

University High School English Department

Course title: CONTEMPORARY LITERATURE

1 semester course: 1/2 credit

Prerequisite: None

Grades: 10-12

| Content | Skills | Benchmarks (Grade 11) |
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| <ul style="list-style-type: none">• Diagnostic oral reading• Goal Setting• Bestseller (horror) kickoff novel (<u>Intensity</u>) Begin ongoing genre study, vocabulary building, related topic research, style analysis, author biography, style imitation, reader response journals – to text and review, and graded discussions.• E-Mail Accounts --required/activated/FTP procedure initiated• The Bomb Unit <u>Hiroshima, Farewell to Manzanar, Fatman and Little Boy (film), and misc. Internet archival materials</u> Dialectical notebooks, vocabulary study, graded discussion, culminating small group photo essay project with annotated bibliography• Maya Angelou Unit Includes <u>I Know Why the Caged Bird Sings</u>, various poems, articles, and excerpted materials Individual and group/choral oral interpretation instruction and performance Ongoing Literary analysis skills extended -- | <p>Speaking</p> <ul style="list-style-type: none">• Oral reading• Small group dynamics• Whole and small group discussion• Formal project presentation• Cross-age discussion leaders (Tolerance unit with FIRST) <p>Listening</p> <ul style="list-style-type: none">• Listening for information, evaluation, interpretation• Listening for appreciation• Book on tape experience <p>Reading</p> <ul style="list-style-type: none">• Novels, short stories, poetry• Research <p>Writing</p> <ul style="list-style-type: none">• Dialectical notebook• Documented essay | <ul style="list-style-type: none">• Apply strategies for comprehending, interpreting, analyzing and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources.• Write effectively for specific audiences and purposes, adapting language conventions appropriately,• Analyze writing tasks and purposes systematically, use elements of the writing process appropriately, and adopt a variety of strategies during the course of their writing.• Create, critique and discuss texts, applying a knowledge of text structure, rhetorical devices, figurative and descriptive language, grammar, spelling and punctuation.• Create and communicate knowledge, using technological resources to gather and synthesize information.• Use language to define and represent questions, issues and problems for research.• Read and write independently for |

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| <p>allusion, theme, symbolism, characterization, point of view, metaphor, diction</p> <ul style="list-style-type: none"> • Audiobook unit (Reader's choice) Take-home essay exam, graded discussion, focus on effect of medium and improved listening • Tolerance Unit Cross age learning experience with the freshman, choice of nine novels -- upperclassmen lead series of three discussion periods with small groups (10-15) of freshmen • Fantasy novel unit (<u>Harry Potter and the Sorcerer's Stone</u>) Character development dialectical notes • Science fiction sampler (<u>Ender's Game</u>) • Small group lit circle (novel selections vary) • Survey compilation project to develop a recommended reading list Previous surveyed groups have included U-High faculty and ISU instructors from the Foundations of Inquiry class | <ul style="list-style-type: none"> • Analytical writing • Reader response journals • Reader's theatre script • Essay exams <p>Media Literacy</p> <ul style="list-style-type: none"> • Video analysis (contemporary authors) • Website evaluation • Powerpoint creation/critique • Photo essay <p>Critical Thinking</p> <ul style="list-style-type: none"> • Levels of Questions • SOAPS Analysis • LIDDS Analysis • Reader response | <p>learning and enjoyment.</p> <ul style="list-style-type: none"> • Analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions. • Use language knowledgeably, reflectively, constructively and critically. • Demonstrate an understanding of the relationships between and among the components of the speaking process. • Identify and apply effective strategies for formal and informal speaking situations in public, group work and personal settings. • Use language that clarifies, persuades and/or inspires while respecting the cultural, gender and individual differences of the audience. • (Identify and) apply methods of managing and/or overcoming communication anxiety and apprehension. • Demonstrate an understanding of the relationships between and among the components of the listening process. • (Identify and) manage internal and external barriers to listening. • (Identify and)utilize the listening skills appropriate for diverse types and purposes of listening. • Demonstrate an understanding of the relationships between and among the components of the listening process. • Analyze and evaluate the effects of audio |
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| | | <p>and visual media.</p> <ul style="list-style-type: none">• (Identify and) utilize the skills necessary for competent communication across audio and visual media. |
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