

## **Advanced Placement Language and Composition**

### **Attention AP Audit Review Board:**

The Fairfield Public Schools have a sequential and developmental English program in the secondary schools. As such, prior to this Advanced Placement Language and Composition course, students have taken English courses with established curricula through which they have had ample experiences with and proficiency in:

- figurative language, imagery, symbolism, and tone
- thoughtful revisions for organization, coherence, and development of ideas
- individual teacher/student conferences (All students are required to attend student and teacher conferences during the completion of all major assignments for each unit of study. During those conferences, students review their drafts with their teacher, and the teacher provides feedback on the preparation, revision, and submission of the essays.)
- responding to literature with formal and exploratory writing
- writing which demonstrates deductive, inductive, and narrative thinking
- ongoing grammar instruction in a developmental program
- organization of writing, using transitions, and providing clear evidence for positions

All of the writing assignments in Advanced Placement Language and Composition encourage the students to effectively demonstrate their proficiency with the above skills and are integral to teacher conversation with students about their writing and to the students' revisions.

### **Statement of Purpose**

The AP Language and Composition course engages students with a variety of American prose. It also requires students to become skilled writers who compose for a variety of purposes. Students write in forms such as narrative, exploratory, expository, and argumentative and on a variety of subjects such as personal experiences, public policies, imaginative literature, and pop culture. The course is designed to enable students to analyze complex American texts and to write highly effective and stylistically sophisticated expository writing. AP Language and Composition emphasizes the teaching of writing strategies and asks student to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Students will read a wide variety of American prose styles from many disciplines and historical periods and

also consider how selections of American fiction and poetry highlight stylistic decisions. The course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam.

In this course, students are provided with daily opportunities inside and outside of class to engage in informal writing. Students are to journal during each major reading. The journals are designed to have students focus on a certain strategy as they read. The students begin with writing journals that describe how an element of the reading shaped or influenced their thinking and shift to evaluate the quality an author's claim or assertion. In these journals, students must include and demonstrate an application of effective rhetorical strategies and techniques in their writing.

### **Audience**

Juniors taking a college level course

### **Prerequisites**

Completion of 10<sup>th</sup> grade English, teacher recommendation, and successful completion of the AP Language and Composition summer reading assignments

### **Design and Description**

The Advanced Placement Language and Composition course invites students to become skilled readers and writers of diverse genres and modes of composition. As stated in the *Advanced Placement Course Description*, the purpose of AP Language and Composition is “to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.” As the course progresses, students become aware of their own composition process through self-assessment and evaluations by peers and the teacher. Through the process of reading, writing, and discussing texts, students become skilled in composing for different audiences and purposes. Students learn to understand and appreciate the diverse ways that American authors make meaning in oral, written, and visual texts. Students identify elements of literacy and rhetorical style and use them in their own writing. It is anticipated that all students will take the AP Language and Composition exam in the spring. Completion of assigned summer reading and writing is a course requirement.

### **Goals**

Students will:

- identify and analyze stylistic and rhetorical elements in notable works of fiction

- and non-fiction to understand how meaning is shaped and articulated.
- apply stylistic and rhetorical elements in their own expository and inventive writing.
  - participate in and lead academically rigorous seminars.
  - analyze a variety of texts, both classical and contemporary (fiction, non-fiction, and visual), as products of the American culture.
  - analyze and evaluate the relationship of readers, raised with the assumptions of the American culture, interacting with texts produced by that same culture.
  - choose voice, tone, and content of writing to suit a variety of audiences and purposes.
  - develop their own “voice” in response to the ideas of major American thinkers.
  - prepare for the AP Language and Composition exam.
  - write formal papers that go through the full steps of the writing process (brainstorming, outline, initial draft, teacher feedback in writing conference, and at least one revision) including:
    - Narrative of Thought [analytical writing]
    - Argument
    - Memoir [creative writing]
    - Speech (Extended Definition) [expository writing]
    - Cause and Effect [expository writing]
    - Book Reviews (4) [analytical writing]
    - Research paper

### **Skill Objectives**

Students will:

- format dialogue correctly.
- demonstrate effective use of parallel structure.
- eliminate unnecessary wordiness, including excessive adverbs and adjectives.
- demonstrate consistent verb tense agreement.
- avoid the comma splice.
- demonstrate correct comma usage in complex sentences.
- demonstrate correct MLA formatting within texts and on works cited pages.
- create an annotated bibliography of research using correct MLA format.

