne</li> <li>• <i>Caleb’s Crossing</i> by Geraldine Brooks</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>• <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon</li> </ul>
<b>Unit Overview:</b>	This unit serves both as a meditation on the cultural, political, and literary origins of the United States, as well as an introduction to the art and form of rhetoric. Students will read both primary 17th and 18th century sources, as well as literary works of historical fiction that grapple with the long-lasting legacy of Puritan New England, and the subsequent tensions between individual liberty and the State.
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board for the AP Language and Composition.</p> <p>Please see the <a href="#">AP English Language and Composition Course and Exam Description</a>. All required components for the course are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What assumptions do I hold about American culture, and how do these cultural assumptions shape my reading and writing?</li> <li>• What is the legacy of our Puritanical origins on American history, the American experience, and identity today?</li> </ul>

	<ul style="list-style-type: none"> <li>• How are rhetorical devices used to shape meaning within texts?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• How we perceive American culture, and our place within it, is shaped by contexts both individual and societal.</li> <li>• Colonial Puritan society influenced the American utopian impulse, as well as laid the groundwork for how we think about the ongoing tension between individual liberty and the State, as well as the social contract.</li> <li>• Authors use a wide range of rhetorical strategies and moves to construct meaning.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know)            Conventions specific to rhetorical analysis, including exigence, purpose, audience, the Aristotelian appeals, etc.            The conflicts that can arise between the individual and the community.            The tension that exists between the past and the present in American society.</p> <p><b>Skills:</b> (Students will be able to...)            Identify and interpret the portrayal of the American past in a literary context.            Connect the literary past to current American circumstances.            Write rhetorical analysis based on non-fiction texts.            Employ conventions of English in analytic writing.</p>

<b>Unit Number and Title:</b>	Unit 2: Forging an American Identity and Synthesizing Ideas
<b>Duration:</b>	One quarter
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● Selected essays by Ralph Waldo Emerson</li> <li>● <i>Walden</i> by Henry David Thoreau</li> <li>● <i>Adventures of Huckleberry Finn</i> by Mark Twain</li> <li>● <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</li> <li>● <i>The Underground Railroad</i> by Colson Whitehead</li> <li>● <i>The Awakening</i> by Kate Chopin</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon</li> </ul>
<b>Unit Overview:</b>	This unit explores the tension between American ideals of individualism and self-reliance and conformity, particularly with regards to situations in which individual values come in conflict with what the majority thinks. Additionally, students will practice synthesizing multiple sources to support an argument.
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board for the AP Language and Composition.</p> <p>Please see the <a href="#">AP English Language and Composition Course and Exam Description</a>. All required components for the course are included in this document.</p>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What do these and other texts suggest about our responsibility to challenge injustices, especially those maintained by our respected institutions?</li> <li>• What role should education play in cultivating individual independence and critical thinking?</li> <li>• What effect does social environment play in shaping a piece of literature?</li> <li>• How can multiple texts/sources be effectively brought into conversation with each other?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Conflict between individual morality and the nation’s laws has been a source of both tension and reform in American society.</li> <li>• Education can be both a help and a hindrance in developing one’s own individual identity and values.</li> <li>• Tracing and evaluating common themes across varied sources offers rich opportunities for articulating valid truths about American identity.</li> <li>• Developing an insightful line of reasoning on a complex topic involves negotiating between multiple points of view.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>• Students will understand the role and legacy of self-reliance and individualism in American society and literature.</li> <li>• Students will understand the tension between individual morality and the nation’s laws that has led to both conflict and reform in American society.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• Students will be able to synthesize sources into a well-developed and coherent original argument.</li> <li>• Students will be able to plan for and discuss their observations and assertions and support those assertions with text-based evidence, reason, and logic.</li> </ul>



<b>Unit Number and Title:</b>	Unit 3: Evolution of American Consciousness and Craft of Argumentation
<b>Duration:</b>	One quarter
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>A Moveable Feast</i> by Ernest Hemingway</li> <li>● <i>My Antonia</i> by Willa Cather</li> <li>● <i>The Great Gatsby</i> by F. Scott Fitzgerald</li> <li>● <i>Passing</i> by Nella Larsen</li> <li>● <i>The Grapes of Wrath</i> by John Steinbeck</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon</li> </ul>
<b>Unit Overview:</b>	This unit investigates cultural ideals of the American Dream and American exceptionalism, as well as how memory and nostalgia for the past shape both individual and American identity. Students will also learn how to craft arguments and compelling lines of reasoning by employing the literary and rhetorical devices they have studied all year.
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board for the AP Language and Composition.</p> <p>Please see the <a href="#">AP English Language and Composition Course and Exam Description</a>. All required components for the course are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do memory and nostalgia shape our individual and group identity--and our idealized future?</li> </ul>

