

# African American Literature - Course Overview

Content Area: **English**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **40 Weeks**  
Status: **Published**

## **School Mission Statement**

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The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## **School Goals**

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### **Goals for Arts Education:**

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

## **Course Description**

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<b>Course Title:</b>	<b>African American Literature</b>
<b>Department:</b>	<b>English</b>
<b>Prerequisite:</b>	<b>English II</b>
<b>Number of Credits:</b>	<b>5</b>
<b>Grade Level(s):</b>	<b>11 and 12</b>

<b>Standards:</b>	<b>Aligned to New Jersey Student Learning Standards for High School English Language Arts</b>
<b>Description of Course</b>	<b>This survey course is designed to celebrate the traditions and beauty of African American literature through the African and African American experience. Artists will have the opportunity to discover movements of social, cultural, and literary history and uncover how these traditions inform the current developments and the future of the African American tradition. Artists will critically read and view content from a variety of genres in order to identify themes and make connections. This yearlong class will teach artists to see the value in carrying on traditions in the African American culture.</b>

### **Overview & Pacing**

<b>Unit #</b>	<b>Major Content</b>	<b>Expected Time</b>
<b>Unit 1 - African American Literature: Non-Fiction</b>	<b>1) Civil Rights Movement</b>  <b>The Black Panthers: Vanguard of the Revolution</b>  <b>2) Narrative of the Life of Frederick Douglass - Incidents of a Slave Girl</b>  OR <b>Letter from Birmingham Jail</b>  OR <b>The Souls of Black Folk</b>  OR <b>Between the World and Me</b>	<b>10 Weeks</b>
<b>Unit 2 - African American Literature: Folklore and Fiction</b>	<b>1) Mules and Men</b>  <b>2) Uncle Remus, His Songs and His Sayings: The Folklore of the Old Plantation</b>  <b>3) Swing Low Sweet Chariot</b>	<b>10 Weeks</b>

	<b>4) My Bondage and My Freedom</b> <b>5) Wade in the Water</b> <b>6) A Dream Deferred</b> <b>7) Fences</b> OR <b>Speculative Fiction - <i>Kindred</i></b>	
<b>Unit 3 - African American Literature: Music and Film</b>	<b>1) Rock and Roll</b> <b>2) Protest Music</b> <b>3) Documentary</b> <b>4) Black Looks: Race and Representation</b> <b>5) Boyz n The Hood</b> OR <b>Moonlight</b> OR <b>Get Out</b>	<b>10 Weeks</b>
<b>Unit 4 - African American Literature: African American Feminism</b>	<b>1) We Should All Be Feminists – Chimamanda Ngozi Adichie</b> <b>2) Ain't I A Woman?</b> <b>3) Audre Lorde</b> <b>4) Recitatif</b> <b>5) Girl</b> <b>6) Lemonade</b>	<b>10 Weeks</b>