## UNITS of STUDY

### Unit 1: Defining What It Means To Be An American

#### English Standards

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will listen to or read a variety of genres to use as models for writing in different modes.

#### Essential Questions

- How does literacy enrich our lives?
- How do we write, speak and present effectively?

#### Focus Questions

- How are the stylistic devices used to shape meaning within American literary texts and student-generated texts?
- How are rhetorical devices used to shape meaning within American literary texts and within student-generated texts?
- How does exploring the cultural assumptions in American texts and in ourselves strengthen us as readers and writers?
  - What are the elements of an American identity?
  - Are there common values or beliefs among Americans?
  - How does the exploration of American culture strengthen or shape students as readers and writers?

#### Core Topic

- Defining What It Means To Be An American

### **Unit Objectives**

Students will be able to:

- lead and participate in structured seminar discussions.
- write post seminar reflections in order to develop thinking about the focus questions beyond what was shared collaboratively.
- set writing goals for the first quarter based on the summer reading work.
- extend, deepen, and broaden their thinking by participating in and leading seminar discussions.
- articulate new thinking by writing a post-seminar reflection.
- demonstrate understanding of specified rhetorical and stylistic elements.

### **Skill Objective**

Students will:

- format dialogue correctly.

### **Assessment**

- Book Review, incorporating analysis of rhetorical and stylistic devices

### **Pacing**

2 weeks

## **Unit 2: The Individual in American Society**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize and appreciate that contemporary and classical literature has shaped human thought.**

Students will compare/ contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How does literacy enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- How does exploring the cultural assumptions American texts and in ourselves strengthen us readers and writers?
- How does critical reading and responding to classical and non-fiction contribute to our sophistication as readers and writers?
  - To what extent does American society truly value individualism?
  - Can individuals remove themselves from society?
  - How can an individual contribute to the evolution of society or does society corrupt the individual?
  - How do authors use style to develop important ideas in their work?

### **Core Topic**

- The Individual in American Society

### **Unit Objectives**

Students will be able to:

- write thoughtfully about their own process of composition.
- identify and analyze how unit texts illustrate concepts central to the American Identity.
- analyze the evolution of their thinking about an idea from their reading of multiple texts and through written and oral discourse.
- integrate references to various unit texts into a unified and original written piece.
- acquire and use sophisticated vocabulary for discussion of literary style.
- write a timed essay in response to an AP style prompt.
- analyze sample writing prompts from AP Language and Composition exam.
- complete and discuss sample multiple-choice portion of AP Language and Composition exam.
- recognize and evaluate stylistic devices in a literary text through journal writing.

### **Skill Objective**

Students will:

- demonstrate effective use of parallel structure.

### **Assessments**

- Narrative of Thought – Based on classical American text and supplementary readings, students will use a narrative voice to trace and analyze the evolution of their thinking (as demonstrate through journal entries) about the concept of individuality in American society.
- AP style essay
- 2 journal entries in which students analyze an article, cartoon, or advertisement in *The New Yorker*

### **Pacing**

6 weeks



### **Unit 3: Self Reflection and Independent Action**

#### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students communicate with others to create interpretations of written, oral and visual texts.**

Students will persuade listeners about understandings and judgments of works read, written and viewed.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

Students will evaluate the validity of primary and secondary sources of information to authenticate research.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How do we understand what we read?
- How does literacy enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- How can one develop a critical argument in which one refutes, qualifies, or defends the ideas of American thinkers?
- How are rhetorical devices used to shape meaning within American literary texts and within student-generated texts?
- How does exploring the cultural assumptions American texts and in ourselves strengthen us readers and writers?
  - What provokes individual thought?
  - To what extent are people obligated to act in the interest of bettering society?
  - What personal characteristics are required to spur movement from independent thought to individual actions even in the face of personal risk?
  - How can literature be used as a tool for social change?
  - How can rhetorical devices be used to increase effectiveness when writing for a purpose?

