

University High School English Department

Course title: English Literature and Composition

1 year course: 1/2 credit per semester

Prerequisite: Freshman English/ Sophomore Writing/ Oral Communication

Grades: 11-12

Content	Skills	Benchmarks (Grade 11)
<ul style="list-style-type: none"> • Origin of English Language Anglo-Saxon and prior history (map, <i>Ice man</i>, Celtic lecture, Historical Introduction in text, epic and lyric poetry, <i>Beowulf</i> excerpts, Gardner's <i>Grendel</i> excerpts, Exeter Book selections, Bede, oral reading, documented take-home essay exam) • Medieval Period Ballad unit (study and create original produces) Chaucer unit (Prologue, Pardoner's Tale and Physicians Tale as a class –group project on selected additional tales). Arthurian Unit (<i>Excalibur</i>, Malory excerpts, Tennyson's "The Lady of Shallot") Everyman Medieval Goes Modern (Book groups studying modern novels which express Medieval Romance and the monomythic pattern) Resident Expert (projects as a segue to Renaissance) 	<p>Speaking</p> <ul style="list-style-type: none"> • Oral reading • Small group dynamics • Whole and small group discussion • Panel discussion • Oral reports • Power Point Presentations • Memorization and Recitation <p>Listening</p> <ul style="list-style-type: none"> • Listening for information, evaluation, interpretation <p>Reading</p> <ul style="list-style-type: none"> • Primary and secondary source evaluation • Varied genre reading and analysis • Analysis of text for fictional elements, symbols, and interpretation • Research • Reading/Summary of Film and Literary Criticism • Annotation and Highlighting • Reading Textbook Material 	<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 and 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.

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<p>Drop-in Units (Medieval and Renaissance women writers Medieval Times Field Trip</p> <ul style="list-style-type: none">• Renaissance Historical Introduction Sonnet Unit (study and memorization) Lyrical poetry and devices mini unit Shakespeare (<i>Macbeth, Hamlet</i>, (oral reading, Branagh film, film review search and prep for graded discussion)• Late Renaissance Bacon's "Of Studies" Metaphysical Poets (greeting card/valentine demonstrating extended metaphors for love) Ben Johnson and the Cavalier poets Puritan writers (Bunyan and Milton) Great Expectations (out of time Sequence but a book to be chewed)• Restoration Satire (biography, Coffee House writing, Rotating projects, Biography of choice – read first 100 pages, give book talk including social significance of work; satiric newspaper production culminating in coffee house event; writing original <i>Modest Proposals</i>, etc).	<p>Writing</p> <ul style="list-style-type: none">• Creative writing• Dialectical notetaking• Essay test writing• Analysis essays• Research writing <p>Media Literacy Film analysis Internet Source Evaluation</p> <p>Critical Thinking</p> <ul style="list-style-type: none">• Levels of Questions• SOAPS Analysis• LIDDS Analysis	<ul style="list-style-type: none">• Read and write independently for learning and enjoyment.• 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 barriers to listening.• (Identify and) utilize the listening skills appropriate for diverse types and purposes of listening.• Analyze and evaluate the effects of audio and visual media.
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<ul style="list-style-type: none">• Romantic Age Historical Introduction Selected Writers/short works “Rime of the Ancient Mariner” <i>Frankenstein</i> (original horror writing/<i>Frankenstein</i> 6 ways film unit)• Victorian Age <i>Wuthering Heights</i> or <i>Jane Eyre</i> Close reading/analysis of major poets (readers theatre project) Comedy: <i>The Importance of Being Ernest</i>, followed by Wilde mini-unit including film version of <i>Picture of Dorian Gray</i>.• Drop-in unit on 20th century women writers• 20th Century Short Story Unit (small group literature circles – novel of choice (Have done <i>Kane & Able</i> as class))		<ul style="list-style-type: none">• Identify and utilize the skills necessary for competent communication across audio and visual media...
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