

# *English 11 CP-A Curriculum Guide*

1. English 11 CP-A
2. College Prep A: 122
3. 5 credits
4. Revised August 2008
5. No prerequisites
6. Course Description: **English 11 CP-A** is a full year course in British Literature. It is designed for the college bound student who successfully completed the previous year's Academic English course and who also received a favorable teacher recommendation. By means of a historical, thematic approach, students will be introduced and exposed to the major works.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

7. CCCS Addressed: 3.1, 3.2, 3.3, 3.4, 3.5
8. Course Goals and Objectives: The student will...
  - 1.) recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
  - 2.) respond to a broad range of literature;
  - 3.) compose a variety of written responses for different purposes and audiences;
  - 4.) use research skills to access, interpret, and apply information from a variety of sources;
  - 5.) organize, prepare, and present a formal spoken presentation clearly and expressively;
  - 6.) collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversations/discussions;
  - 7.) use a variety of analytical operations in the listening process;
  - 8.) experience and respond to non-print media by interpreting and evaluating their effective uses;
  - 9.) work within the classroom guidelines, policies and procedures set forth by the instructor; and
  - 10.) take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.

9. Implementation of Technology: Teachers will use PowerPoint presentations, DVD/VHS clips related to the literature, Elmo for writing instruction, Noodletools, blogs, and other appropriate technology as units demand.

10. Unit 1 -- *Beowulf* (4 weeks)

### **Objectives**

#### **SWBAT:**

- utilize *Beowulf* in order to introduce students to the Anglo/Saxon version of the epic hero/epic poem
- increase understanding of the differences between epic poetry and other forms
- examine the Anglo-Saxon roots of language as they have evolved to modern English
- examine the use of poetic techniques such as kennings, alliteration, imagery, concrete language and synecdoche in the epic
- recognize the cultural and religious connections as a context for the story
- demonstrate comprehension of literary elements of character, mood, tone, plot, setting and theme as applied to the epic through writing and an alternative assessment project.
- respond to the themes of good vs. evil and the qualities of a hero in analytical and creative writing assignments
- respond to the literature through a special project presentation
- discuss various aspects of the story through an ongoing series of motivational questions
- increase vocabulary through words derived from the text

### **Technology Infusion**

PowerPoint presentation of Anglo/Saxon background

Options for PowerPoint, Photo Story or video projects as a final assessment project

### **Sample Assignments**

Students will view PowerPoint presentation of notes and background information for the text.

Students will write a one page description of what their personal monster would look and act like.

Students will complete three language assignments that examine the use of rhyme, rhythm, alliteration, syllable stresses, meter, kennings, imagery and actual Anglo-Saxon translation.

Using their monsters from the Pre-Reading, students will create heroes to represent the “good,” and then write narratives in which the two characters battle.

Additional Materials:

Teacher generated handouts  
*Grendel*, by John Gardner  
*The Thirteenth Warrior* (video)  
Projector  
Computers and computer lab use

Unit 2 -- Man's Mortality – Heroes, Legends, Common Folks (4 weeks)

*Sir Gawain and the Green Knight*  
*LeMorte D'Arthur*

- a. Unit Goal: Introduce students to the social and political aspects of the Medieval Period in addition to the literature, and to compare and contrast the era with present day society.
- b. Objectives: SWBAT–
  - Understand that our literary heritage is marked by distinct literary movements, analyze how a work of a given period reflects historical and social events, analyze and evaluate figurative language, and how an author's use of words creates tone and mood.
  - Use strategies such as graphic organizers and outlines to plan and write drafts, review and edit work for spelling, usage, and clarity, and use the computer to compose, revise and publish his or her work.
  - Demonstrate command of the genre of Persuasive Writing.
  - Support or refute a position in small or large-group discussions, select and discuss literary passages that: develop characters and themes and illustrate literary elements.
  - Modulate tone and clarify thoughts through word choice as well as improve word choice by focusing on rhetorical devices.
  - Explore and reflect on ideas while hearing and focusing as well as listening to summarize and evaluate.
  - Understand that messages are representations of social reality and vary by historic time periods, analyze media for stereotyping, as well as use electronic media to explore human relationships, and new ideas while recognizing that creators of media use a number of techniques to convey messages.
- c. Implementation of technology:

Movie: *The Knight's Tale*

## Sample Assignments

Sir Gawain's behavior and attitude was decidedly different upon meeting his host's wife and her lady-in waiting...he was chivalrous to one and quite unchivalrous to the other. Describe his actions and explain why you think his behavior differed from one lady to the next.

How does Sir Gawain's description of himself reflect the knight's code of chivalry?

Evaluate the information provided and in your own words create a definition for the terms chivalry, romance, and courtly love.

## Additional Materials

Supplementary texts and poetry.

Selected medieval/modern ballads and readings.

*The Knight's Tale*

## Unit 3 --*The Canterbury Tales* (3 weeks )

Unit Goal: To increase student familiarity with medieval literature and satire using *The Canterbury Tales* as an example of the form. To increase familiarity with the evolution of the English language by studying its progress from the time in which *The Canterbury Tales* was written to present day. To recognize religious/societal influences on literature.

### Unit Objectives:

- Students will be able to discuss the societal/religious connections to literature including characters and themes.
- Students will demonstrate this knowledge through PhotoStory project. Students will discuss the values of the time period of *The Canterbury Tales* and relate them to their own.
- Students will demonstrate this knowledge in paper and HW assignments.
- Students will discuss the evolution of the English language by closely examining the middle English that the epic was written in as well as the societal norms of the time. This knowledge will also be demonstrated through written activities/paper.
- Students will demonstrate knowledge of satire through paper and PhotoStory project.

