



English 11, Part 2 Course Syllabus

Course Description:

English 11, part 2 covers influential American poets like Emily Dickinson, Walt Whitman, and Ocean Vuong. We read the modern novel, “The Great Gatsby,” examining it through a social-economic lens and discussing and comparing it with postmodernism through various short stories. We read “The Crucible”, looking at the historical, religious, and political context of 17th Century Salem and comparing it with 1950s Washington, D.C., connecting the mass hysteria of the witch-hunt with the Red Scare targeting of communists. English 11, part 2 concludes by reviewing the college application process, focusing on the Common App’s personal statement prompts.

Part 2: Credits - One Semester (0.5 Carnegie unit)

Course Outline	Common Core Standards
<p style="text-align: center;">Unit 1 - American Poets</p> <p>1.1 Emily Dickinson 1.2 Walt Whitman 1.3 Robert Frost 1.4 Naomi Shihab Nye 1.5 Major Jackson 1.6 Ocean Vuong</p>	<p>In this unit, you will be able to:</p> <ul style="list-style-type: none"> ● Trace the development, genres, and voices of American verse, reading a mix of early influencers and modern, culturally diverse poets in order to examine the American experience more fully. ● Understand the tension between schools of thought (Romanticism vs. Realism) and its effect upon poetry and thought in a growing democratic nation. ● Analyze the sound (rhyme) and structural elements (meter and voltas) of poetry in order to appeal to a variety of listening and reading experiences. ● Perform close readings of poems in a poetry project, researching your chosen American poet and presenting your findings in a scholarly slideshow. ● Understand the importance of oral history and poetry as a therapy for trauma on a new generation of immigrant and BIPOC poets. <p>Standards: [RL.11-12.2, RL.11-12.6, RL.11-12.9, RL.11-12.10, L.11-12.5, L.11-12.5. A]</p>
<p style="text-align: center;">Unit 2 - The Great Gatsby</p> <p>2.1 Geography as Symbolism 2.2 Socio-Economic Lens 2.3 The Unreliable Narrator 2.4 Types of Heroes</p>	<p>In this unit, you will be able to:</p> <ul style="list-style-type: none"> ● Closely read a great American novel using the critical lenses of mythological (archetypes and symbols) and Marxist (socio-economic) readings of The Great Gatsby.

<p>2.5 Modern Day Connections: Gatsby as a Cautionary Tale</p>	<ul style="list-style-type: none"> ● Understand Fitzgerald's authorial choices, especially in framing the novel in flashback and using an unreliable narrator to create a complex tone and satire. ● Define the many types of heroes (Romantic, tragic, and anti-hero) found in the novel in order to understand a mysterious character who reflects many paradoxes related to the American experience and dream. ● Compare Gatsby's character to other modern-day versions in our culture to gain a better understanding of the novel's theme as a cautionary tale. ● To engage in the reading, writing, and viewing process to synthesize information from multiple sources in a comparison / contrast mini-paper pertaining to new media adaptation from East to West in terms of characterization and plot development. <p>Standards: [RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.9, RL.11-12.10, L.11-12.3, L.11-12.5. A]</p>
<p>Unit 3 - Modernism & Post-Modernism</p> <p>3.1 "Those Who Walk Away From Omelas" 3.2 "The Child in the Basement" 3.3 "I Am Not Your Perfect Mexican Daughter" 3.4 "There Was Once" 3.5 "How to Tell A True War Story"</p>	<p>In this unit, you will be able to:</p> <ul style="list-style-type: none"> ● Apply their understanding of The Great Gatsby to an allegorical and dystopian short story that connects to its themes and applies them in a new way of thinking. ● Trace the development of modernism and post-modernism, examining them through both a historical and artistic lens in order to introduce new ways of telling stories. ● Examine the genre of metafiction and their narrators who break the fourth wall between author and audience in order to engage readers and critique art itself. ● Closely read metafictional and postmodern stories told by complex narrative styles that deal with perfectionism, culture, political correctness, and war. ● Differentiate between the complexities of "story truth" (literal) and "happening truth" (embellished) to examine the nature of truth and subjectivity in a metafiction project about a shared experience. <p>Standards: [RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.11-12.9, RL.11-12.10, L.11-12.5. A]</p>

<p>Unit 4 - The Crucible</p> <p>4.1 Puritanism and McCarthyism 4.2 The Crucible as Metadrama 4.3 Mass Hysteria 4.4 Proctor's Last Stand 4.5 Tragedy and the Common Man</p>	<p>In this unit, you will be able to:</p> <ul style="list-style-type: none"> ● Closely read an American drama in order to understand its literal and allegorical interpretations in terms of political satire and metadrama. ● Understand the nature of a new kind of tragedy, one whose hero is a commoner, but who is no less important than the classic tragic heroes in older dramas. ● Examine the psychological impacts of political fear, finger-pointing, and a culture of repression and the resulting mass hysteria and upheaval in society. ● Research other historical examples of mass hysteria in cultures and present your findings in a slideshow that examines their causes and effects and connections to our study of the play. ● Understand the ideologies of Puritanism, McCarthyism, and the historical and political connections between their resulting authoritarianism and the impacts on the individual. <p>Standards: [RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.7, RL.11-12.9, RL.11-12.10]</p>
<p>Unit 5 - Personal Statement (College Essay)</p> <p>5.1 College Application Process 5.2 This I Believe 5.3 Model Essays 5.4 Core Values 5.5 Finishing Touches: Tips & Advice</p>	<p>In this unit, you will be able to:</p> <ul style="list-style-type: none"> ● Understand the college application process and the various types of personal writing (college essay vs. personal statement). ● Engage in a multi-generational writing project that is driven by personal values and micro-stories in order to bring together writers, readers, and speakers into a community. ● Differentiate between goals and values, understanding that personal values can serve many purposes, both immediate (instrumental) and life-long (terminal). ● Create a values matrix in order to prioritize personal values and connect them to a personal narrative style that reflects your growth potential as a student and as a future professional. ● Identify your personal, familial, and/or cultural values in order to draw on core beliefs in a sincere personal writing project. <p>Standards: [W.11-12.3, W.11-12.3. A, W.11-12.3. C, W.11-12.3. D, W.11-12.3. E, W.11-12.4, W.11-12.5]</p>

