



English 10 Par 2 Course Syllabus

Course Description:

English 10, part 2 is modern American literature. There are two novels to read in this course: *The Catcher in the Rye* and the graphic novel *Maus Volume I: A Survivor's Tale*. There are also two plays: a one-act play, *Trifles*, and a three-act play, *A Raisin in the Sun*. Start reading J.D. Salinger's novel *The Catcher in the Rye* right away. Our timeline suggests about two weeks of reading time. It's always a good idea to take notes as you read. It's a funny and engaging book that you'll have a hard time putting down. There are also several short stories, comics and political cartoons, and informational texts. Writing assessments focus on literary analysis, persuasion, argumentative, author's style, and providing textual evidence. Vocabulary lessons focus on Greek and Latin roots.

Part 1: 5 credit hours

Part 2: 5 credit hours

| Course Outline | Common Core Standards |
|--|--|
| <p>Unit 1 - The Coming-of-Age Novel</p> <ul style="list-style-type: none"> 1.1 Context: Post-War and the Birth of the Teenager 1.2 Irony Workshop: Dramatic, Situational, and Verbal Irony 1.3 The Unreliable Narrator 1.4 Evaluating Primary and Secondary Sources 1.5 Literary Criticism: Socio-Economics in Literature (Marxist Theory) 1.6 <i>The Catcher in the Rye</i>- J.D. Salinger | <p>In this unit, you are introduced to the modern coming-of-age novel. You will distinguish between many forms of irony in the novel and between primary and secondary sources in informational texts. You will also be introduced to a form of literary criticism and a new kind of author's choice—an unreliable narrator in a novel. You will learn to: Understand the socio-economic context of the modern coming-of-age novel (Bildungsroman); identify authorial choices in using forms of irony, an unreliable narrator, and socio-economic commentary; evaluate informational texts' primary and secondary sources in terms of their value and limitations; understand socio-economic (Marxist) literary criticism and evaluate its use in a novel; evaluate whether or not a narrator comes-of-age in a writing project.</p> <p>(RL9-10.1, RL9-10.2, RL9-10.4, RL9-10.5, RL9-10.10, RI9-10.1, RI9-10.2, RI9-10.5, RI9-10.6, , W9-10.1, W9-10.4, W9-10.6, W9-10.10, L9-10.5, L9-10.6)</p> |
| <p>Unit 2 - The Graphic Novel & Memoir</p> <ul style="list-style-type: none"> 2.1 Graphic Novel & the Memoir: Introduction to Genres 2.2 MLA vs Chicago-Style Citations Guide | <p>In this unit, you are introduced you to a graphic novel memoir about storytelling, trauma, memory, and the Holocaust. You will distinguish between visual text types, like propaganda</p> |

| | |
|--|---|
| <p>2.3 Metafiction 2.4 Context: Holocaust Literature 2.5 Visual Rhetoric: Comics, Political Cartoons, & Propaganda Posters 2.6 Maus Vol I: A Survivor’s Tale- Art Spiegelman</p> | <p>posters and political cartoons. You will learn how to cite information in both humanities and the sciences. You will understand how visual and verbal texts contribute to visual rhetoric; identify authorial choices in political cartooning, propaganda posters, and graphic novels; evaluate the importance of Holocaust literature as an important historical, cultural, and literary genre; understand best practices in humanities and scientific research citation methods; evaluate whether a narrator is reliable or unreliable and how memory and trauma influence storytellers. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.6, RL9-10.10, W9-10.2, W9-10.4, W9-10.5, W9-10.6, W9-10.7, W9-10.9, W9-10.10, L9-10.3, L9-10.6)</p> |
| <p>Unit 3 - Rhetorical Choices 3.1 Primer on Rhetoric and Author’s Choices 3.2 Greek/Latin Roots Vocabulary: Ethos, Logos, Pathos 3.3 Journalistic Standards: Fact & Opinions; Objectivity & Bias 3.4 Author’s Choices: Author’s Tone (Viewpoint) 3.5 Evaluating Sources: Six Accounts on the Assassination of Malcolm X</p> | <p>In this unit, you will think critically about the purpose of authorial choices and rhetorical appeals. You will identify an author's rhetorical choices in using mood and tone, as well as objectivity and subjectivity. The journalism workshop for this unit will be on how to evaluate and synthesize many written accounts of a historical event. You will learn to: Analyze rhetorical elements using a mix of primary and secondary sources; consider the purpose of rhetoric and the roles of the speaker, audience, and textual conventions; understand an author's appeals to an audience to achieve a rhetorical purpose, mood, and tone; write an analysis paragraph that examines an author's choices, citing evidence as support. (RI9-10.1, RI9-10.2, RI9-10.3, RI9-10.5, RI9-10.6, RI9-10.7, RI9-10.8, RI9-10.10, W9-10.2, W9-10.4, W9-10.5, W9-10.6, W9-10.7, W9-10.8, W9-10.9, W9-10.10, L9-10.4)</p> |
| <p>Unit 4 - Argument & Persuasion 4.1 Argument, Persuasion, and Propaganda 4.2 Evaluating Credibility of Sources 4.3 Literary Criticism: Gender, Communication, and Feminist Theory 4.4 Claims vs Counterclaims 4.5 Trifles- Susan Glaspell</p> | <p>In this unit, you will examine elements of argumentation, the credibility of sources, and claims and counter-claims. You will identify an author's rhetorical choices based on communication differences between genders. The one-play in this unit exemplifies how realism and sub-text in characterization can be used to uncover or hide evidence in a murder case. You will learn to: Differentiate between argument, persuasion, and propaganda; evaluate the credibility of sources in the media using digital</p> |

| | |
|--|--|
| | <p>literacy best practices; understand the importance of gender roles and communication in a drama of realism; understand how claims of fact, value, and policy impact argument and counter-argument.</p> <p>(RL9-10.1, RL9-10.2, RL9-10.6, RL9-10.10, W9-10.1, W9-10.4, W9-10.5, W9-10.6, W9-10.8, W9-10.10, L9-10.4, L9-10.5, L9-10.6)</p> |
| <p>Unit 5 - Social Issues: Dreams, Schemes, and Themes</p> <p>5.1 Public Speaking Best Practices</p> <p>5.2 The Poetry of Langston Hughes</p> <p>5.3 "I Have a Dream" (speech)- Dr. Martin Luther King, Jr.</p> <p>5.4 Repetition: Anaphora vs Parallel Structure</p> <p>5.5 A Raisin in the Sun- Lorraine Hansberry</p> | <p>In this unit, you will look at the Civil Rights movement from three authors and three types of texts: poetry, speech, and a stage play. Each text examines the American dream from those who were excluded from it but who inspired changes in culture and policies, nonetheless. In this unit, you learn to: Analyze the attitudes toward dreams and opportunity from a poet, an activist, and a playwright. Consider the best practices in public speaking and motivating an audience to a "call to action." Differentiate between two schemes of repetition: anaphor and parallel structure. Create a PSA (Public Service Announcement) advocating a cause or change in policy.</p> <p>(RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6, RL9-10.10, RI9-10.1, RI9-10.2, RI9-10.3, RI9-10.4, RI9-10.5, RI9-10.6, RI9-10.8, SL9-10.1, SL9-10.2, SL9-10.3, L9-10.1, L9-10.4, L9-10.5, L9-10.6, W9-10.1, W9-10.4, W9-10.5, W9-10.6, W9-10.9, W9-10.10)</p> |