

Tuckahoe Union Free School District

English 11 Regents: The American Experience

Literature Guideline

2012-2013

* A minimum of 6 works will be taught during the school year

Novels

- *The Great Gatsby* - F. Scott Fitzgerald
- *The Assistant* – Bernard Malamud
- *The Help* – Kathryn Stockett
- *Water for Elephants* – Sara Gruen
- *A Separate Peace* – John Knowles
- *The Catcher in the Rye* – J.D. Salinger
- *Ethan Frome* – Edith Wharton

Plays

- *The Crucible* – Arthur Miller
- *Othello* – William Shakespeare
- *A Raisin in the Sun* – Lorraine Hansberry
- *Death of a Salesman* – Arthur Miller

*A minimum of six short stories will be taught during the school year

Short Stories

- *The Minister's Black Veil*
- *An Occurrence at Owl Creek Bridge* – Ambrose Bierce (p.o.v)
- *Paul's Case* – Will Cather
- *A Piece of String* – Guy de Maupassant
- *The Jilting of Granny Weatherall* – Katharine Anne Porter
- *Good Country People*- Flannery O'Connor
- *The Necklace* – Guy De Maupassant
- *Story of an Hour*, Kate Chopin
- *Where is Here* – Joyce Carol Oates
- *Hills Like White Elephants*, Ernest Hemmingway

*A minimum of six poems will be taught during the school year

Poetry

- *Justice Denied in Massachusetts* – Edna St. Vincent Millay
- *My Papa's Waltz* – Theodore Roethke
- *Dimensions* – C.K. Williams
- *Reconciliation* – Walt Whitman
- *Ballad of Birmingham* – Dudley Randall
- *Ozymandias* – Percy Bysshe Shelley
- *Flight 063* – Brian Aldiss
- *The Unknown Citizen* – The Unknown Citizen
- *Those Winter Sundays* – Robert Hayden
- *Woman* – Nikki Giovanni
- *Life Cycle of Common Man* – Howard Nemerov
- *Auto Wreck* – Karl Shapiro
- *A Dream Deferred* - Langston Hughes
- *We Wear the Mask* – Paul Laurence Dunbar
- *Richard Cory* – Richard Arlington Robinson

*A minimum of six non-fiction pieces will be taught during the school year

Non-Fiction

- *The Great Fear* – J. Ronald Oakley
- *Excerpt from Desert Exile: The Uprooting of a Japanese American Family* – by Yoshiko Uchida
- *Remarks Upon Signing a Proclamation Concerning Japanese American Internment During World War II* – Gerald Ford
- *My Story* - Rosa Parks
- *I Have A Dream Speech* - Martin Luther King, Jr.
- *My Bondage and My Freedom* - Frederick Douglass
- *Nobel Prize Acceptance Speech* - William Faulkner
- *Excerpt from Hiroshima*- John Hersey
- *Excerpt from Civil Disobedience*- Henry David Thoreau
- *Inauguration Speech* – John F. Kennedy
- *Excerpt from Sinners in the Hands of an Angry God* – Jonathan Edwards
- *Innocent Have I Been Tortured, Innocent I Must Die* – Johannes Junius
- Non-fiction related works from newspapers, magazines, journals, and personal essays that correlate to the core novels

Films

*Some will be full features and some will be excerpts

- *The Crucible*
- *Great Gatsby*
- *The Natural*
- *The Scarlet Letter*
- *A Raisin in the Sun*
- *Death of a Salesman*
- *The Help*
- *Water for Elephants*
- *Snow Falling on Cedars*
- *Othello*

Writing

- Persuasive
- Expository
- Narrative
- Descriptive
- Creative
- Research
- Journals
- Poetry
- Critical Lens
- Listening Response

The following Writing Skills will be instructed when necessary based on student need as is reflected in student writing and as is required by the Common Core Standards. These writing/grammatical skills also provide solid preparation for the Writing Section of the SAT and the English Regents:

- Parallel Structure
- Subject Verb Agreement
- Making Logical Comparisons
- Idioms
- Correct Modifier Placement/ Avoiding Ambiguity
- Active Voice
- Redundancy
- Pronoun Ambiguity
- Pronoun Agreement

- Commas and Semicolons
- Correct Use of Conjunctions
- Modifiers
- Past/Present Perfect
- “Awkard-ing” Constructions
- Excess “Nounification”
- Collective Nouns

Vocabulary

As per the Common Core Standards, all vocabulary is instructed in context; students will be asked to deduce the meanings of words through the usage of context clues. Definitions that cannot be acquired in this manner will be provided prior to the reading of a selection, and will also be reviewed during the reading. Any books/software programs are utilized to reinforce, not replace the vocabulary instruction that students have already received in context. Words chosen for study are taken from the following sources:

- Fictional and non-fictional works
- Sadlier-Oxford Vocabulary, Level F supplemental
- Castle Learning Vocabulary in Context Activities