### **Core Topic**

- Self Reflection and Independent Action

## **Unit Objectives**

Students will be able to:

- recognize and analyze the characteristics that motivate people to act independently through a close reading of major texts of the unit.
- identify the elements of unit texts that have made them historically important and influential.
- research both sides of the controversy surrounding a historically banned book.
- explain the rationale for the fundamental elements of argumentation and use this knowledge in constructing an argument.
- identify qualities of writing needed to succeed on AP Language and Composition exam through review of past exams and rubrics for scoring.
- identify and analyze rhetorical and stylistic devices in texts read as a class and a text read independently.
- demonstrate rhetorical and stylistic devices in their own writing.
- interact with literature through initial written responses, seminars and finalized written responses.

## **Skill Objective**

Students will:

- eliminate unnecessary wordiness, including excessive adverbs and adjectives.

## **Assessments**

- Persuasive Essay
- AP argument prompt
- Book review incorporating use of rhetorical and stylistic devices
- 2 journal entries in which students imitate the style of a cartoon, article, or advertisement in *The New Yorker*

## **Pacing**

6 weeks

## **Unit 4: Telling Your Own Story**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will listen to or read a variety of genres to use as models for writing in different modes.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How does literacy enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- How are the stylistic devices used to shape meaning within American literary texts and student-generated texts?
- How can we develop effective arguments in which we refute, qualify, or defend the ideas of American thinkers?
  - What is the value (academic, emotional, historical) in writing a memoir?
  - What stylistic and organizational techniques create the greatest impact when writing a memoir?
  - How can various genres (fiction, drama, memoir) be used to tell a personal story?
  - In what ways do personal stories reveal elements of American culture and thinking?

### **Core Topic**

- Telling Your Own Story

### **Unit Objectives**

Students will be able to:

- demonstrate “voice” in their writing.
- choose and demonstrate a variety of stylistic devices creating an effective memoir.
- analyze unit texts for effectiveness in revealing a personal story with universal meaning.
- compose and deliver an oral story using elements of folk tale in order to communicate personal experience.
- actively participate in writers’ workshop sessions by submitting a memoir for peer review and by offering constructive written and oral criticism to peers.
- Revise memoir based on workshop feedback
- analyze AP Language and Composition anchor sets and complete self and peer assessments.

### **Skill Objective**

Students will:

- demonstrate consistent verb tense agreement, especially in creative writing.

### **Assessments**

- Oral storytelling project
- Memoir
- AP style prompt
- 2 journal entries in which students experiment with their own style of writing about some topic of interest inspired by an article, ad, or cartoon in *The New Yorker*

### **Pacing**

7 weeks

## **Unit 5: Success in America**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will discuss how the experiences of an author influence the text.

Students will discuss how the experiences of a reader influence the interpretation of a text.

Students will analyze and evaluate themes and connections that cross cultures.

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

Students will evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use oral language with clarity, voice and fluency to communicate a message.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How does literacy enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- How does critical reading and responding to classical and non-fiction contribute to our sophistication as readers and writers?
- How can one write and speak about intellectual ideas using a distinct voice?
  - How is success defined?
  - What is the role of power in attaining success?
  - In what ways must a person be empowered in order to achieve success?
  - What forces might work against a person or people that could prevent them from being a success?
  - How does exploring the cultural assumptions in texts and in themselves strengthen students as readers and writers?