### Technology:

- PhotoStory 3 project
- PowerPoint presentation

## SAMPLE ASSIGNMENTS

As you read through the general prologue keep track of the following characteristics of each of the travelers: physical description (looks/dress), job description, personality traits. Provide one line supporting their personality trait.

Select three tales from *The Canterbury Tales* that have satirical elements. Using direct quotations, explain the satire. The satire can be characters, situations, professions, etc.

Additional Materials:

- *The Canterbury Tales*-novel
- Projector
- 5 computers

Unit 4 – *Hamlet, Prince of Denmark* (4-5 weeks)

**a. Unit Goal(s):** Students will revisit Shakespearian drama and gain a better understanding of theatre. Through the examination of Shakespeare’s *Hamlet, Prince of Denmark*, students will be able to determine why Shakespeare chose particular courses of action for certain characters. Students will break down characters based on psychological aspects and symbolic elements. By mapping the changes in characters, it should be evident what Shakespeare was trying to teach his viewers about life, death, humanity, and the limitations of the human mind.

**b. Unit Objectives:**

**SWBAT:**

- Memorize and discuss dramatic conventions and the essentials of dramatic structure, as well as compare these elements to that of typical literary techniques.
- Identify, distinguish, discuss and apply elements of the tragic man, the tragic hero, and Shakespearian tragedy to characters and works.
- Investigate and review the life and times of William Shakespeare and the Elizabethan era.
- Locate everyday examples of and determine the commonness of revenge.
- Examine scenes from the play and construct responses to critical analysis questions with appropriately cited support from the text.
- Use appropriate reading and speaking techniques to perform and dramatize an in-class reading of the play.
- Analyze individual characters and their situations from the reading in order to assess certain actions and events, in the form of both in discussions and writings.
- Interpret Shakespeare’s famous soliloquies and rewrite them line by line.
- View film versions of *Hamlet* and consider the similarities to the text, as well as the director changes.
- Formulate personal written responses to characters’ situations.
  - Discuss changes in certain characters and evaluate their actions based on Freud’s psychological elements of the id, ego, and superego.
  - In groups, create and illustrate an analytical visual and written portrait of a character, which will:
    - portray the key events and ideas surrounding the

character

- provide symbolic associations for the character
- include the most important quotes involving the character
- include a presentation to:
  - review of the most important events involving the character
  - communicate the full essence of the character by emphasizing the traits that make him or her unique
  - promote discussion of the character

c. Implementation of Technology:

- PowerPoint presentation- *Introduction to Dramatic Conventions and Dramatic Structure*
  - inclusion of youtube video demonstrating dramatic structure:  
[http://www.youtube.com/watch?v=m\\_0pcPex6Kk](http://www.youtube.com/watch?v=m_0pcPex6Kk)
- Viewing film version(s) of *Hamlet* adaptations
- Daily use of teacher's blog page for assignments and weekly overviews

### SAMPLE ASSIGNMENTS

How common do you believe the act of revenge is in everyday life? Write about specific incidents, including any in which you were involved or have witnessed.

Complete a line-by-line analysis of Hamlet's most famous soliloquy.

Define "tragedy" and explain how *Hamlet, Prince of Denmark* fits the definition.

Additional Materials

Various *Hamlet* film versions

Unit 5 -- The Research Paper (4 weeks)

**A. Unit Goal** – The goal of this unit is to have each student create an annotated bibliography and to defend a thesis statement through research. Each student will produce a well-documented research paper.

#### **B. Unit Objectives**

The students will:

1. Read developmentally appropriate materials at an independent level with accuracy and speed;

2. Identify, describe, evaluate, and synthesize the central ideas in informational texts;
3. Distinguish between essential and nonessential information;
4. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view;
5. Select appropriate electronic media for research and evaluate the quality of the information received;
6. Develop increased ability to critically select works to support a research topic;
7. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading;
8. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position;
9. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns;
10. Engage in the full writing process by writing daily and for sustained amounts of time;
11. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing;
12. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning;
13. Review and edit work for spelling, usage, clarity, and fluency;
14. Use the computer and word-processing software to compose, revise, edit, and publish a piece;
15. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development;
16. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media;

17. Use precise language, specific details, definitions, descriptions, examples, anecdotes, and analogies to advance a position;
18. Provide compelling openings and strong closure to written pieces;
19. Use knowledge of Standard English conventions to edit own writing;
20. Use a variety of reference materials, such as a dictionary, grammar reference, and/or Internet/software resources to edit written work; and
21. Apply all copyright laws to information used in written work.

### C. Implementation of Technology

1. Use library databases and internet websites to find source information
2. Use Purdue University Online Writing Lab (OWL) to reinforce various research skills
3. Use Noodle Tools to create MLA Works Cited Page and Annotated Bibliography
4. Use Word Processing tools to create final product

Skills that we will be reviewing and completing as part of the Research Process:

- A. **Using the media center and Internet** to find sources relevant to the topic
- B. Distinguishing **valid and reputable** Internet sources
- C. Taking effective **notes**
- D. Using **internal documentation** to give credit
- E. Creating a **Works Cited page** from a variety of sources
- F. Making an **outline**
- G. **Creating a strong thesis statement**
- H. Creating an **Annotated Bibliography**

10. Materials: Individual paperback novels

11. The assignments listed are representative of the types of assignments student will complete throughout the unit. Additional readings and writings, class activities and projects will also be completed.

12. Student Evaluation Methods: Tests, quizzes, papers, projects, homework, classwork, participation.

13. District Policy: **ACADEMIC INTEGRITY**

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment,

examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.

- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.
- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

14. Course Policy: All students in English 11 must complete a research project. Students will not receive credit for the course if a research project is not completed.

15: Websites: Individual teachers' websites can be accessed via [www.hpregonal.org](http://www.hpregonal.org).