	<ul style="list-style-type: none"> <li>● Are America’s citizens challenged or burdened by their identification with America's greatness?</li> <li>● What role has ethnicity, gender, wealth, and class historically played in the relative accessibility of liberty and the American Dream?</li> <li>● What makes an effective argument, and what rhetorical, stylistic elements, and devices does argumentation employ?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Memory and nostalgia can color our understanding of ourselves and the world around us in ways that can help us process difficult emotions, but can also lead to delusion.</li> <li>● Careful consideration of multiple perspectives on the American dream and American exceptionalism will reveal that progress in America may often come conditionally.</li> <li>● Cogent argumentation relies on a full array of sources--personal experience, observation, knowledge of history, art, and culture.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>● Students will understand the tensions among memory, nostalgia, personal identity, and group identity.</li> <li>● Students will understand the tension between American Dream/American exceptionalism and a reality that resists easy or simplistic narratives.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● Students will be able to construct an original argument using the various literary and rhetorical devices they have learned about this year.</li> <li>● Students will make effective use of a variety of modes to present their argument in an engaging and persuasive manner.</li> </ul>

<b>Unit Number and Title:</b>	Unit 4: American Modernity and Collaborative Voice
<b>Duration:</b>	One quarter
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>Invisible Man</i> by Ralph Ellison</li> <li>● <i>Catcher in the Rye</i> by J. D. Salinger</li> <li>● <i>Death of a Salesman</i> by Arthur Miller</li> <li>● <i>In Cold Blood</i> by Truman Capote</li> <li>● <i>Slaughterhouse-Five</i> by Kurt Vonnegut</li> <li>● <i>The Things They Carried</i> by Tim O’Brien</li> <li>● <i>Between the World and Me</i> by Ta-Nehisi Coates</li> <li>● <i>Reservation Blues</i> by Sherman Alexie</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon</li> </ul>
<b>Unit Overview:</b>	Chronologically, this unit brings us from the years immediately following World War II up to the present day. Students will investigate how the rapid change of the post-war years has shaped the world we currently live in, and how the anxieties of those years are depicted in major works of American literature. Additionally, students will continue to use the collaborative and analytic skills they have honed all year to reflect on their learning and create meaning.
<b>Standard(s):</b>	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board for the AP Language and Composition.

	Please see the <u>AP English Language and Composition Course and Exam Description</u> . All required components for the course are included in this document.
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What anxieties plague the citizens of post-war America?</li> <li>• How might definitions of success and the American Dream based predominantly in markers of material wealth breed anxiety and devalue the individual?</li> <li>• How do authors use point of view, nonlinear structure, magical realism, and/or the blurring of fiction and nonfiction to construct meaning?</li> <li>• How can students use collaboration to create meaning?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The literature of post-war America is preoccupied by anxieties surrounding the American Dream, consumerism, civil rights, individual identity, and rapidly advancing technology.</li> <li>• Careful consideration of multiple perspectives on the American Dream, and its traditional emphasis on consumerism and material wealth, will reveal various tensions between social expectation and individual identity.</li> <li>• Authors use various literary devices, including those typical of postmodernism, to depict the disorientation, disillusion, and rapid change of the mid-20th to early 21st centuries.</li> <li>• Collaboration allows us to exchange ideas and challenge our own understandings to create meaning.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>• Students will understand the literary and cultural contexts of the anxieties portrayed in post-war American literature.</li> <li>• Students will understand the tensions that exist between the American Dream, traditionally defined by material success, and the formation of individual identity.</li> <li>• Students will understand how literary devices, particularly those typical of postmodernism, are used to create meaning and construct an argument about the nature of mid-20th to 21st century life.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• Students will be able to collaborate in a graded discussion to increase their own understanding, as well as create meaning.</li> </ul>

- Students will read closely and critically from numerous works of literature to broaden their understanding of the American Dream and the many conflicts intricate to that concept.