### **Core Topic**

- Success in America

### **Unit Objectives**

Students will be able to:

- evaluate past and contemporary notions of the American Dream as a myth or reality.
- juxtapose the values of characters from unit texts against students own ideas of what it means to be successful.
- analyze texts and personal experiences to examine how power is or is not important to living a successful life.
- differentiate between the external and internal markers of success.



- identify personal and societal elements that can obstruct success.
- create a personal, extended definition of success in the form of a speech.
- acquire and use sophisticated vocabulary for discussion of rhetorical elements.
- evaluate and demonstrate elements of effective public speaking.
- compare their own responses to AP prompt to released anchor sets.
- identify rhetorical and stylistic devices in published writing.
- practice rhetorical and stylistic devices in their own writing.
- read assigned text independently, noting rhetorical and stylistic devices.

### **Skill Objectives**

Students will:

- avoid the comma splice.
- demonstrate correct comma usage in complex sentences.

### **Assessments**

- Book review modeling some aspect style of the topic book
- Speech: Inspirational extended definition of success – videotaped
- Reflection about video of speech
- AP rhetorical prompt

### **Pacing**

5 weeks

## **Unit 6: Fear in America**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

### **Essential Questions**

- How does literature enrich our lives?
- How do we write, speak and present effectively?

### **Focus Questions**

- How does exploring the cultural assumptions American texts and in ourselves strengthen us readers and writers?
  - What are dominant societal fears in America?
  - What causes irrational and widespread fear in America?
  - How do these fears impact attitudes and decisions made as a country?
  - How do these fears impact my perception of reality?

### **Core Topic**

- Fear in America

## **Unit Objectives**

Students will be able to:

- define and discuss cultural artifacts that are evidence of societal fears.
- differentiate between rational and irrational fears through written and oral discourse.
- lead and participate in seminar discussions about a major American text which exemplifies focus questions of the unit and related secondary texts.
- identify and analyze the causes and effects of societal fears through written and oral discourse.
- evaluate the concept and consider ways of creatively expressing how societal fears impact perceptions of reality on a personal and societal level.
- note stylistic and rhetorical devices in an assigned text.
- respond to critical essays about the major American text.
- engage in research of primary and secondary texts to support an idea about the relationship between language and fear
- carefully evaluate, employ, and properly use MLA citation in the research paper

## **Skill Objective**

Students will:

- demonstrate correct MLA formatting within texts and on works cited pages.
- demonstrate the ability to use sources to validate or challenge their own opinion
- demonstrate the ability to create a conversation with different sources in a fluid manner

## **Assessments**

- Cause and effect essay, identifying causes and effects of societal fears
- Research paper: Students will read the Washington Post article “Candidate Clinton, Embracing the Trite and the True” which examines the profusion of clichés and platitudes in contemporary American politics. After reading and annotating the article, students will conduct research to find 3 or more primary texts that demonstrate how propaganda exploits fear for a political agenda. Students will write a thesis-based paper using their research to examine some aspect the relationship between fear and language.

## **Pacing**

3 weeks



## Unit 7: Defining American Literature

### English Standards

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use oral language with clarity, voice and fluency to communicate a message.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- How does critical reading and responding to classical and non-fiction contribute to our sophistication as readers and writers?
  - How have philosophical, political, and social trends in American society shaped the American literary landscape?
  - What aspects of past literary traditions are still evident in contemporary American literature?
  - What effect does social environment play in shaping a piece of literature?
  - What distinctive characteristics are evident in the literature of different periods in America?
  - How are certain literary periods influenced by or a reaction against previous periods?
  - How are contemporary texts a vehicle for deeper and richer examinations of literary, philosophical, and cultural trends in American past and present?

### **Core Topic**

- Defining American Literature

### **Unit Objectives**

Students will be able to:

- research a specific literary period in American history (Romantic, Realist, Modern, Postmodern) and present findings to the class.
- create and lead a class activity based on a piece of literature (poem, essay, short story, sermon, etc) exemplary of the period researched.
- demonstrate understanding, through written and oral discourse, of how the literary periods covered in class are part of an evolutionary process rather than isolated segments.
- discuss unit texts in relation to concepts and characteristics of American culture and American literature.
- interact with texts through written responses, seminars, and finalized written response work.

### **Skill Objective**

Students will:

- create an annotated bibliography of research using correct MLA format.

### **Assessment**

- Literary period presentations

### **Pacing**

5 weeks

## **Texts such as:**

### **Unit 1**

- *The Grapes of Wrath* by John Steinbeck
- *Nickel and Dimed* by Barbara Einreich
- 5 nonfiction articles from various magazines (student selected)
- *Bowling for Columbine* by Michael Moore
- “Drill, Grill, and Chill” by Maureen Dowd
- “The Way to Wealth” by Benjamin Franklin
- “Letters from an American Farmer” by de Crevecoeur
- “Model of Christian Charity” by John Winthrop

### **Unit 2**

- *The Scarlet Letter* by Nathaniel Hawthorne
- “Sinners in the Hands of an Angry God” by Jonathan Edwards
- Excerpts from “Walden”
- Excerpts from “Self Reliance”
- “Living Like Weasels” by Annie Dillard
- *Merchants of Cool* (film by Frontline)
- “Souls of Black Folk” by WEB DuBois
- “Habits of the Heart” Bill Moyers interview of Robert Bellah

### **Unit 3**

- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *The Adventures of Huckleberry Finn* by Mark Twain
- “Down South: The Photography of Rudolf Eickemeyer, Jr.”
- “Narrative of the Life of Frederick Douglass” by Johnnie Mae Maberry-Gilbert
- “The Declaration of Independence”
- “The Ballad of the Bullet” by Malcolm X
- “Civil Disobedience” by HD Thoreau
- “No Place for a Poet at a Banquet of Shame” by Sharon Olds
- “A Problem we all live with” by Norman Rockwell

### **Unit 4**

- *Their Eyes Were Watching God* by Zora Neale Hurston
- Letters written by Zora Neale Hurston
- *A Moveable Feast* by Ernest Hemingway
- “Fathers, Sons, Blood” by Harry Crews



- Excerpts from *In Search of Our Mothers' Gardens* by Alice Walker

### Unit 5

- *Death of a Salesman* by Arthur Miller
- *The Great Gatsby* by F. Scott Fitzgerald
- Model commencement speeches
- Video texts of MLK's "I Have a Dream" speech
- "Tragedy and the Common Man" by Arthur Miller
- Various Calvin and Hobbes cartoon strips
- "Poor Richard's Almanac" by Benjamin Franklin
- "Nighthawks" by Edward Hopper

### Unit 6

- *Native Son* by Richard Wright
- Excerpts from critical essays about *Native Son*
- *Why We Fight* by Frank Capra (film)
- Political cartoons from various war eras
- FDR's First Inaugural Address

### Unit 7

- *Reservation Blues*
- *Catcher in the Rye* by J.D. Salinger
- Various student selected essays, sermons, and/or speeches representative of the literary periods

**\*This is not a complete list. Teachers may supplement this list with other texts as they see fit)**

In each unit of study, students analyze film and paintings that are thematic linked to the essential questions. When students analyze those images, students use OPTIC, a strategy for analyzing visual arguments.

**O** is for *overview*—students write down a few observations they make about the visual work.

**P** is for *parts*— students focus on a few significant elements or details.

**T** is for *title*—students analyze the title and determine what insight it sheds on their understanding of the visual work.

**I** is for *interrelationships*—students detect and analyze the *interrelationships* in the graphic.

**C** is for *conclusion*—students determine a main message that the painting reveals and determine how it connects to literature we have studied.

Students write about the visual works and then discuss other possible interpretations in class seminars. When analyzing film, students discuss specific shots, determine what they demonstrated, and suggest changes that could improve the quality of the film. Students also discuss sound and lighting and evaluate how those elements add to the overall message of a film. Students are required to discuss how theatrical elements, literary elements, and cinematic elements enhance a film's content.